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Learner Voice Wales Survey 2014 results



Llywodraeth Cymru
Welsh Government

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“Learner
Voice
Wales”

Learner Voice Wales Survey 2014 results

Ipsos MORI

Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government.

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Executive summary

Executive Summary - Background and method

The Learner Voice Wales Survey was commissioned by the Welsh Government as part of the Quality and Effectiveness Framework for post-16 learning. The survey was conducted by Ipsos MORI and 2014 was its second year. A total of 66,899 (43 per cent) of the 154,285 learners across the further education (FE), work-based learning (WBL), adult community learning (ACL) and Welsh for Adults (WfA) sectors took part in the survey between December 2013 and February 2014.

This report provides an all-Wales perspective, combining and comparing data across the four sectors.

Core survey

The core survey could be completed online or on paper. The survey asked learners to rate their providers on a six-point scale of 'very good' to 'very poor' across 19-22 questions (depending on sector), split primarily into five themes: the information and advice provided to them; the quality of teaching and training; their provider's responsiveness; the help and support provided to them; and their health and well-being.

Learners were also asked about their overall experience, specifically: how they rate their provider overall; whether their course was meeting their expectations; what they liked best about their provider; and what they thought their provider could improve. A series of questions were also asked about Welsh medium and bilingual opportunities and skills.

Easy Read survey

A separate 'Easy Read' version of the core survey was developed in 2014 and completed by a further 1,759 learners. The 'Easy Read' survey aimed to increase participation by using a tailored questionnaire designed specifically for learners with learning difficulties and/or disabilities, learners whose first language is not English or Welsh and learners with low levels of literacy.

Executive Summary – Key findings

Core survey

- Overall, the vast majority of learners continued to rate their provider positively both overall and for all the themes they were asked about. In line with 2013, just under half (48 per cent) rated their provider as ‘very good’ overall, and a further 36 per cent rated them as ‘good’. Moreover, nine in ten learners (89 per cent) felt their course or training was ‘better than’ or ‘about what’ they expected.
- At the all-Wales level, the results are broadly in line with the 2013 survey with some small differences. Most notably, the proportion of learners rating their tutors or trainers as ‘very good’ has fallen by two percentage points within the teaching and training theme for the measures around: explaining the work you have to do (from 57 per cent to 55 per cent); making good use of learners’ time (from 56 per cent to 54 per cent); and delivering the course in a way that keeps learners interested (from 53 per cent to 51 per cent).
- However, as outlined on the following slide, the difference between results from the 2013 and 2014 surveys was more marked when comparing results within each sector.

Easy Read survey

- In the Easy Read version of the survey 78 per cent of learners rated their course as ‘very good’.
- While not directly comparable with the core survey, the results for the easy read survey follow a similar pattern. Information provision receives the lowest score, while respect from staff is given the highest rating by learners.

Executive Summary – Sector findings

- As in 2013, learners in FE were more likely to rate their provider as ‘good’ rather than ‘very good’ on a number of measures compared to those in WBL, ACL and WfA. FE has a higher proportion of learners completing the survey online compared to other sectors, therefore a study was conducted in 2014 to establish whether mode of completion affected responses. No evidence was found that learners who responded online were significantly more or less positive than those who responded on paper. Though it remains unclear from the data as to why learners in FE rate their providers less positively, it is important to consider the year on year change within each sector.
- Within **FE** there was a small decline in the proportion of learners that rated their provider as ‘very good’ overall, from 37 per cent in 2013 to 35 per cent in 2014. This was reflected in the slight fall in learners that rated their provider as ‘very good’ at: ‘informing [them] of where to go for support’ (from 35 per cent to 33 per cent), ‘supporting [them] to have a healthy lifestyle’ (26 per cent to 24 per cent), ‘talking about [their] learning aims’ (46 per cent to 44 per cent) and ‘explaining the work [they] have to do’ (from 47 per cent to 45 per cent).
- Among learners in **WBL** there was a two percentage point increase in the proportion that rated their provider as ‘very good’ overall (from 60 per cent to 62 per cent). Learners rated the providers more positively than 2013 across a further ten measures, most notably in ‘making sure that other learners do not disturb [their] work’ (the percentage rating ‘very good’ was up from 49 per cent in 2013 to 52 per cent in 2014).
- The biggest improvement in overall provider rating was among learners in **ACL** (up four percentage points from 60 per cent in 2013 to 64 per cent in 2014). Furthermore, ACL learners were more positive than 2013 across a further 14 measures, this was most evident in ‘providing support for personal issues’ (the percentage rating ‘very good’ was up from 48 per cent in 2013 to 55 per cent in 2014).
- Within **WfA**, there was no change in the proportion of learners that rated their provider as ‘very good’ overall (58 per cent). However, there was an increase in the proportion that rated their provider as ‘very good’ across seven measures; the largest increase was in ‘helping you feel safe’, where the proportion that rated this as ‘very good’ increased from 65 per cent to 72 per cent.

Welsh language provision

- Overall, just under half of all learners (45 per cent) reported that they were given the opportunity to learn in Welsh or bilingually. In contrast, just one in ten learners (10 per cent) reported that they would prefer to learn in this way.
- However, as in 2013, the opportunity to learn in Welsh or bilingually did not always match learner preferences: only 41 per cent of learners who would have preferred to learn in Welsh only said that they were offered the chance to do so, while only 53 per cent of those who would have preferred to learn bilingually said that this opportunity was offered to them.

Areas of investigation

- **Ethnicity.** In both 2013 and 2014 learners from Mixed ethnic and Asian backgrounds consistently rated their providers less positively than those from White backgrounds. Consideration of the overall provider ratings suggested that learners from Mixed White and Black African groups rated their provider least positively; however there was no consistent pattern of specific ethnic groups rating their providers less positively across all measures.
- **Information and advice.** Of the five themes covered in the survey learners rated the information and advice they received from their provider, about their course / training and what they could do afterwards, least positively. The survey results suggest that ratings of information and advice were not directly related to how recently a learner had started their course, though the proportion of learners who rated their provider as 'very good' on information and advice was lower for those who started their provision in the autumn term (in 2012 and 2013) than learners who started their provision in subsequent terms.

Executive Summary – Question Bank

In 2014 providers were able to select around five additional questions from a ‘bank’ of 37 approved questions. These ‘Question Bank’ questions were asked at the end of the online survey (it was logistically impossible to add them to paper surveys) and designed to cover areas of particular interest or significance for individual providers or learning sectors. The selection of additional questions from the Question Bank was at the discretion of individual providers. The results for these questions should therefore be seen as an indicative reflection of the national picture, reflective only of those providers taking part and only of those learners completing online.

Findings

- In line with the positive provider ratings in the core survey two thirds (67 per cent) of learners who answered the relevant Question Bank question said they would strongly recommend their provider to a friend. Two thirds (69 per cent) felt they were ‘prepared to take the next step in their life’ and three quarters reported that their confidence (74 per cent) and enthusiasm for future learning (76 per cent) had improved as a result of their course or training.
- Building on the positive scores for teaching and training in the core survey those answering questions from the Question Bank were also very positive about the knowledge of staff and the extent to which they were stretched to do their best (67 per cent and 49 per cent respectively rated these as ‘very good’). Seven in ten learners (71 per cent) felt the balance between theory and practical work on their course was ‘about right’.
- Learners were less positive about library facilities, IT facilities and online teaching materials (28 per cent, 29 per cent and 33 per cent respectively rated these as ‘very good’).
- Learners also reported feeling well informed and that it was easy to get hold of staff when they needed them. Few learners felt able to comment on how well providers dealt with complaints (63 per cent responded ‘don’t know’), but those who could make a judgement responded positively about the way these were handled.
- Experience of using Welsh informally and celebrating Welsh culture and history was mixed. Just over half of learners (52 per cent) said that they could use Welsh informally on a frequent basis, while 41 per cent of those asked said that their provider promoted Welsh culture and history either ‘a great deal’ or ‘a fair amount’.



Glossary

Glossary of terms - 1

Adult Community Learning (ACL)	Adult community learning can be defined as flexible learning opportunities for adults, delivered in community venues to meet local needs. ACL funded by the Welsh Government covers a diverse range of provision. It embraces learning opportunities which are offered by further education institutions and local authorities.
Base (size)	The 'base' is the number of responses given to a particular question in the survey.
Benchmark / benchmarking	Benchmarks are used to compare the results of different groups of learners. They compare the percentage of learners giving one answer from group A to the percentage of learners giving the same answer in group B.
Black and Minority Ethnic (BME)	Black and minority ethnic groups. This sub-group includes learners from Black, Asian, Mixed, and Other ethnic backgrounds as defined by the census and LLWR.
Composite scores	The composite scores are a sum of the responses to each theme of questions in the survey (information and advice; teaching and training; responsiveness; help and support; and health and well-being). Components of each theme sum to a total of 100. A detailed explanation of how the composite scores are calculated can be found in the technical report.
Data weighting	A process to adjust the profile of the survey sample (i.e. those who took part in the survey) so that it is representative of the real learner population (i.e. everyone who could take part).

**Easy Read /
Easy Read survey**

A separate, Easy Read version of the survey was trialled in 2014. This was designed to increase participation in the survey among learners with learning difficulties or disabilities (LLDD), learners whose first language was not English or Welsh, and learners with low numeracy and/or literacy skills. The Easy Read paper-only survey contained fewer questions, simplified wording and used a different response scale than the core survey, meaning that the data cannot be combined and Easy Read results need to be reported separately. Use of the Easy Read survey was at the discretion of providers, who were advised only to adopt it for learners who could not complete the relevant sector survey without significant support. It was not used by all learners with learning difficulties or disabilities, whose first language was not English or Welsh or had low numeracy and/or literacy skills.

**Further Education
(FE)**

Post-compulsory vocational and academic learning provided by further education institutions.

In-scope learners

Refers to Welsh Government funded learners who were in learning during administration of the Learner Voice Wales survey.

**Key Drivers Analysis
(KDA)**

This is a statistical test performed to analyse the relative strength of factors (independent variables) in determining the outcome of the answer to a specific question (dependent variable).

Learning programme

The type of course/training undertaken by a learner in Work-Based Learning (WBL), for example an Apprenticeship or Traineeship.

Learning sector

One of Further Education (FE), Work-Based Learning (WBL), Adult Community Learning (ACL) or Welsh for Adults (WfA).

