

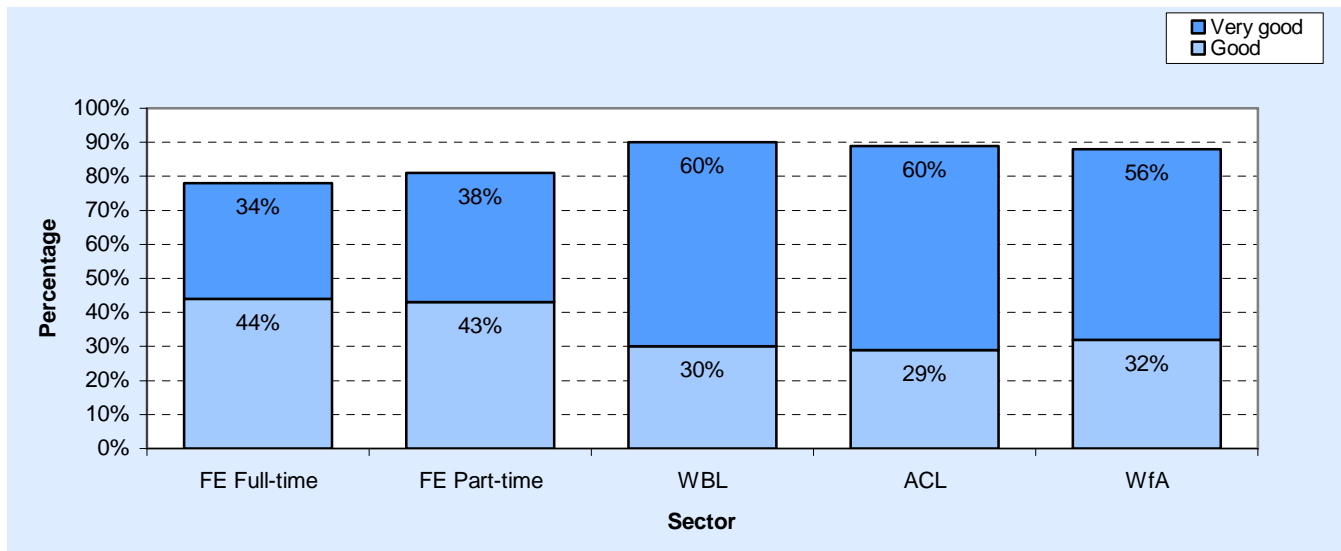
## Post-16 Learner Voice Wales survey results, 2013

This release summarises the headline results from the first annual Learner Voice Wales survey, covering learners in further education, work-based learning, adult community learning and Welsh for Adults. It is intended as a source of information to help providers, the Welsh Government and Estyn identify strengths and weaknesses in post-16 learning, and take action to improve the quality of provision.

The information in this release relates to the satisfaction of active DfES-funded learners enrolled at Welsh providers of post-16 education or training between 14 January and 23 February 2013. Learners were asked to rate various aspects of their experience relating to information and advice; support; teaching and learning; wellbeing; responsiveness; and overall satisfaction.

### Summary

**Chart 1: Percentage of learners rating their overall experience as 'very good' or 'good'**



### Key Results

A total of 53,928 learners submitted responses to the survey, 655 of which completed in Welsh. An overall participation rate of 67.7% was achieved. Table 1 shows the participation rate by sector and mode.

**Statistician:** Chris Williams

**Tel:** 029 2080 1155

**Email:** [chris.williams@wales.gsi.gov.uk](mailto:chris.williams@wales.gsi.gov.uk)

**Next update:** April 2014 (provisional)

**Twitter:** [www.twitter.com/statisticswales](http://www.twitter.com/statisticswales) | [www.twitter.com/ystadegaucymru](http://www.twitter.com/ystadegaucymru)

Cyhoeddwyd gan Y Gwasanaethau Gwybodaeth a Dadansoddi

Llywodraeth Cymru, Parc Cathays, Caerdydd, CF10 3NQ

Ffôn – Swyddfa'r Wasg **029 2089 8099**, Ymholiadau Cyhoeddus **029 2082 3332**

**[www.cymru.gov.uk/ystadegau](http://www.cymru.gov.uk/ystadegau)**

Issued by Knowledge and Analytical Services

Welsh Government, Cathays Park, Cardiff, CF10 3NQ

Telephone – Press Office **029 2089 8099**, Public Enquiries **029 2082 5050**

**[www.wales.gov.uk/statistics](http://www.wales.gov.uk/statistics)**



Llywodraeth Cymru  
Welsh Government

**Table 1: Response online and on paper by provider type(a)**

	Further Education learners						Overall total
	Total	Full-time (b)	Part-time (b)	WBL	ACL	WfA	
Total in scope learners population	65,524	31,091	34,433	30,165	25,992	13,280	134,961
Total sample of inscope learners	39,699	31,091	8,608	30,165	6,498	3,320	79,682
Total completes	31,808 (c)	19,939	6,464	13,266	7,039	1,815	53,928
Online	29,678	19,612	5,519	6,828	2,007	826	39,339
Paper	2,130	327	945	6,408	5,032	989	14,559
Response in Welsh	152	93	28	97	188	218	655
Participation rate ( <i>% of all in scope population</i> )	48.5%	64.1%	18.8%	44.0%	27.1%	13.7%	40.0%
Participation rate ( <i>% of total sample</i> )	80.1%	64.1%	75.1%	44.0%	108.3%	54.7%	67.7%
Match Rate to LLWR ( <i>% of completes</i> )	84.0%	n/a	n/a	54.0%	44.0%	n/a	74.0%

(a) 15 FE institutions, 22 WBL providers providers/consortia, 18 ACL partnerships, 5 WfA language centres took part in the survey

(b) These figures are for learners matched to the LLWR; FE learners that could not be matched to the LLWR could not be assigned a course type and can therefore only be included in the total number of FE learners. As a results the figure shown at c) is a sum of FE FT and PT completes as well as unmatched FE learners

(c) This figure includes 5,405 learners who cannot be identified as full-time or part-time as they did not match to the LLWR

The results show that:

- 48% of all respondents rated their overall experience as ‘very good’ and 36% as ‘good’. Only a very small proportion of learners (3% in total) said that their overall experience was ‘fairly poor’, ‘poor’ or ‘very poor’.
- Almost nine out of ten learners said that their course either met (50%) or exceeded (40%) their expectations.
- The survey included several questions relating to teaching and learning. Almost all of these received very positive responses from learners, who felt that their teachers were ‘very good’ at giving them one-to-one support (59%) and treating them fairly (63%).
- Other questions that elicited particularly positive responses from learners related to:
  - The help given to them to settle into their provider or course (50% ‘very good’, 35% ‘Good’)
  - The respect shown to them by staff within the provider (63% ‘very good’, 27% ‘good’)
  - The provider making them feel safe whilst on their learning programme (50% ‘very good’, 30% ‘good’)
  - (For work-based learners) ensuring that training is relevant to the work that learners are doing or wish to do (62% ‘very good’, 29% ‘good’)
- The questions that elicited comparatively less positive responses from learners (although still with very high levels of satisfaction) related to:
  - The information and advice offered by their provider about the different options available once they had completed their learning programme (31% ‘very good’, 36% ‘good’)
  - The provision of extra learning support (30% ‘very good’, 28% ‘good’) or support for personal issues (30% ‘very good’, 26% ‘good’) (although it should be noted that a quarter of learners said that these questions did not apply to them, suggesting that they had not sought such support)
  - Telling learners what had happened as a result of the views they had given (31% ‘very good’, 31% ‘good’)
  - (For full-time FE learners) ensuring that other learners did not disturb their work (32% ‘very good’, 40% ‘good’)

- The most positive groups were work-based and adult community learners, 60% of whom rated their overall learning experience as 'very good'. In these groups, nearly twice the proportion of learners gave the highest overall rating as in the full-time FE category (34%).
- Older learners were more likely to give positive ratings to their overall experiences; and females were more positive than males. There were very small differences between the overall ratings given by white and minority ethnic learners, and between learners with and without learning difficulties or disabilities.
- Learners were asked whether they preferred to learn through the medium of Welsh. Only 1% of respondents said that they preferred to learn in Welsh only, but a further 9% wanted to learn bilingually. In both of these groups, a fifth of learners said that they had not been offered the chance to learn through the medium of Welsh.