LLDD	Learners with learning difficulties and/or disabilities
Lifelong Learning Wales Record (LLWR)	The LLWR is a database used to collect data on learners, their learning activities and achievements across further education, work-based learning and adult community learning. This data is used as the basis for running management information reports and benchmarking data.
LLWR matching	The identification (ID) code entered by learners during the survey was 'matched' where possible to their relevant ID code on the LLWR database. This allowed for analysis of a range of variables included in the LLWR database but not collected in the survey.
Online reporting tool or portal	Providers are able to access anonymised data submitted by their learners via an online database. The site is an interactive tool and allows providers to filter their data or compare the results for different sub-groups.
Question Bank	In addition to the core survey questions, providers had the option during the 2014 survey to select around five additional questions to ask learners completing the survey online from a set list of questions approved by the Welsh Government. These 37 'Question Bank' questions were designed to give providers the opportunity to tailor Learner Voice Wales to their individual needs. The questions covered areas of particular interest or significance for individual providers or learning sectors in more detail, such as provider resources and facilities, learning materials and learners' skills development.
Score	'Score' is used throughout this report to refer to the percentage of learners giving a response – typically the top 'Very good' rating. Please note that the Composite Scores are distinct from general references to scores – see description on slide 11.

Sector Subject Area (SSA)	All regulated qualifications are assigned a Sector Subject Area code by the Awarding Organisation. These classifications can be used to group qualifications together into one of fifteen areas (such as Social Sciences, or Health, Public Services and Care) for the purposes of analysis.
Themes / Learning themes	The five topics covered within the survey questions: information and advice; teaching and training; responsiveness; help and support; and health and well-being. See also Composite scores.
Verbatim / Verbatim responses	A verbatim response is the exact wording given in response to an open-ended question, where learners are able to write/type in full sentences, as opposed to selecting a response from a list of pre-determined options.
Work-Based Learning (WBL)	Learning delivered by an FE college, local authority or other training provider to up-skill existing employees in the workplace, or support unemployed individuals to gain employment. The learning programmes include: Apprenticeships; Flexible learning; Traineeships; and Work Ready programmes.
Welsh for Adults (WfA)	One of the four learning sectors covered within the survey. A national initiative, based at six Welsh language centres across Wales, offering Welsh language courses as a specific part of adult community learning (ACL) provision.



Background and methodology

Post-16 education in Wales

Further education

- Further education is delivered by Further Education Institutions (FEIs) that are publicly funded to deliver education and training to learners over the age of 16. FEIs deliver a wide range of activities, from one-day courses to higher education.
- Learners in further education are a highly diverse group, ranging from 16-18 year olds studying A levels, to vocational learners and higher education students. Learners study at college campuses, in community venues and, in some cases, at employers' premises.

Work-based learning

- DfES funded learning programmes delivered by an FE college, local authority or other training provider. The programmes are split into distinct two groups, although in both groups learning takes place through a combination of centre-based learning and learning in the work place:
 - Apprenticeships (including Foundation Apprenticeships, Apprenticeships, Higher Apprenticeships and Flexible Learning) aimed at up-skilling existing employees over the age of 16, and are completed over a period of two to three years; and
 - Employability Programmes (including Traineeships for 16-18 year olds and Work Ready for adults), which support unemployed individuals to gain employment or progress onto further education or training. The length of time to complete varies depending on the needs of the individual learner.

Post-16 education in Wales

Adult community learning

- Defined as ‘flexible learning opportunities for adults’ delivered in community venues to meet local needs. Learners come from a wide range of backgrounds, and study courses ranging from ‘second chance’ literacy and numeracy, to art and design, ICT and languages. ACL caters mainly for learner aged over 19, and includes formal and informal/non-accredited learning opportunities.

Welsh for adults

- Welsh for Adults is a community education programme open to adult learners. There are currently six DfES funded Welsh for Adults Centres throughout Wales who in turn fund other Welsh for Adults providers in the higher education, further education and the third sector. The provision includes community courses, Welsh in the Workplace and Welsh for the Family. A National Entity will be responsible for the strategic development of the sector from May 2016 onwards.

What is the Learner Voice Wales Survey?

- Learner Voice Wales is the largest post-16 learner survey undertaken in Wales. In 2014, its second year, a total of 66,899 learners took part in the core survey across the further education (FE), work-based learning (WBL), adult community learning (ACL) and Welsh for Adults (WfA) sectors.
- The survey takes place annually between December and February and gives learners the opportunity to provide anonymous feedback about their experiences of post-16 education and training.
- The survey is offered online or on paper, and learners are asked questions on five themes:
 - the information and advice provided to them
 - the quality of teaching and training
 - their provider's responsiveness
 - the help and support provided to them
 - their health and well-being
- Learners were also asked about their overall experience, specifically: how they rate their provider overall; whether their course was meeting their expectations; what they liked best about their provider; and what they thought their provider could improve. A series of questions were also asked about Welsh medium and bilingual opportunities and skills.
- As well as the core survey, learning providers could also choose to add around five questions from a selection of 37 additional 'Question Bank' questions to the online survey.
- A separate, 'Easy Read' version of the core survey was also developed in 2014 and completed by a further 1,759 learners. The Easy Read survey aims to increase participation by using a tailored questionnaire designed specifically for learners with learning difficulties and/or disabilities, learners whose first language was not English or Welsh, and learners with low levels of literacy.
- Eligibility is restricted to DfES-funded learners (full-time and part-time) undertaking a course during the survey window.

How are the results disseminated?

- The results of the Learner Voice Wales survey are used to inform Estyn inspections of post-16 learning providers and to help drive improvement in the sector as a key part of the Welsh Government's Quality and Effectiveness Framework.
- Each learning provider participating in the survey received a report detailing their results, benchmarked against sector averages, with trend data included to track areas of improvement or decline. Summaries of these results were published in 2014 on the Learning and Skills Observatory Wales website: <http://www.learningobservatory.com/learner-outcomes-learner-voice-reports/>.
- Each learning provider also received a separate Excel file of learner verbatim responses given in the survey. These responses have been anonymised so that no individual learner can be identified, and cleaned of any language deemed by the research team to be inappropriate.
- Learning providers selecting additional questions from the Question Bank received these results separately as an Excel file showing results by demographic group and course level/type per learning sector.
- All-Wales level results are reported in this document, and the statistical summary published in April 2014 can be found here: <http://gov.wales/docs/statistics/2014/140417-post-16-learner-voice-wales-survey-2014-en.pdf>.
- An online reporting tool was also made available to providers from June 2014 with full access to subgroup, course level and sector benchmark data.

How was the data in this report collected?

- Fieldwork was conducted between 09 December 2013 and 21 February 2014.
- As in 2013, the survey was available in English and Welsh and could be completed online or on paper. Questions were tailored for the different learning context in FE, WBL, ACL and WfA.
- Providers of full-time FE and WBL courses were asked to achieve a census wherever possible i.e. to invite all of their learners to take part. ACL, WFA and providers of FE part-time education participating in the survey were given guidance on how to achieve a representative sample through selecting classes at random.
- Minor changes to the wording of the 2013 questionnaire were made for a number of core survey questions. This is noted throughout the report where comparisons are made between years and the full question wordings are in Appendix B.
- Where possible, learners completing online were matched against the Lifelong Learning Wales Record (LLWR) at the time of completion. Where this was unsuccessful, and for learners completing on paper, learners were asked to specify their age, gender, ethnicity and course level. This allowed a further attempt to match each learner against the LLWR and ensured sub-group analysis would be possible.
- Full-time FE learners completing the survey online undertaking multiple courses, and who were matched with their LLWR record, were asked to rate the quality of teaching and training for each of their main qualifications (up to a maximum of three). This means that there are more responses to these questions than total number of learners taking part. This also applies to the Sector Subject Area (SSA) breakdown for FE.
- This year a pilot was undertaken to test the presence of “mode effect” whereby learners’ responses are affected by the survey mode they used (i.e. online or paper completion). The results show minimal difference between methods of completion and demonstrate that there is no systematic mode effect.
- For further information about the survey methodology, questionnaire changes, response and matching rates, please view the full technical report, available at <http://gov.wales/statistics-and-research/learner-voice-survey/?lang=en>

Survey response

- In total 66,899 learners took part in the core survey, equivalent to 68 per cent of all learners sampled (i.e. invited to take part), the same percentage as in 2013. This represents 43 per cent of all in-scope learners, an increase from 40 per cent last year. The majority took part online (49,780, or 74 per cent) and 688 learners responded in Welsh. The survey achieved a match rate to the LLWR database of 90 per cent, significantly higher than in 2013 when this figure was 74 per cent.
- A further 1,759 learners completed the Easy Read survey, including six who responded in Welsh. The match rate for the Easy Read survey was 53 per cent*.

Response online and on paper by learning sector	Total learners	FE learners			WBL learners	WfA learners	ACL learners
		All**	full-time**	part-time**			
Total in scope learners	154,285	77,153	41,327	35,826	38,663	12,008	26,461
Total sample	98,564	50,284	41,327	8,957	38,663	3,002	6,615
Total completes	66,899	37,917	28,945	8,502	20,496	2,257	6,229
Online	49,780	33,325	27,750	5,203	13,555	1,378	1,522
Paper	17,119	4,592	1,195	3,299	6,941	879	4,707
Response in Welsh	688	169	114	39	94	213	212
<i>Participation rate (% in scope)</i>	43	49	70	24	53	19	24
<i>Participation rate (% sample)</i>	68	75	70	95	53	75	94
Match to LLWR (%)	90	96	98	88	93	96	70
Total Easy Read completes	1,759	979	N/A	N/A	110	0	670
<i>Easy Read match to LLWR(%)</i>	53	78	N/A	N/A	32	20	N/A

*It is not possible to calculate a participation rate on the Easy Read survey due to the lack of data on the eligible sample.

** A total of 470 unmatched FE learners did not say whether they learn full-time or part-time, but are included in the 'Total' column.

See the Learner Voice Wales Survey 2014 Technical Report for further details <http://wales.gov.uk/learnervoicewales>

Notes

- Data have been weighted to match the national learner population. Further details of the sample profile can be found in Appendix 1. Please note that base sizes for sub-groups may not add up to the total base (e.g. learners who completed a paper survey may not have given their age, gender or course level etc.). Total bases per question are in Appendices 2 (core survey), 3 (Easy Read) and 4 (Question Bank).
- All percentages have been rounded and this accounts for any apparent inconsistencies in totals. The 'base size' is the total number of responses given to each question.
- Sub-group base sizes of below 10 should be treated as indicative only. Those below 5 have been suppressed to protect learner confidentiality. Base sizes for sub-groups can be found in Appendix 1.
- Where appropriate the percentage of learners giving a rating of 'very good' has been used to demonstrate differences between sub-groups.
- Throughout the report statistically significant differences between the 2013 and 2014 results are indicated. Guidance on statistical significance and reliability can be found in Appendix 5.
- Composite scores have been created for each of the five main survey themes, based on the average response to all the questions within that theme, for each learner.
- Learners were given the opportunity to provide free text responses to questions about what they liked best about their experience and what they thought needed improvement. Anonymised responses are presented in this report.
- Use of the Easy Read survey and use of the Question Bank was at the discretion of individual providers. Therefore, data for these aspects are reflective only of those providers taking part.



The national picture

This section looks at the key measures that summarise learner experience including: overall rating; whether the experience met expectations; and composite scores for key themes such as teaching and training.

Key findings

Slide 23 Learners completing the core questionnaire remained **positive about their provider and learning experience**: 96 per cent rated their provider positively, including 48 per cent giving a rating of ‘very good’.