## Tables

Table 2a)	Composite scores for percentage of learners rating each theme of questions 'very good' or 'good' by sector, all learners.
Table 2b)	Satisfaction of all further education learners.
Table 2c)	Satisfaction of full-time further education learners.
Table 2d)	Satisfaction of part-time further education learners.
Table 2e)	Satisfaction of work-based learners.
Table 2f)	Satisfaction of adult community learners.
Table 2g)	Satisfaction of Welsh for Adults learners.
Table 2h)	Composite scores for each theme of questions by learner demographics, all learners.
Table 2i)	Learners offered the chance to learn in Welsh or Bilingually, by sector and language preference, all learners.

**Table 2a) Composite scores for percentage of learners rating each theme of questions 'very good' or 'good' by sector, all learners (a)**

	FE Learners			WBL	ACL	WfA
	Total	Full-time	Part-time			
Total number of responses (b)	31,808	19,939	6,464	13,236	7,039	1,815
<u>Information and advice</u>						
Very good	29%	29%	29%	46%	40%	30%
Good	41%	44%	40%	37%	31%	33%
<u>Support</u>						
Very good	33%	34%	32%	48%	41%	38%
Good	37%	40%	35%	32%	24%	25%
<u>Responsiveness</u>						
Very good	34%	32%	35%	54%	53%	49%
Good	36%	40%	34%	32%	24%	22%
<u>Health and wellbeing (c)</u>						
Very good	34%	36%	33%	45%	0%	0%
Good	33%	37%	30%	27%	0%	0%
<u>Teaching and learning (d)</u>						
Total number of responses (e)	43,996	31,786	6,784	13,182	6,920	1,813
Very good	45%	43%	48%	61%	69%	68%
Good	37%	39%	35%	29%	23%	23%

(a) The composite score is the average number of all the 'very good' or 'good' responses across all questions within each theme of questions. See the following tables for a sector breakdown by question.

(b) These figures represent the unweighted base. All other figures are derived from the weighted base

(c) This battery of questions was tailored for ACL and WfA learners, therefore direct comparisons can not be made with the other sectors. See the following tables for a sector breakdown by question

(d) This battery of questions was tailored for WBL learners, therefore direct comparisons can not be made with the other sectors. See the following tables for a sector breakdown by question

(e) FE FT learners were able to complete the teaching and learning battery of questions upto three for each main qualifications, therefore the total number of responses to the 'teaching and learning' theme is higher than for other themes.

**Table 2b) All Further Education learners (a)(b)**

	Total (c)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me
	<u>Number</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>
Could you now rate your college overall	31,770	37	43	15	2	1	1	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	31,792	33	43	16	2	1	1	1	3
Information and advice offered about the different options available to you once you have completed your course(s)	31,771	25	39	21	4	2	1	2	6
<u>Support</u>									
Helping you settle into your college	31,786	40	41	14	1	1	*	*	3
Informing you where to go for support	31,780	33	39	18	4	1	1	1	4
Providing specific help and support with course related issues	31,772	34	41	17	3	1	1	1	3
Providing extra learning support e.g. reading, writing or maths	31,771	27	33	14	3	1	1	2	19
Making sure you have the right equipment and materials	31,769	35	38	18	3	1	1	1	4
Providing support for personal issues that help you stay on your course, e.g. finance, childcare, transport and health issues	31,769	29	32	14	3	2	2	2	16
<u>Responsiveness</u>									
The respect shown to you by all staff within the college	31,777	51	34	11	2	1	1	1	n/a
Asking you to give your views about the college	31,756	27	41	18	3	1	1	9	n/a
Telling you what has happened as a result of your views	31,723	24	35	17	6	3	2	14	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	31,778	46	38	8	1	*	*	1	5
Supporting you to have a healthy lifestyle	31,750	21	28	16	6	4	3	4	19
Helping you understand and respect people from different backgrounds	31,742	35	35	12	2	1	1	3	11
<u>Teaching and learning (d)</u>									
Talking about your learning aims	43,981	46	41	10	2	*	*	1	n/a
Explaining the work you have to do	43,975	47	37	12	2	1	*	1	n/a
Listening to you and what you need to help you learn	43,977	46	37	12	3	1	1	1	n/a
Giving you feedback on how to improve	43,980	49	35	11	3	1	*	1	n/a
Making sure that other learners do not disturb your work	43,968	35	38	17	4	2	1	2	n/a
Treating you fairly and with respect	43,981	53	34	10	2	1	1	1	n/a
Making good use of your time e.g. starting and finishing on time	43,969	46	38	11	3	1	1	1	n/a
Delivering the course in a way that keeps you interested	42,898	43	37	14	3	1	1	1	n/a

(a) This table presents responses for all FE learners i.e. all FE FT learners matched to the LLWR (see table2c for a more detailed breakdown), all FE PT learners matched to the LLWR (see table 2d for a more detailed breakdown), plus 5,405 FE learners that could not be matched to the LLWR

(b) Question text in the table is abbreviated/shortened.

(c) These figures represent the unweighted base. All other figures are derived from the weighted base

(d) FE FT learners were able to complete the teaching and learning battery of questions upto three times for each main qualification, therefore responses to this battery are by course, rather than learners. As a result the total number of responses is higher for this battery of questions than for others

**Table 2c) Full-time Further Education learners (a)**

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
Could you now rate your college overall	19,936	34	44	17	2	1	1	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	19,939	33	45	17	2	1	1	1	1
Information and advice offered about the different options available to you once you have completed your course(s)	19,937	25	43	22	4	2	1	1	2
<u>Support</u>									
Helping you settle into your college	19,937	41	43	14	1	1	*	*	*
Informing you where to go for support	19,935	34	41	18	3	1	1	1	1
Providing specific help and support with course related issues	19,937	33	43	17	3	1	1	1	2
Providing extra learning support e.g. reading, writing or maths	19,937	30	37	16	3	1	1	1	1
Making sure you have the right equipment and materials	19,937	35	40	18	3	1	1	*	1
Providing support for personal issues that help you stay on your course, e.g. finance, childcare, transport and health issues	19,935	33	36	15	4	2	2	2	7
<u>Responsiveness</u>									
The respect shown to you by all staff within the college	19,937	46	36	13	3	1	1	*	n/a
Asking you to give your views about the college	19,935	27	44	19	4	1	1	4	n/a
Telling you what has happened as a result of your views	19,934	24	39	19	7	3	2	6	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	19,937	46	40	9	1	*	*	1	2
Supporting you to have a healthy lifestyle	19,934	23	33	18	7	4	4	3	7
Helping you understand and respect people from different backgrounds	19,933	37	39	14	3	1	1	2	3
<u>Teaching and learning (c)</u>									
Talking about your learning aims	31,783	44	43	10	2	*	*	1	n/a
Explaining the work you have to do	31,783	44	39	12	3	1	*	1	n/a
Listening to you and what you need to help you learn	31,783	44	38	13	3	1	1	1	n/a
Giving you feedback on how to improve	31,783	47	37	11	3	1	*	1	n/a
Making sure that other learners do not disturb your work	31,784	32	40	18	5	2	2	1	n/a
Treating you fairly and with respect	31,785	49	35	11	2	1	1	1	n/a
Making good use of your time e.g. starting and finishing on time	31,783	43	40	12	3	1	1	1	n/a
Delivering the course in a way that keeps you interested	31,507	41	38	14	4	1	1	1	n/a

(a) Question text in the table is abbreviated/shortened.

(b) These figures represent the unweighted base. All other figures are derived from the weighted base

(c) FE FT learners were able to complete the teaching and learning battery of questions upto three times for each main qualification, therefore responses to this battery are by course, rather than learners. As a result, the total number of responses is higher for this battery of questions than for others

**Table 2d) Part-time Further Education learners (a)**

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
Could you now rate your college overall	6,453	38	43	14	2	1	*	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	6,459	34	42	16	2	1	1	1	3
Information and advice offered about the different options available to you once you have completed your course(s)	6,453	24	37	20	4	2	2	3	8
<u>Support</u>									
Helping you settle into your college	6,458	41	40	13	1	1	*	*	3
Informing you where to go for support	6,454	33	37	18	4	2	1	1	5
Providing specific help and support with course related issues	6,450	34	40	16	3	1	1	1	4
Providing extra learning support e.g. reading, writing or maths	6,448	25	30	14	3	1	1	2	24
Making sure you have the right equipment and materials	6,450	34	37	18	3	1	1	1	5
Providing support for personal issues that help you stay on your course, e.g. finance, childcare, transport and health issues	6,448	26	29	13	3	2	2	3	23
<u>Responsiveness</u>									
The respect shown to you by all staff within the college	6,458	55	32	10	1	1	1	1	n/a
Asking you to give your views about the college	6,450	27	38	17	3	1	1	12	n/a
Telling you what has happened as a result of your views	6,436	23	31	17	6	3	2	18	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	6,454	47	36	8	1	*	*	1	7
Supporting you to have a healthy lifestyle	6,445	19	23	14	6	3	3	5	28
Helping you understand and respect people from different backgrounds	6,443	33	33	10	2	2	1	3	16
<u>Teaching and learning</u>									
Talking about your learning aims	6,780	47	40	10	2	*	*	1	n/a
Explaining the work you have to do	6,774	50	36	11	2	1	*	*	n/a
Listening to you and what you need to help you learn	6,779	49	35	11	2	1	*	1	n/a
Giving you feedback on how to improve	6,778	50	34	11	2	1	*	1	n/a
Making sure that other learners do not disturb your work	6,770	39	35	17	4	2	1	2	n/a
Treating you fairly and with respect	6,781	56	32	9	1	1	1	*	n/a
Making good use of your time e.g. starting and finishing on time	6,777	49	35	11	3	1	1	1	n/a
Delivering the course in a way that keeps you interested	6,260	45	35	14	3	1	1	1	n/a