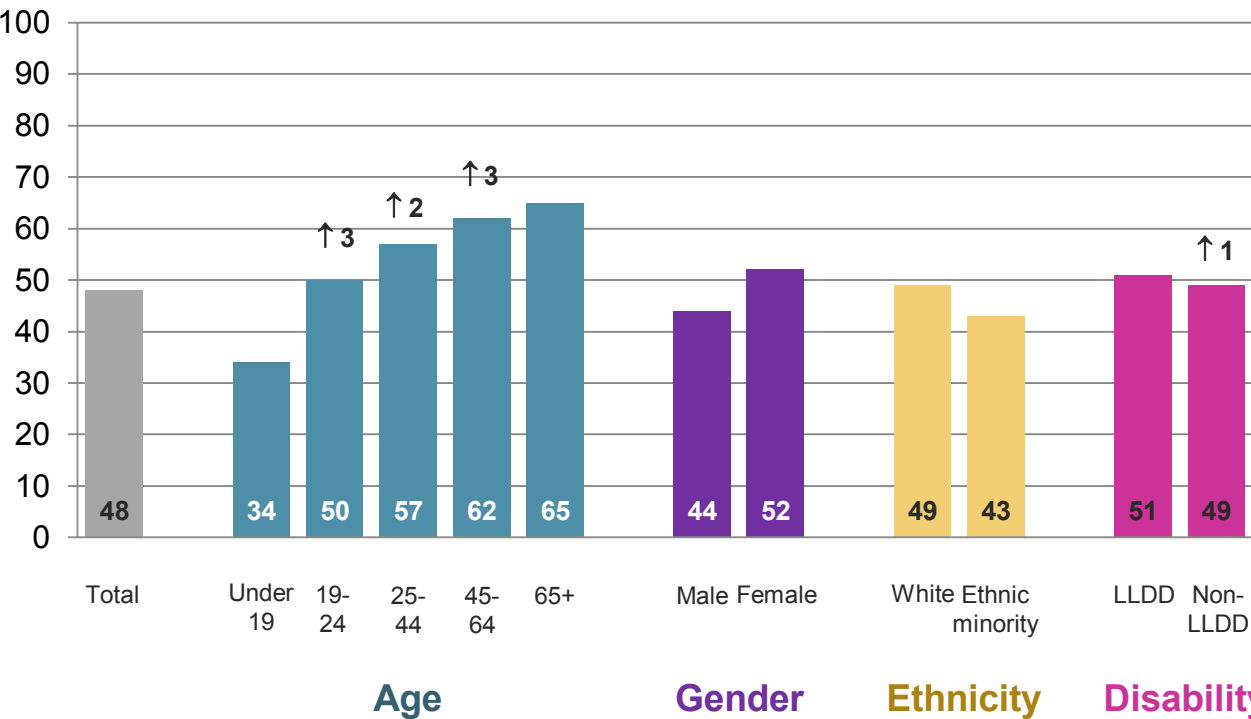
Slide 24 A half said their course was **about what they expected** (50 per cent), as in 2013. The proportion who said it was better than they expected has shown a very small decline (39 per cent in 2014 compared with 40 per cent in 2013).

Learners remain positive about their providers, but differences between age groups persist

Could you now rate your college/provider overall?



Overall rating of college/provider: by subgroup, percentage giving rating of 'very good'



As in 2013, 85 per cent gave a positive response when asked to rate their college/provider overall, including 48 per cent who give a rating of 'very good'.

When analysed by demographic group, a similar pattern to that seen in 2013 emerged. Learners aged under 19 years remained significantly less positive than learners aged between 19-64 (whose ratings have also increased since last year) and those aged 65+.

The gap in ratings between learners with and without learning difficulties or disabilities has narrowed.

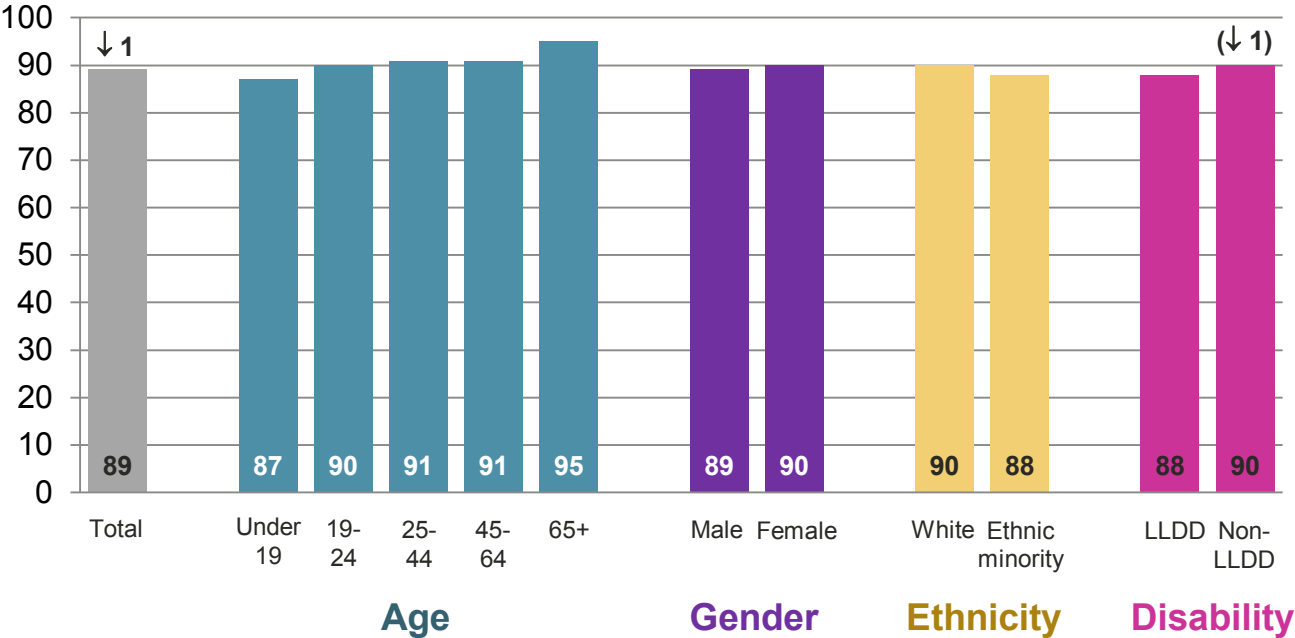
Half of learners said their expectations had been met, but the proportion whose expectations were exceeded had fallen slightly

Is this course what you expected it to be?

■ % Better than I expected ■ % About what I expected ■ % Worse than expected ■ % Did not have any expectations ■ % Don't know



Overall rating of course meeting expectations: by subgroup, percentage giving rating of 'better than / about what expected'



The proportion of learners who said their course had exceeded their expectations has fallen from 40 per cent in 2013 to 39 per cent this year.

This decline has been among learners without learning difficulties or disabilities.

National trends from 2013

Key Drivers Analysis (KDA) was conducted in 2013 on the question “Please can you rate your college/provider overall” to establish the **factors that determine the outcome of this variable** most strongly, and to cross analyse these with **learner ratings for these variable**.

The KDA identified three themes in 2013 which drive learner assessment of their provider more strongly than others: **help and support; teaching and training; and information and advice**. Achieving high scores in these areas is therefore key to improving learner ratings overall.

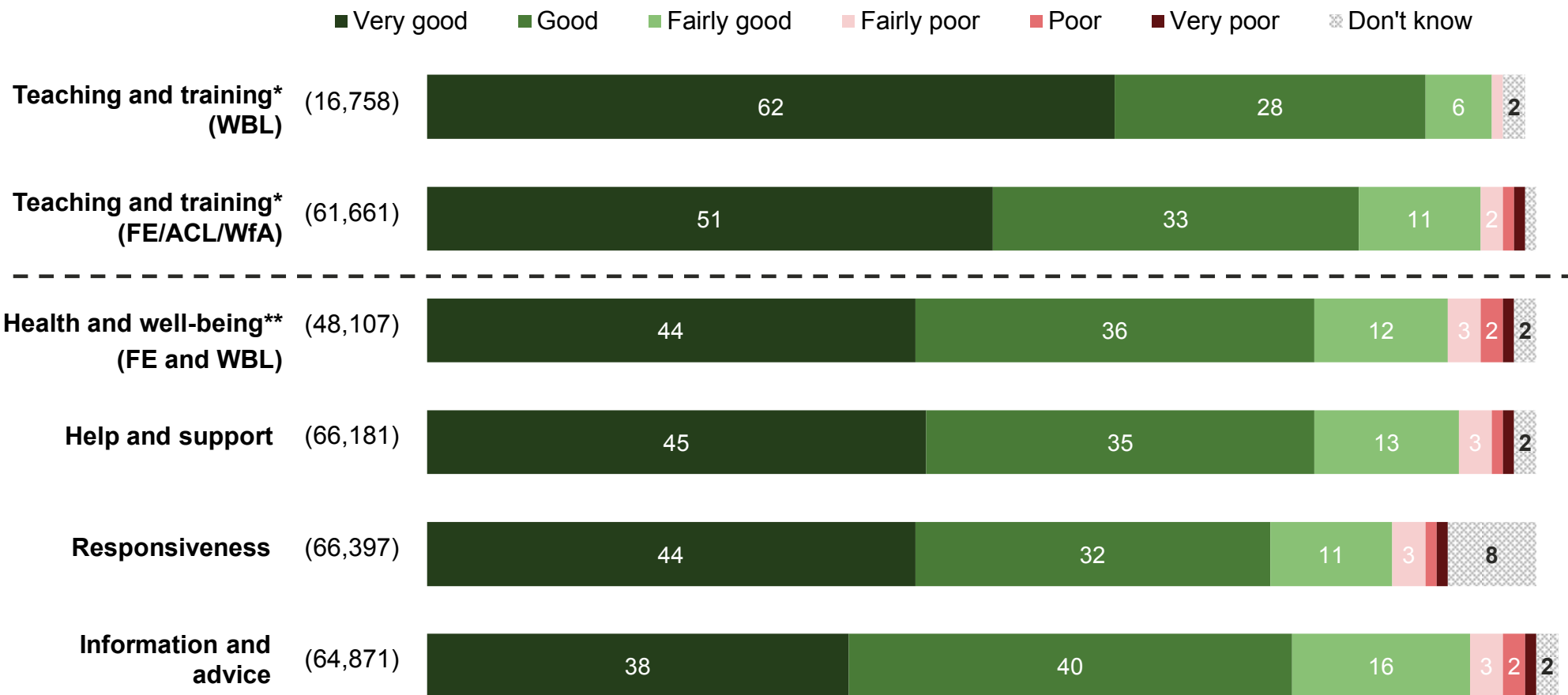
Slide 26 Across all measures, learners continue to be **most positive about the teaching and training** they receive.