(a) Question text in the table is abbreviated/shortened.

(b) These figures represent the unweighted base. All other figures are derived from the weighted base

**Table 2e) Work-based learners (a)**

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
Could you now rate your provider overall	13,146	60	30	7	1	*	*	1	n/a
<u>Information/support</u>									
Information you were given when choosing your training	13,176	49	37	8	1	1	*	*	2
Information and advice offered about the different options available to you once you have completed your training	13,130	42	37	11	1	1	*	2	5
<u>Support</u>									
Helping you settle into your training	13,188	59	32	7	1	*	*	*	1
Informing you where to go for support	13,164	50	36	11	1	1	*	1	1
Providing specific help and support with training related issues	13,162	53	34	9	1	*	*	1	1
Providing extra learning support e.g. reading, writing or maths	13,159	41	31	10	1	1	*	1	15
Making sure you have the right equipment and materials	13,150	50	33	10	2	1	1	1	4
Providing support for personal issues that help you stay on your training e.g. finance, childcare, transport and health issues	13,118	39	28	8	1	1	1	2	21
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	13,173	69	25	5	1	*	*	*	n/a
Asking you to give your views about the provider	13,132	49	37	9	1	*	*	4	n/a
Telling you what has happened as a result of your views	13,071	45	34	9	2	1	*	9	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your training	13,156	58	28	5	*	*	*	*	8
Supporting you to have a healthy lifestyle	13,020	31	25	9	3	1	1	3	28
Helping you understand and respect people from different backgrounds	13,025	49	30	7	1	*	*	1	11
<u>Teaching and learning</u>									
Talking about your learning aims	13,164	61	32	6	1	*	*	1	n/a
Explaining the work you have to do	13,151	64	27	6	1	*	*	*	n/a
Listening to you and what you need to help you learn	13,141	63	29	6	1	*	*	*	n/a
Giving you feedback on how to improve	13,141	61	29	7	1	*	*	1	n/a
Making sure that other learners do not disturb your work	13,078	49	33	9	2	1	*	6	n/a
Treating you fairly and with respect	13,138	70	24	5	1	*	*	*	n/a
Making good use of your time e.g. starting and finishing on time	13,134	61	29	6	1	*	1	2	n/a
Giving enough one-to-one time	12,818	59	28	9	2	1	1	1	n/a
Ensuring the training is relevant to the work you do or wish to do	12,775	62	29	6	1	*	*	1	n/a

(a) Question text in the table is abbreviated/shortened.

(b) These figures represent the unweighted base. All other figures are derived from the weighted base