Slide 27 There has been a small **increase since 2013 in performance on three measures relating to help and support**: informing where to go for support (from 41per cent ‘very good’ in 2013 to 42 per cent in 2014), providing extra learning support (from 40 per cent ‘very good’ to 41 per cent) and providing support for personal issues (from 41per cent ‘very good’ to 42 per cent). The rating of **information given to learners** when choosing their course has also increased (from 41 per cent ‘very good’ to 42 per cent). However, ratings in these areas remain generally lower than in other areas of learning in the core survey.

Slide 27 Though scores for **teaching and training** continue to out-perform other measures; **scores have fallen** since 2013 for three aspects: making a good use of time (from 56 per cent ‘very good’ in 2013 to 54 per cent in 2014), explaining work (from 57 per cent ‘very good’ to 56 per cent), and keeping learners interested (from 53 per cent ‘very good’ to 51 per cent).

Teaching and training continued to receive the highest ratings, while learners remained less positive about information and advice

Composite scores: based on average responses to questions within each theme



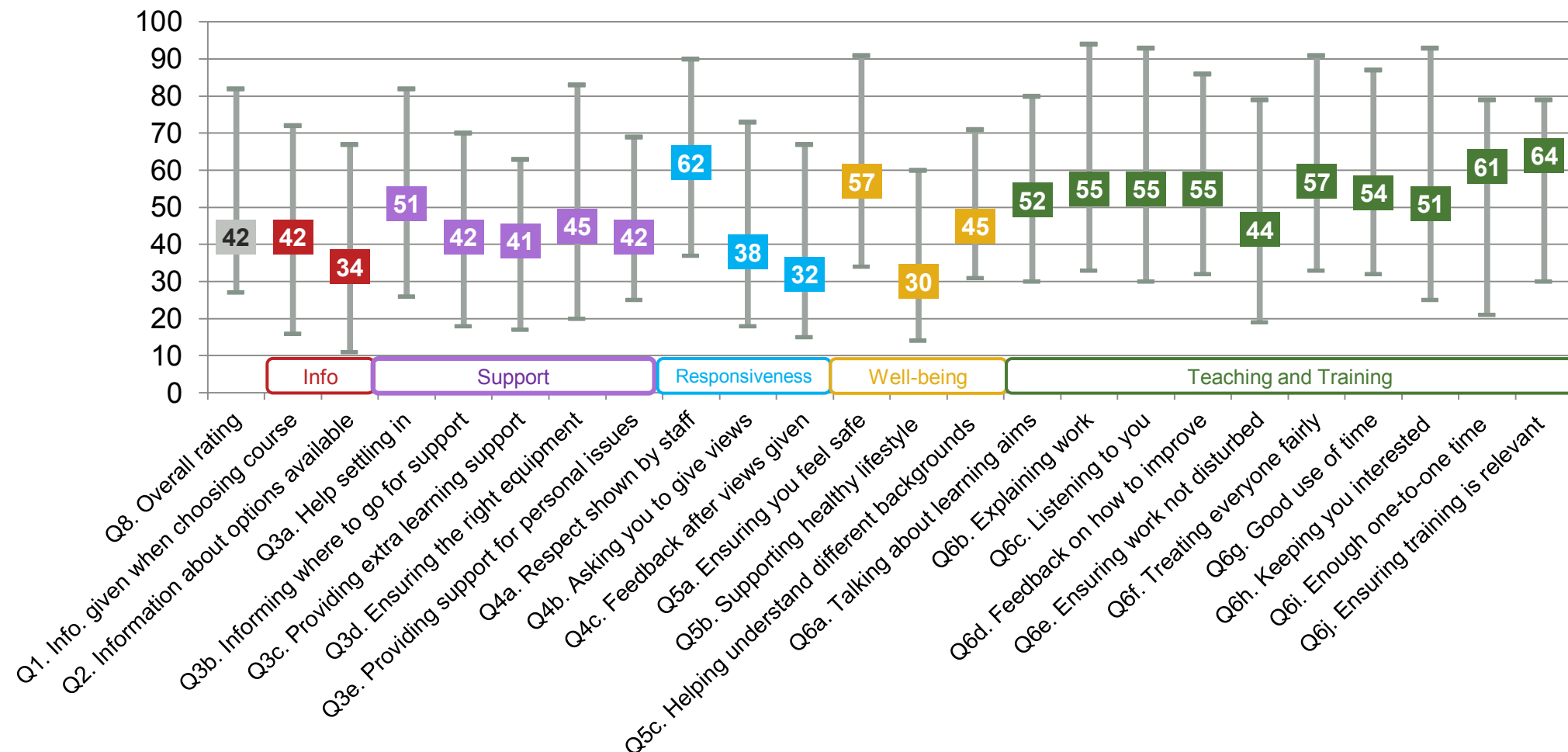
Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014. Base: all respondents (66,899). The 'unweighted' base size for each composite score is shown in brackets. Base size for individual questions can be found in Appendix 2. For ease of display, figures below 2 per cent are not shown on the chart. *WBL learners were asked a different battery of questions compared to FE/ACL/WfA. **ACL and WfA learners were only asked one of the three questions related to health and well-being, and thus are not included in this composite score.

Learners were most positive about the respect shown by staff, how safe they feel, and indicators relating to teaching and training

Responses for each question: percentage giving rating of 'very good'

Highest provider score
Lowest provider score

All-Wales total (colours indicate themes)



Learner Voice Wales survey 2014. Fieldwork Dec 9th 2013 – Feb 21st 2014. Base: all respondents (66,899). Base sizes for individual questions can be found in Appendix 2. Q5b and Q5c asked to FE and WBL learners only; Q6h asked to FE and ACL/WfA only; Q6i and Q6j asked to WBL learners only. Q6f has been amended from 'Treating everyone fairly and with respect' as in the 2013 survey. The question relating to 'specific help and support' has been removed for the 2014 Survey.

Key findings

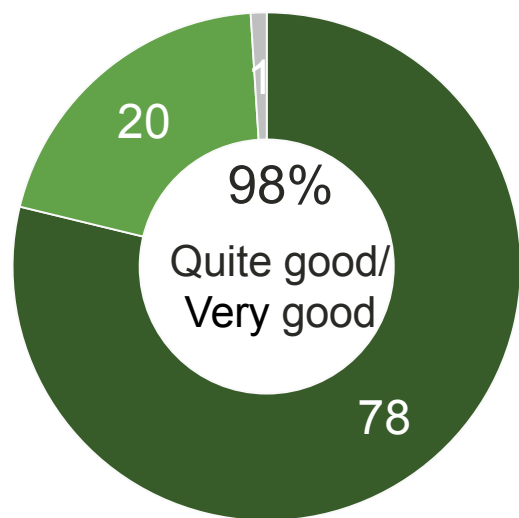
- Slide 29** Rating is even higher among learners taking part in the Easy Read survey than in the core survey, with nearly all learners giving their course a rating of 'very good' (78 per cent) or 'quite good' (20 per cent).
- Slide 30** While not directly comparable to those of the core survey, **results to the Easy Read survey reveal a similar pattern. Information provision** receives the lowest score, while **respect from staff** is given the highest rating by learners.

Learners participating in the Easy Read survey gave high ratings overall, with differences by age and ethnic background

Thinking about everything, how good or bad do you think your course is?

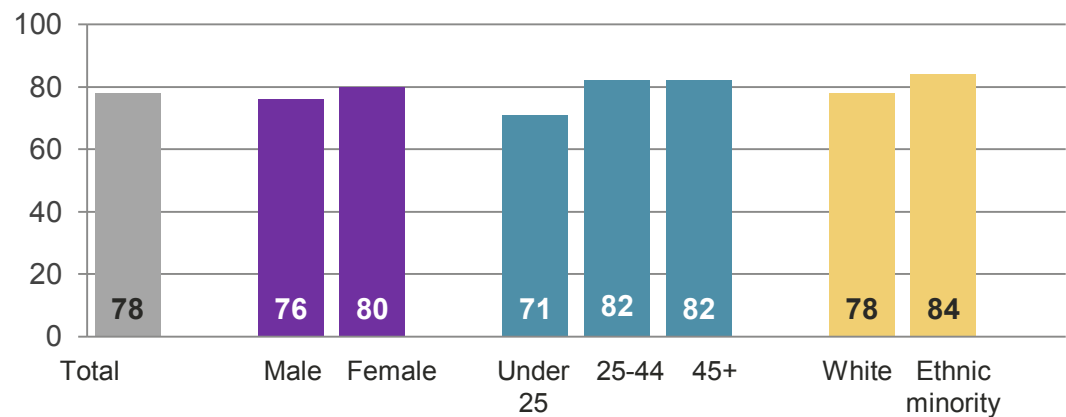
Overall rating of course

- % Very good
- % Quite good
- % Quite bad
- %Very bad
- %I don't know

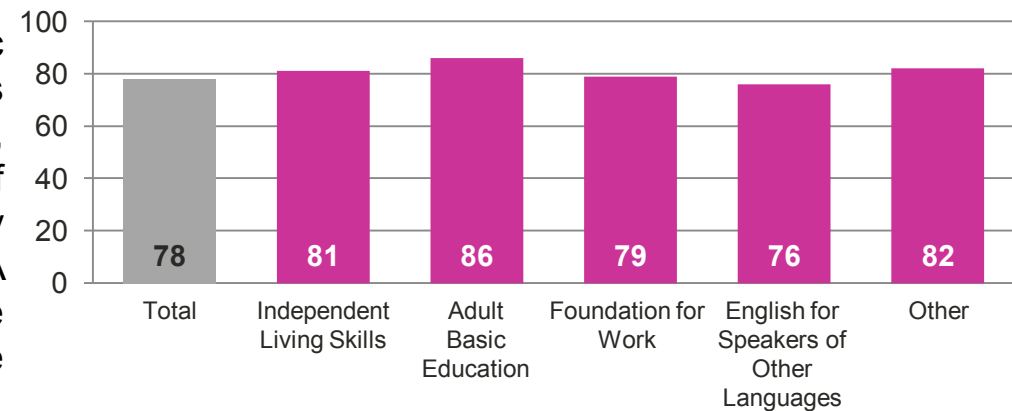


As in the core survey, rating varied by demographic subgroup. A smaller proportion of younger learners (aged under 25 years) gave a ‘very good’ rating, than those aged 25-44 and a higher proportion of those from ethnic minority backgrounds gave a ‘very good’ rating compared to white respondents. A higher proportion of female than male learners gave the highest rating, mirroring results to the core survey.