**Table 2f) Adult community learners (a)**

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me
	<u>Number</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Percentage</u>
Could you now rate your provider overall	6,850	60	29	8	1	*	*	2	n/a
<u>Information/support</u>									
Information you were given when choosing your course	6,932	46	33	9	1	1	1	1	8
Information and advice offered about the different options available to you once you have completed your course(s)	6,858	36	30	9	2	1	1	3	17
<u>Support</u>									
Helping you settle into your course	6,911	60	26	6	1	1	*	1	6
Informing you where to go for support	6,854	39	30	9	2	1	1	2	16
Providing specific help and support with course related issues	6,849	50	27	8	1	1	*	1	11
Providing extra learning support e.g. reading, writing or maths	6,800	26	18	6	2	1	*	3	44
Making sure you have the right equipment and materials	6,850	52	27	7	2	1	*	1	10
Providing support for personal issues that help you stay on your course e.g. finance, childcare, transport and health issues	6,803	26	17	5	1	1	1	3	46
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	6,891	78	18	3	*	*	*	1	n/a
Asking you to give your views about the provider	6,745	49	33	8	1	1	*	9	n/a
Telling you what has happened as a result of your views	6,642	37	26	8	2	2	1	24	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	6,853	55	20	4	*	*	*	1	19
<u>Teaching and learning</u>									
Talking about your learning aims	6,864	66	27	5	*	*	*	1	n/a
Explaining the work you have to do	6,860	72	23	4	*	*	*	*	n/a
Listening to you and what you need to help you learn	6,847	72	23	4	*	*	*	1	n/a
Giving you feedback on how to improve	6,836	68	24	5	1	*	*	1	n/a
Making sure that other learners do not disturb your work	6,781	60	29	7	2	*	*	4	n/a
Treating you fairly and with respect	6,859	78	18	2	*	*	*	*	n/a
Making good use of your time e.g. starting and finishing on time	6,864	71	24	4	*	*	*	*	n/a
Delivering the course in a way that keeps you interested	6,853	74	21	4	1	*	*	*	n/a

(a) Question text in the table is abbreviated/shortened.

(b) These figures represent the unweighted base. All other figures are derived from the weighted base

**Table 2g) Welsh for Adults learners (a)**

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
Could you now rate your provider overall	1,798	56	32	9	1	*	*	2	n/a
<u>Information/support</u>									
Information you were given when choosing your course	1,805	36	38	14	2	1	1	1	8
Information and advice offered about the different options available to you once you have completed your course(s)	1,784	25	29	13	3	2	1	7	20
<u>Support</u>									
Helping you settle into your course	1,805	57	28	7	2	1	*	1	4
Informing you where to go for support	1,803	41	33	12	3	1	*	3	7
Providing specific help and support with course related issues	1,793	46	29	11	2	1	1	3	8
Providing extra learning support e.g. reading, writing or maths	1,794	22	17	7	2	1	*	4	47
Making sure you have the right equipment and materials	1,794	47	29	8	2	*	1	1	11
Providing support for personal issues that help you stay on your course e.g. finance, childcare, transport and health issues	1,791	19	13	4	1	1	1	4	58
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	1,798	83	14	2	*	*	*	1	n/a
Asking you to give your views about the provider	1,779	43	32	9	2	*	1	13	n/a
Telling you what has happened as a result of your views	1,760	24	20	10	5	2	2	38	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	1,796	44	18	3	*	*	*	2	33
<u>Teaching and learning</u>									
Talking about your learning aims	1,801	58	32	7	1	*	*	1	n/a
Explaining the work you have to do	1,807	71	23	5	*	*	*	*	n/a
Listening to you and what you need to help you learn	1,805	69	23	6	1	*	*	1	n/a
Giving you feedback on how to improve	1,794	65	24	8	2	*	*	1	n/a
Making sure that other learners do not disturb your work	1,783	55	27	7	1	*	*	9	n/a
Treating you fairly and with respect	1,806	84	15	1	*	*	*	*	n/a
Making good use of your time e.g. starting and finishing on time	1,804	76	19	4	*	*	*	*	n/a
Delivering the course in a way that keeps you interested	1,795	74	19	5	1	*	*	*	n/a

(a) Question text in the table is abbreviated/shortened.

(b) These figures represent the unweighted base. All other figures are derived from the weighted base

**Table 2h) Composite scores for percentage of learners rating each theme of questions 'very good' or 'good', by key learner demographics, all learners (a)**

	Age				Gender		Ethnicity		Disability	
	Under 19	19-24	25-44	45 or older	Male	Female	White	BME	Yes	No
Total number of learners (b)	23,251	11,517	10,589	7,742	24,984	28,080	49,535	1,575	5,486	45,304
<u>Information and advice</u>										
Very good	25%	36%	41%	41%	33%	37%	35%	36%	38%	35%
Good	46%	40%	33%	30%	40%	36%	38%	38%	35%	38%
<u>Support</u>										
Very good	31%	40%	45%	40%	35%	41%	39%	34%	43%	38%
Good	41%	35%			36%	29%	32%	34%	30%	32%
<u>Responsiveness</u>										
Very good	31%	44%	51%	51%	40%	46%	44%	42%	45%	44%
Good	42%	33%	26%	23%	35%	29%	32%	32%	31%	32%
<u>Health and wellbeing FE, WBL (c)</u>										
Very good	31%	35%	38%	30%	27%	26%	27%	19%	28%	27%
Good	37%	28%	25%	17%	27%	19%	22%	20%	22%	22%
<u>Health and wellbeing ACL (d)</u>										
	Under 25									
Very good	54%		57%	53%	53%	55%	55%	50%	70%	52%
Good	25%		22%	18%	23%	18%	20%	22%	15%	21%
<u>Health and wellbeing WfA (e)</u>										
	Under 25									
Very good	56%		47%	39%	43%	43%	43%	39%	30%	29%
Good	20%		18%	18%	18%	18%	18%	10%	16%	18%
<u>Teaching and learning FE, ACL and WfA (f) (g)</u>										
Very good	38%	49%	64%	70%	48%	56%	53%	48%	56%	53%
Good	42%	34%	26%	22%	36%	30%	32%	37%	29%	33%
<u>Teaching and learning WBL (h)</u>										
Very good	46%	62%	70%	69%	53%	68%	61%	63%	52%	62%
Good	38%	28%	22%	23%	34%	24%	29%	25%	33%	28%

(a) The composite score is the average number of all the 'very good' or 'good' responses across all questions within each theme of questions.

(b) These figures represent the unweighted base. All other figures are derived from the weighted base

(c) This battery of questions was tailored for learners from different sectors. The score refers to all FE and WBL learners. Direct comparisons can not be made with ACL and WfA sectors.

(d) This battery of questions was tailored for learners from different sectors. The score refers to all ACL learners. Direct comparisons can not be made with FE, WBL and WfA sectors.

(e) This battery of questions was tailored for learners from different sectors. The score refers to all WfA learners. Direct comparisons can not be made with FE, WBL and ACL sectors.

(f) FE FT learners were able to complete the teaching and learning battery of questions upto three for each main qualifications, therefore the total number of responses to the 'teaching and learning' theme is higher than for other themes.

(g) This battery of questions was tailored for learners from different sectors. The score refers to all FE, ACL and WfA learners. Direct comparisons can not be made with WBL sectors.

(h) This battery of questions was tailored for learners from different sectors. The score refers to all WBL learners. Direct comparisons can not be made with FE, ACL and WfA sectors.

**Table 2i) Learners offered the chance to learn in Welsh or Bilingually, by sector and language preference, all learners**

	Sector						Language Preference		
	FE Total	FE Full-time	FE Part-time	WBL	ACL	WfA	Welsh	Bilingual	English
Total number of responses	31,744	19,934	6,446	13,084	5,776	n/a	564	4,408	45,534
Yes, I was offered the chance to learn in Welsh	5%	6%	5%	5%	3%	n/a	29%	8%	4%
Yes, I was offered the chance to learn in both English and Welsh	40%	46%	36%	53%	23%	n/a	37%	54%	39%
No, I was not offered the chance to learn in Welsh	21%	18%	24%	16%	35%	n/a	20%	22%	23%
Don't Know	34%	31%	35%	26%	37%	n/a	14%	15%	34%

(a) These figures represent the unweighted base. All other figures are derived from the weighted base

## Notes

### 1. Data sources

Learner Voice Wales is an annual learner satisfaction survey carried out by Ipsos MORI on behalf of the Welsh Government. The survey was administered to learners by providers between 14 January and 23 February 2013. It was available in English and Welsh and in both paper and online formats. Learners were asked to rate their provider on: the information, advice and support provided to them; provider responsiveness, learning environment and student well-being; the quality of teaching and training; and overall satisfaction.

The results reported here are based on a census of work-based and full-time further education learners and a 25% sample of adult community and Welsh for Adults learners. Within this population, providers were asked to achieve a minimum response rate of 50% and a representative sample of learners by age, gender, qualification level and course type (full- or part-time).

Where possible, online responses were live matched to learner data held in the Lifelong Learning Wales Record (LLWR). Where this was not possible (and for paper responses) learners were asked to specify their age, gender, ethnicity, and course level / programme type so that their responses could be analysed.

LLWR data is collected by the Department for Education and Skills (DfES) to inform funding allocations, monitor performance and outcomes and to inform strategy development. The data provides the official source of statistics on post-16 learners in Wales (excluding Higher Education Institutions (HEIs) and school sixth forms). This release uses data from a statistical freeze taken in February 2013.