Overall rating of course: by subgroup, percentage giving rating of ‘very good’

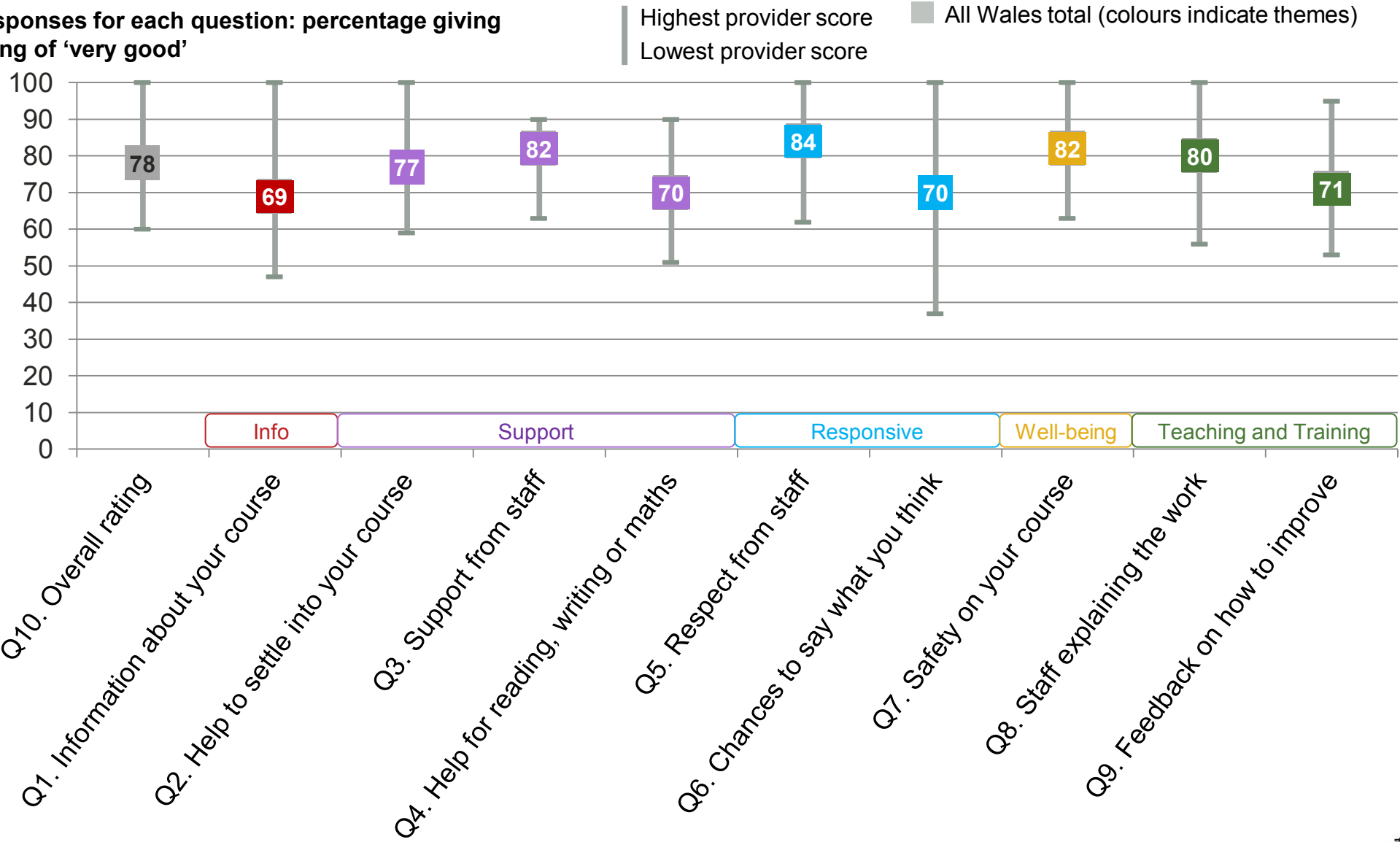


Overall rating of course: by sector subject area, percentage giving rating of ‘very good’



Information was given the lowest rating by learners completing the Easy Read survey; respect from staff came out top

Responses for each question: percentage giving rating of ‘very good’





Sector stories: FE

This section seeks to give a sense of the scope of change in performance within the further education sector, focusing on the top ‘very good’ ratings.

Slide 33

The 'Teaching and Training' composite score remains the top performer in 2014. 'Information and Advice' and 'Responsiveness' have each experienced a one percentage point reduction (from 34 per cent 'very good' to 33 per cent, and from 30 per cent 'very good' to 29 per cent respectively), whereas the 'Health and well-being' composite score is unchanged. The 'Help and Support' and 'Teaching and Training' scores were not subject to significance testing due to changes in wording of some questions in 2014.

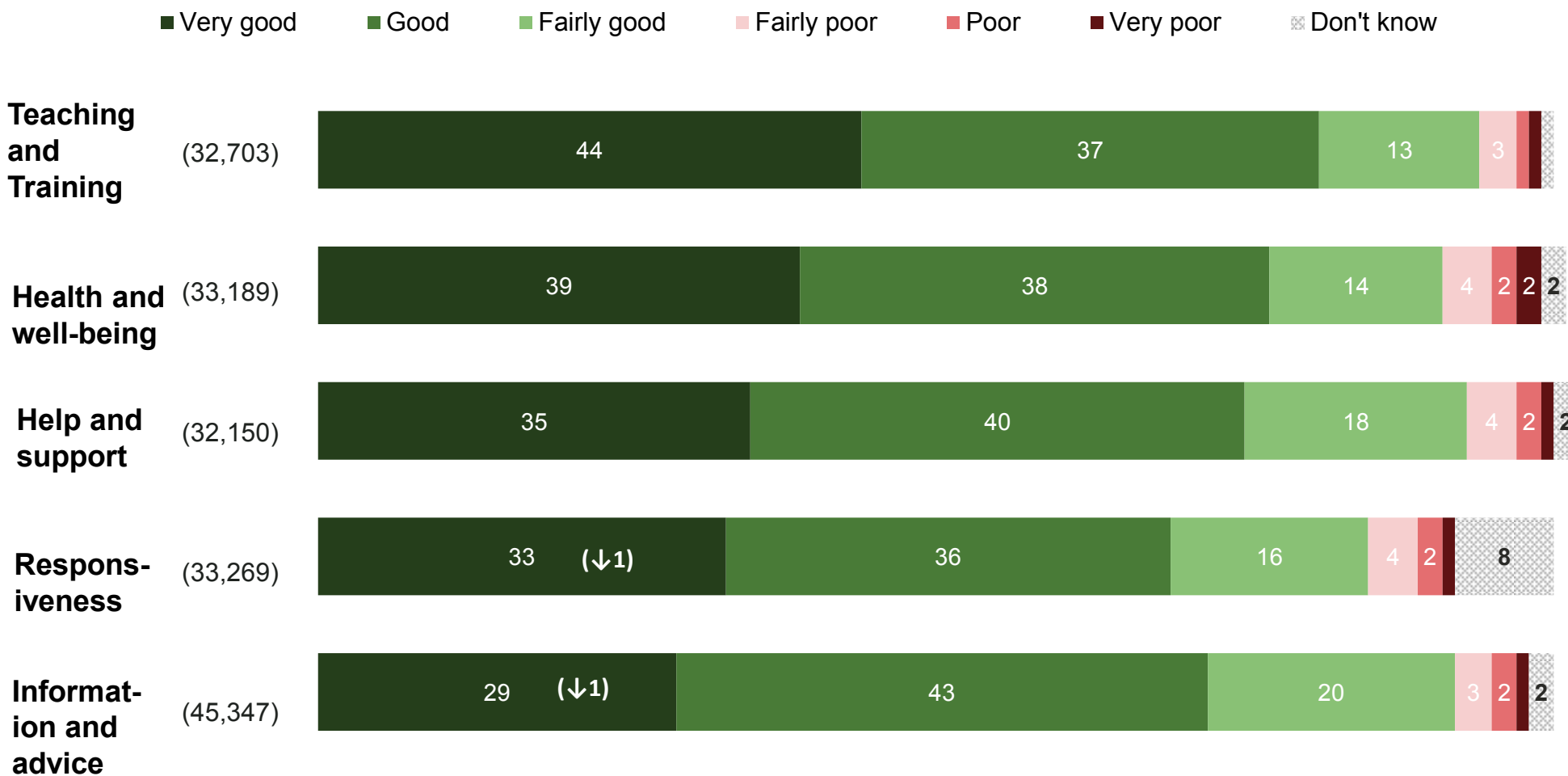
Slide 34

Performance in 2014 is broadly comparable with 2013, and rating on the whole remains high. However, the proportion of learners rating their provider overall as 'very good' has fallen from 37 per cent in 2013 to 35 per cent in 2014; furthermore, there has been no significant increase for any individual measure.

There has been a significant change at four further measures, all of which have experienced a two percentage point reduction at the top 'very good' rating. This includes:

- reduction from 35 per cent to 33 per cent in the proportion of learners rating the information they receive on where to go for extra support as 'very good';
- reduction from 26 per cent to 24 per cent in the proportion rating the support they get to lead healthy lifestyles as 'very good';
- reduction from 46 per cent to 44 per cent in the proportion rating discussion about learning aims as 'very good'; and
- Reduction from 47 per cent to 45 per cent in the proportion rating the explanation of work as 'very good'.

Composite scores: Teaching and training remained the best performer, with results broadly in line with 2013



Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014. A total of 66,899 took part in the survey, including 37,917 learners in further education. The base size for each composite score is shown in brackets. For ease of display, figures below 2 per cent are not shown on the chart. Bracketed figures and arrows indicate significant differences from 2013 scores and direction of travel,

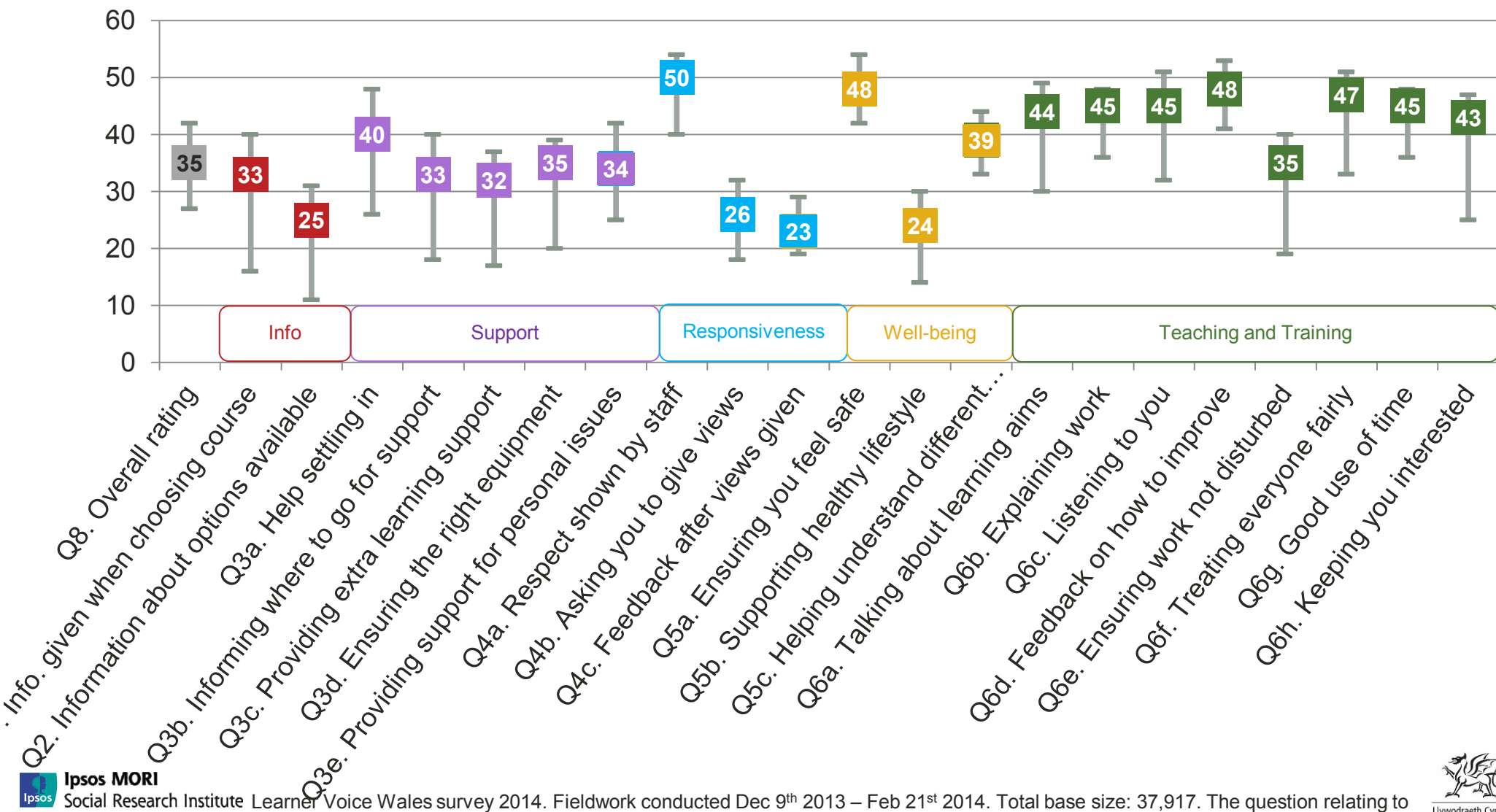
Learners were most positive about the respect they receive from staff, but least positive about the feedback they receive on views given

Responses for each question: percentage giving rating of 'very good'

Highest provider score

Lowest provider score

FE benchmark (colours indicate themes)



Younger learners, males and those undertaking Level 3+ qualifications remain less positive than the FE benchmark

- In 2013 certain groups of learners (see table below) rated their college less positively than the FE benchmark at the overall rating. The proportion of learners responding 'very good' has not increased significantly among any of these sub-groups 2014.
- Moreover, a number of these groups have actually experienced reductions in the proportion giving the top rating; males, full-time learners and those studying Level 3+ qualifications.
- The profile of learners was comparable with 2013, although there was a greater proportion of some groups that gave the lowest ratings, under 19s (57 per cent 2014 vs. 50 per cent 2013) and learners taking Level 3+ qualifications (49 per cent vs. 43 per cent). This may help to account for the overall reduction in FE learners rating their provider 'very good' (down from 37 per cent in 2013 to 35 percent in 2014).

% rating
provider/college
as 'very good'
overall

Subgroup	2013 (%)	2014 (%)	Change 2013 - 2014
Male	35	33	-2
BME	30	33	+3
Full-time	34	31	-3
Level 3+	33	31	-2
Under 19	30	29	-1
<i>All FE learners</i>	<i>37</i>	<i>35</i>	<i>-2</i>

Bold text in the table indicates a significant change from 2013.

FE summary by Sector Subject Area

Slide 37

Learners undertaking **Education and Training courses** rated their provider most positively overall. Learners in Agriculture, Horticulture and Animal Care gave more positive ratings than in 2013, but the overall rating has fallen among those undertaking Social Sciences and Leisure, Travel and Tourism.

Slide 38

Education & Training and **Retail & Commercial Enterprise** received significantly higher than the benchmark FE rating across each of the composite scores.

Five subjects received below average ratings at each score; Languages, Literature & Culture; Science & Maths; Leisure, Travel & Tourism; Arts, Media & Publishing; and History, Philosophy & Theology. **These SSAs were also among the least positive at the overall provider rating.**

Social Science had the lowest rating **for each of the composite scores except for Teaching & Training**. It has also experienced the largest decrease at the overall provider rating.

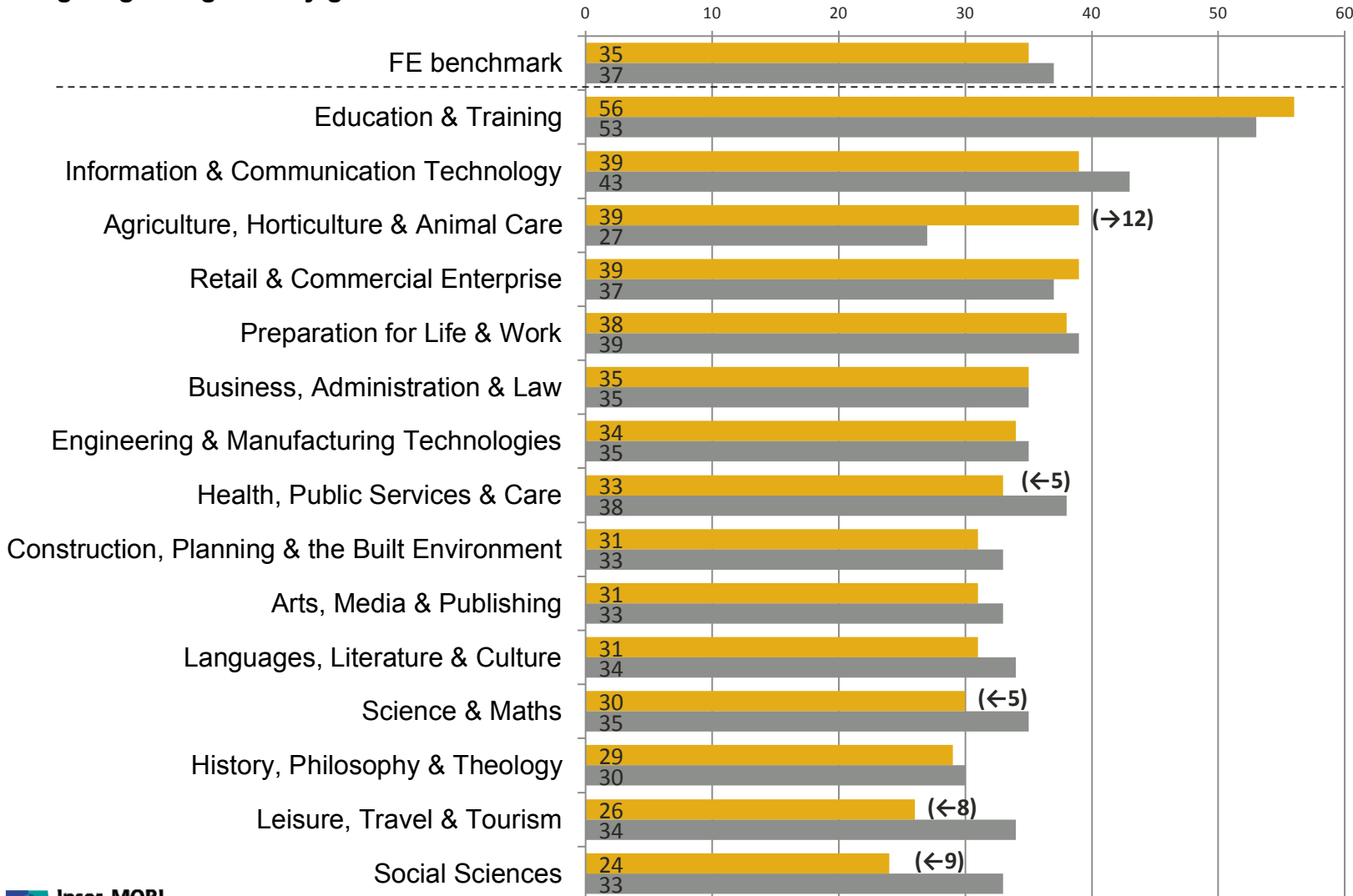
Preparation for Life & Work, whilst performing well at the overall provider rating, was below average at the Teaching & Training composite score, and was among the bottom-ranking SSAs for the measure 'giving you feedback on how to improve'.

At the overall provider rating, there were significant improvements among Agriculture and Social Science learners, but reductions among four other SSAs

Overall rating of course : by sector subject area, percentage giving rating of 'very good'

2014
2013

→ Statistically significant increase 2013-2014
← Statistically significant decrease 2013-2014



At the overall provider rating **Education & Training** continued to perform well in 2014.

An increase for **Agriculture, Horticulture & Animal Care** has seen it move into the 'top 3' performers at this measure, whereas reductions for **Social Science** and **Leisure, Travel & Tourism** learners have seen these SSAs move into the 'bottom 3'.

Significant reductions were also observed for **Health, Public Services & Care** and **Science & Maths**.

Composite scores: Education & Training and Retail & Commercial Enterprise performed especially well

	Base size (n)	Information & Advice 'Very good' (/100)	Support 'Very good' (/100)	Responsiveness 'Very good' (/100)	Health & well-being 'Very good' (/100)	Teaching and training 'Very good' (/100)
FE benchmark	37,917	29	35	33	39	44
Health, Public Services & Care	6,091	30	35	31	41	42
Science & Maths	4,142	21	27	28	33	41
Agriculture, Horticulture & Animal Care	1,348	31	39	35	38	44
Engineering & Manufacturing Technologies	4,076	28	34	32	35	42
Construction, Planning & the Built Environment	3,524	27	33	32	35	41
Information & Communication Technology	2,751	32	38	35	40	45
Retail & Commercial Enterprise	4,399	33	42	36	43	49
Leisure, Travel & Tourism	2,317	22	27	27	33	36
Arts, Media & Publishing	4,586	23	31	29	35	41
History, Philosophy & Theology	1,127	21	27	28	31	40
Social Sciences	959	18	24	27	30	41
Languages, Literature & Culture	2,493	22	28	29	35	48
Education & Training	382	37	46	46	51	65
Preparation for Life & Work	5,626	30	38	34	41	42
Business, Administration & Law	3,598	29	35	33	39	49

Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014. First column provides unweighted base for each SSA. Total base size (FE) 37,917. SSA bases add to more than FE benchmark (47,419) as some learners take the 'course level loop' i.e. they give responses for multiple SSAs.

Cells in this colour are statistically higher than the FE benchmark
Cells in this colour are statistically lower than the FE benchmark

What do you like best about this college?



The people, teachers
and environment is
welcoming.

What, if anything, would you improve about this college?

“ Better communication between staff and learners to ensure messages get passed on efficiently and to the correct person ”

“ The price of food is too expensive ”



Quotes were selected from learners across the FE sector and with a range of demographic characteristics. The word cloud is based on the total verbatim comments given in response to the questions '*what do you like best about this college?*' and '*What, if anything, would you improve about this college?*' and is for illustrative purposes only; the size of the words represents the frequency with which they occurred in learners comments.