Further information on LLWR including user support manuals can be found at:

[www.learnerdata-wales.org.uk/LLWR-Inform/info/Documents.aspx](http://www.learnerdata-wales.org.uk/LLWR-Inform/info/Documents.aspx)

### 2. Definitions

#### 2.1. Terminology

Rim-weighting uses a mathematical algorithm to help provide an even distribution of results across the entire dataset while balancing certain categories such as age or gender to pre-determined totals. It weights the specified characteristics simultaneously and disturbs each variable as little as possible.

#### 2.2. Cohort of learners

The cohort underpinning the 2013 Learner Voice Survey comprises of active DfES-funded learners enrolled at a Welsh provider of post-16 education or training between 14 January and 23 February 2013. The cohort does not include non-DfES funded learners or learners at higher education institutes or sixth forms.

### 3. Rounding

All figures in this release are rounded to the nearest whole number and therefore there may be slight discrepancies between the sum of the constituent rows/columns and the independently rounded totals. A \* means a figure greater than 0% but less than 0.5%

## **4. Key Quality information**

### **4.1. Relevance**

The statistics presented in this release are used both internally within the Welsh Government and externally by other individuals and organisations.

Within the Welsh Government they contribute towards the Programme for Government commitment to 'ensure that learner voice is central to strategic decision making in colleges of FE', as a key element of the Quality and Effectiveness Framework for post-16 learning in Wales.

Further information on the Programme for Government can be found at:

[Programme for Government](#)

Further information on the Quality and Effectiveness Framework for post-16 learning can be found at:

[Quality and Effectiveness Framework](#)

### **4.2. Accuracy**

The data was quality checked to remove duplicate responses and apply edits to the paper survey where either invalid responses had been given, or multiple responses had been given to single code-answers.

Weighting was applied at three levels to ensure that the data is representative of the learner profile: i) weighting learners within provider; ii) an additional rim-weight was applied to account for distribution of responses by provider within a sector; and iii) a final rim-weight was applied to for the distribution of responses by sector within the all-Wales dataset. The variables chosen for weighting can be summarised as follows:

- FE: interlocking age and gender, full-time/part-time, highest level of qualification
- WBL: interlocking age and gender, programme type
- ACL: age and gender
- WfA: age, gender, level of course.

It should be noted that learners submitting paper responses were more positive about their experience than those submitting responses online, most notably in the proportion answering 'very good'. This is in line with similar mixed-mode surveys and the 2010 Learner Voice Wales pilot. This difference may be explained by a number of valid reasons (for example the profile of learners submitting paper responses); nonetheless, further work to explore the existence of any mode effect will take place in year 2 of the Learner Voice Wales survey.

### **4.3. Timeliness and punctuality**

The release has been published within seven weeks of the fieldwork window closing; this balances timeliness against the need for accurate data-quality. The statistics in this release use data derived from the 2012/13 statistical freeze of the LLWR taken in February 2013, to maximise the matching of respondents to detailed LLWR data.

### **4.4. Accessibility and clarity**

This statistical release is pre-announced and then published on the Statistics section of the Welsh Government website.

## **4.5. Comparability**

The survey questions and methodology employed in Learner Voice Wales 2013 are different to that of the provider-led learner voice pilots in 2009 and 2010. Questions were designed in consultation with providers and cognitively tested with learners. Four versions of the questionnaire were created, with tailored question wording for the different learning context in FE, WBL, ACL and WfA.

Learner satisfaction ratings for post-16 providers in England are published on the FE Choices website. However, the survey questions and response scale are different to those used in Learner Voice Wales, therefore direct comparisons are not possible.

## **4. Additional information**

### **4.1. Further dissemination of results**

A more detailed all-Wales report will be available on the Welsh Government website in June 2013.

All participating providers will receive individual benchmarked reports. These will enable providers to make detailed comparisons of their learner satisfaction rates against national averages. Estyn inspectors will also have access to these reports in order to inform their judgements on learner satisfaction.

### **4.2. Other Welsh Government post-16 education outputs using the data sources named in Note**

- [Provider-led Learner Voice: Pilot Evaluation \(November 2009\)](#)
- [Provider-led Learner Voice Survey for Post-16 Learning, 2010: Pilot Results](#)
- [Provider Led Learner Voice for Wales 2010: Technical report of the full pilot](#)