Sector stories: WBL

This section seeks to give a sense of the scope of change in performance within the work-based learning sector, focusing on the top ‘very good’ ratings.

WBL summary and trends

Slide 42 Among the composite scores, **Teaching and Training remained the top ranking** at 62 per cent ‘very good’. Rating was comparable with 2013; **none of the composite scores have experienced a significant change**.

Slide 43 **The overall provider rating has increased; 62 per cent** of learners now rated their provider as ‘very good’, compared with 60 per cent in 2013.

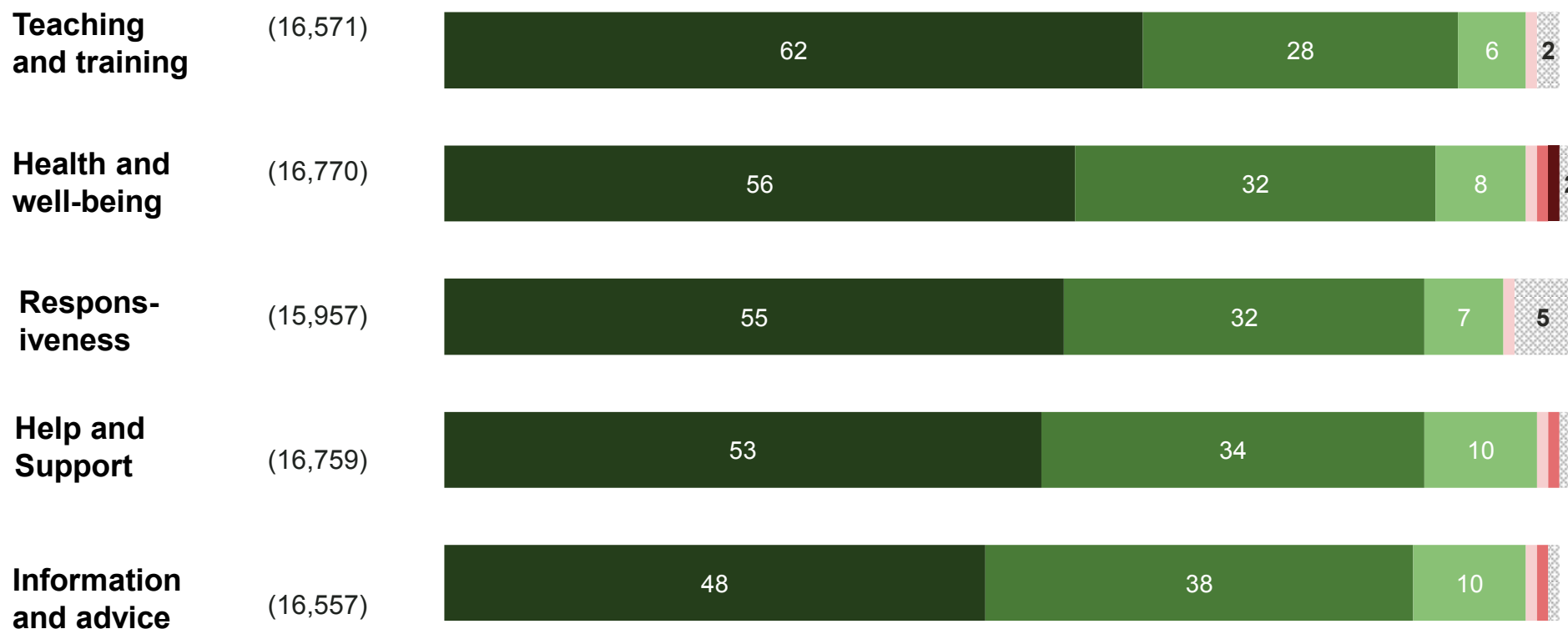
Across the individual measures that are directly comparable with 2013, a further **10 have experienced small increases** in the proportion rating these ‘very good’ in 2014; including:

- Increase from 50% to 52% for information on where to go for additional support;
- Increase from 49% to 51% for providing support for personal issues;
- Increase from 63% to 65% for ensuring learners feel safe;
- Increase from 42% to 44% for supporting learners to lead a healthy lifestyle;
- Increase from 64% to 66% for explaining the work learners have to do;
- Increase from 63% to 65% for listening to learners;
- Increase from 61% to 63% for giving learners feedback on how to improve;
- Increase from 59% to 61% for providing enough one to one time;
- Increase from 62% to 64% for ensuring the training is relevant; and
- Increase from 49% to 52% for ensuring other learners do not disturb work.

The vast majority of learners (90 per cent) described their course as ‘about what / better than expected’, consistent with 2013.

Composite scores: Teaching and Training remained the top performer and there were no significant changes for any of the scores

■ Very good ■ Good ■ Fairly good ■ Fairly poor ■ Poor ■ Very poor ■ Don't know



Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014.

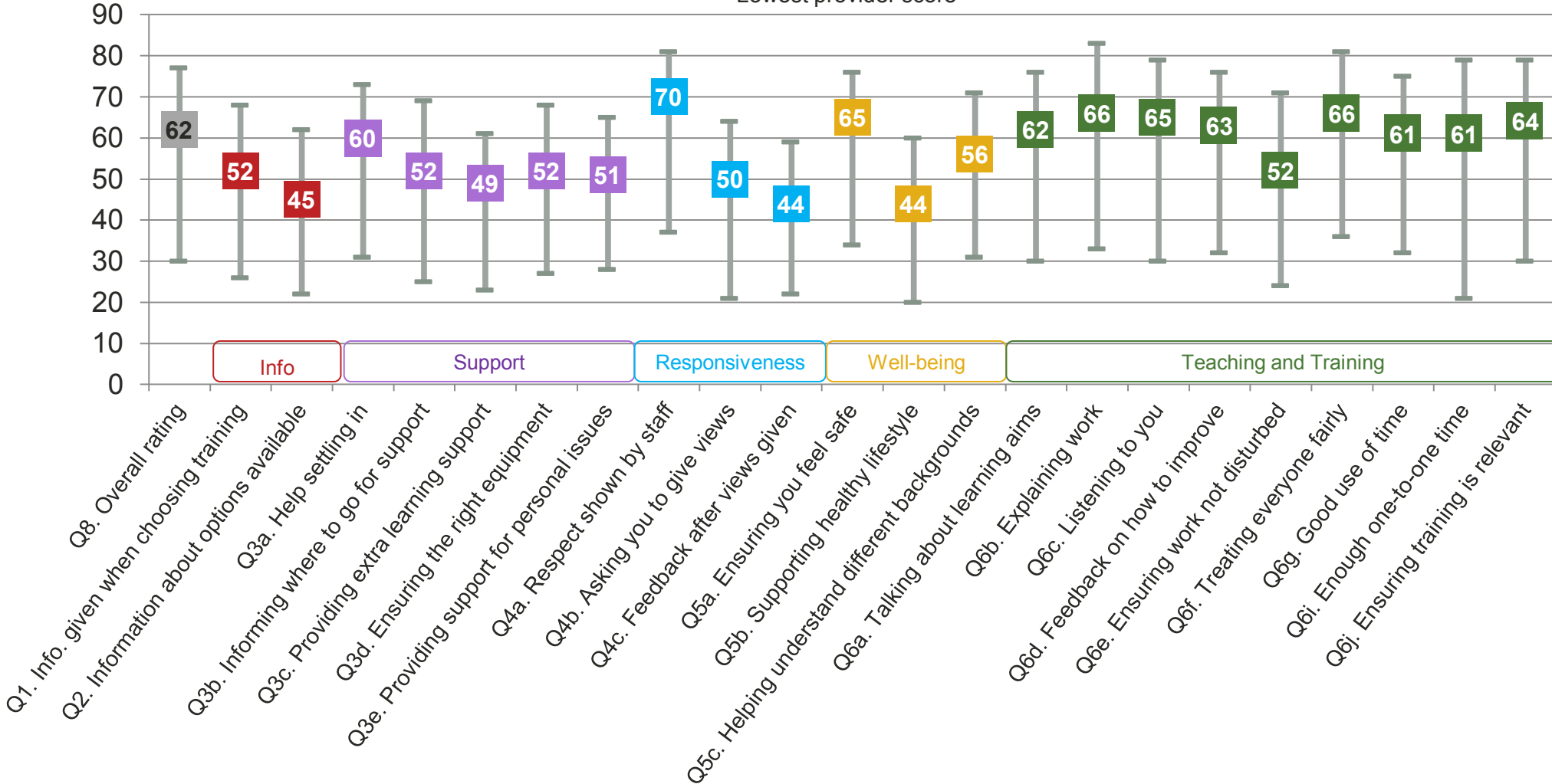
A total of 66,899 took part in the survey, including 20,496 learners in WBL. The base size for each composite score is shown in brackets. For ease of display, figures below 2 per cent are not shown on the chart.

Learners were most positive about the respect shown by staff, feeling safe on their course and a number of teaching and training measures

Responses for each question: percentage giving rating of 'very good'

Highest provider score
Lowest provider score

WBL benchmark (colours indicate themes)



Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014. Total base size: 20,496. Q6f has been amended from its previous wording 'Treating everyone fairly and with respect' in the 2013 Survey, therefore it has not been subject to significance testing. The question relating to 'specific help and support' has been removed for the 2014 Survey.

The increase in rating provider ‘very good’ overall has not been driven by any one sub group in particular

- At the overall provider rating, whilst the majority of subgroups appeared to be moving in the right direction, the only *significant* change between 2014 and 2013 is at overall WBL learner level.
- Learners under 19, males and those affected by disability continued to rate providers less positively, and the difference among these groups compared to all WBL learners (in terms of the proportion giving the top ‘very good’ rating) is broadly similar to 2013, as per the table below.
- The profile of learners is comparable with 2013, though there was a greater proportion of Under 19s (30 per cent 2014 vs. 26 per cent 2013), females (54 per cent vs. 51 per cent) and white learners (96 per cent vs. 93 per cent) this year.

% rating
provider/
college as
‘very
good’
overall

	2013 (%)	2014 (%)	Change 2013 - 2014
Subgroup			
Under 19	50	51	+1
Male	53	54	+1
LLDD	54	57	+3
BME	59	61	+2
19-24	61	62	+1
White	61	62	+1
Female	68	68	-
25+	67	69	+2
<i>All WBL learners</i>	60	62	+2

Bold text in table indicates a significant change from 2013.

WBL summary by programme type

Slide 46

Within WBL learners on **Flexible Learning** courses continued to rate providers most positively overall. Those taking **Higher Apprenticeships** gave providers a **more positive rating** than last year (an increase of seven percentage points in those giving a rating of 'very good').

Slide 47

The **Flexible Learning** programme, **Higher Apprenticeships** and **Foundation Apprenticeships** performed above average at each of the five composite scores.

Apprenticeships performed above average at the 'Teaching and Training' and 'Information and Advice' composite scores.

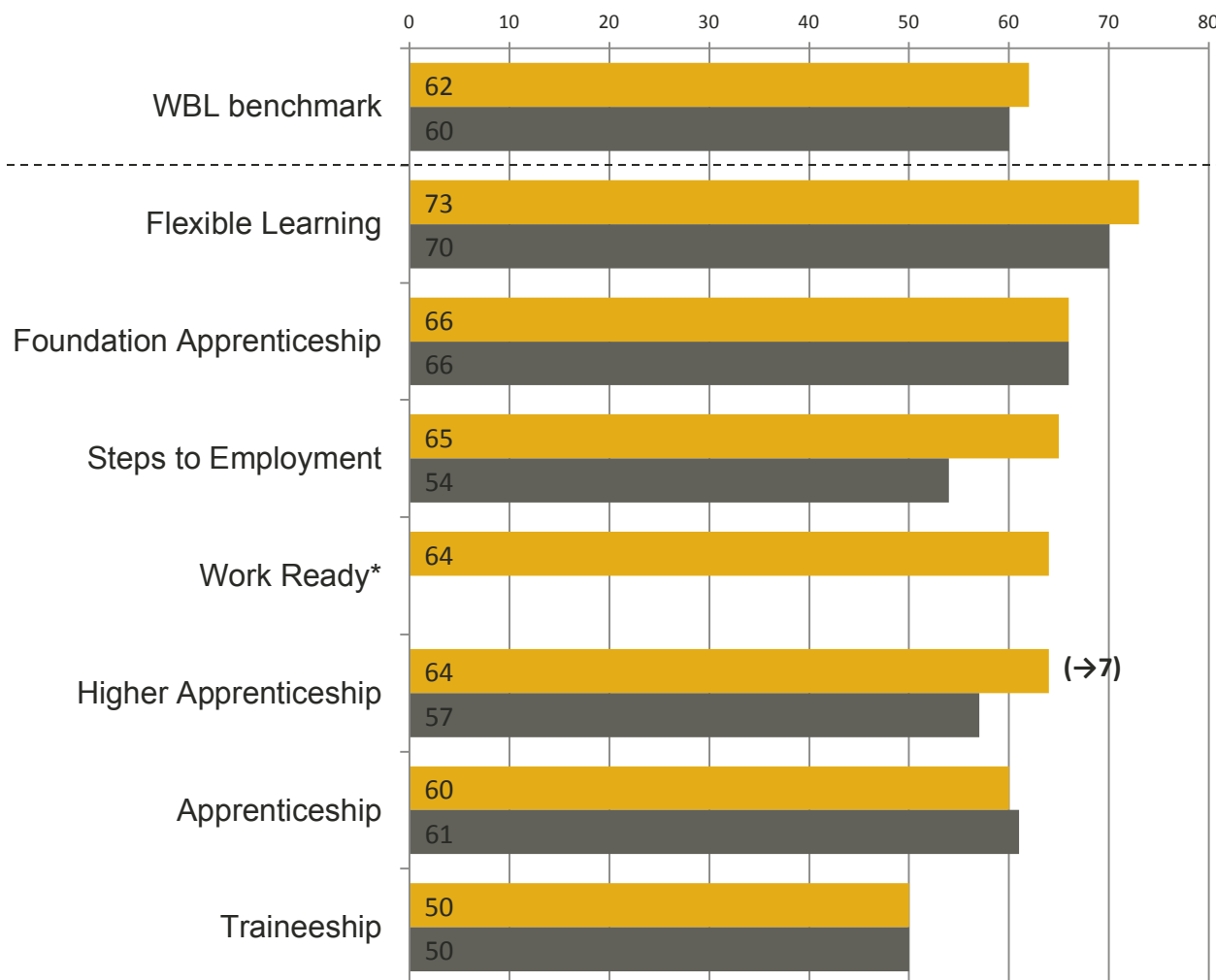
The **Traineeships** programme performed below average across all five composite scores.

Those on the Flexible Learning programme remained the most positive, whilst Traineeships learners remained significantly less positive than the WBL benchmark

Overall rating of course: by programme type, percentage giving rating of 'very good'

2014
2013

→ Statistically significant increase 2012-2014
← Statistically significant decrease 2012-2014



Flexible Learning and Foundation Apprenticeships remained the top ranking programmes in 2014, though the proportion giving a rating of 'very good' was only significantly higher than the WBL benchmark for the former.

The proportion rating the provider as 'very good' was significantly lower than the WBL benchmark for those taking Traineeships and Apprenticeships.

Whilst the majority of those on the former gave a positive rating for their course in terms of whether it met their expectations (rating it 'about what' or 'better than' expected), this was the only group where the proportion giving a positive rating was significantly below the WBL benchmark.

Only Higher Apprenticeships has changed significantly in overall rating of the provider, but has retained its position in the programme ranking.

*Work Ready is a new programme for 2014. The Skill Build programme featured in 2013 reporting is no longer delivered. Bracketed arrows and figures indicate the direction and size of percentage point changes which are statistically significantly higher/lower than the relevant scores in 2013.

Composite scores: Flexible Learning performed especially well and Traineeships poorly

Cells in this colour are statistically higher than the WBL benchmark

Cells in this colour are statistically lower than the WBL benchmark

	Base size (n)	Information and Advice 'Very good' (/100)	Support 'Very good' (/100)	Responsiveness 'Very good' (/100)	Health and well-being 'Very good' (/100)	Teaching and training 'Very good' (/100)
WBL benchmark	20,496	48	53	55	56	62
Foundation Apprenticeship	7,994	51	55	57	58	65
Apprenticeship	7,453	49	53	55	56	63
Higher Apprenticeship	1,744	52	58	61	63	67
Traineeship	2,443	32	40	41	44	44
Work Ready	104	56	58	61	63	61
Steps to Employment	91	48	50	53	61	61
Flexible Learning	302	65	65	68	76	72

Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014. First column provides unweighted base for each programme. Total base size (WBL) 20,496. Courses do not add to total as some learners did not identify their level/type of training, and could not be 'fuzzy' matched to the LLWR.

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Sector stories: ACL

This section seeks to give a sense of the scope of change in performance within the adult community learning sector, focusing on the top ‘very good’ ratings.

ACL summary and trends

Slide 51 Teaching and Training **was the top performing composite score in 2014** (72 per cent of learners rated this as ‘very good’ across all questions within this theme). The ‘Information and Advice’ and ‘Responsiveness’ themes **have both experienced a four percentage point increase in the proportion giving a rating of ‘very good’** (from 47 per cent in 2013 to 51 per cent in 2014, and from 55 per cent to 59 per cent respectively).

Slide 53 At the overall provider rating, 64 per cent of learners rated their provider as ‘very good’, compared to 60 per cent in 2013.

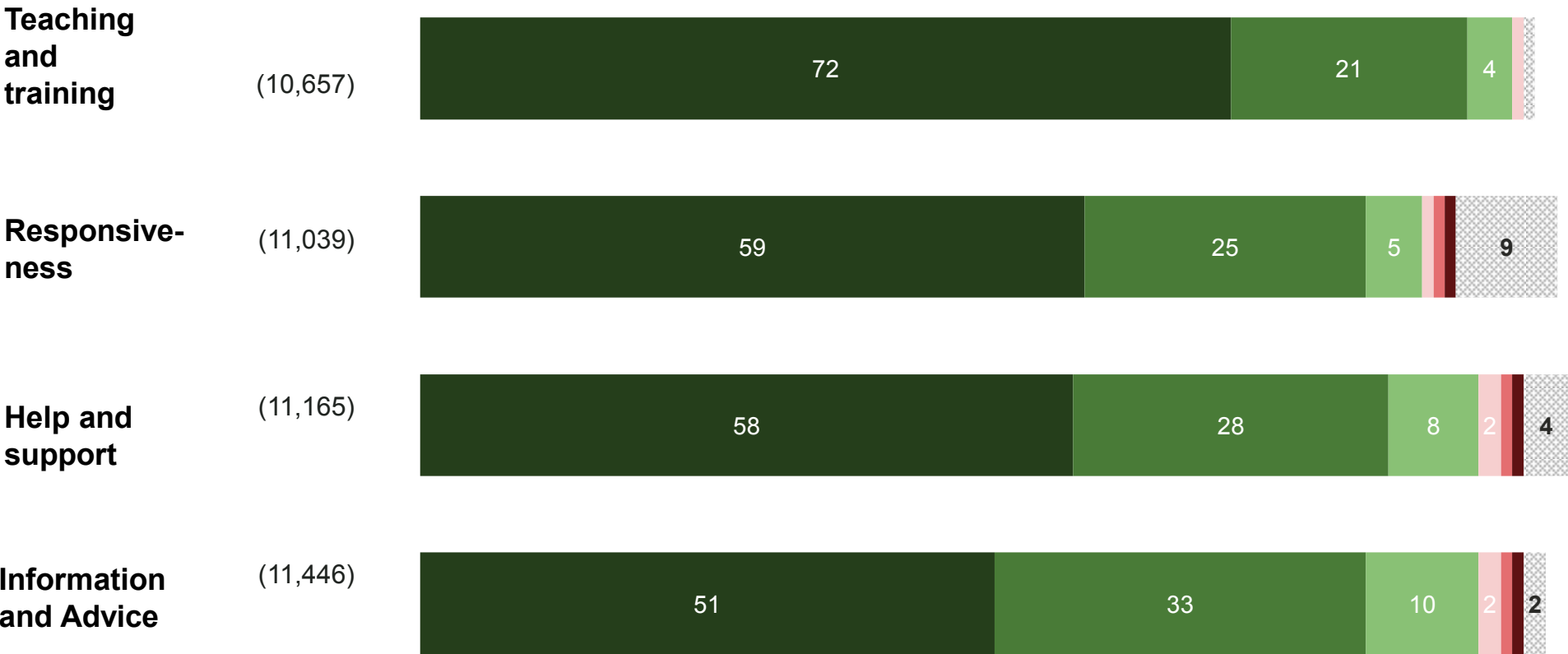
Furthermore, there has been **positive movement for 14 other measures**; nine have increased by 3-4 percentage points and five have increased by 5-7 percentage points. The measures with an increase of five or more percentage points at ‘very good’ were:

- Information given when choosing the course, an increase from 50% to 55% rating ‘very good’;
- Information given about the options at the end of the course, an increase from 44% to 49%;
- Informing learners of where to go for extra support, an increase from 47% to 63%;
- Provision of support for personal issues, an increase from 48% to 55%; and
- Giving feedback on what providers have done once learners have given their views, an increase from 37% to 43%.

The vast majority of learners (94 per cent) rated their course as ‘better than’ or ‘about what’ they expected.

Composite scores: Teaching and Training remained the top performer in 2014

■ Very good ■ Good ■ Fairly good ■ Fairly poor ■ Poor ■ Very poor ■ Don't know



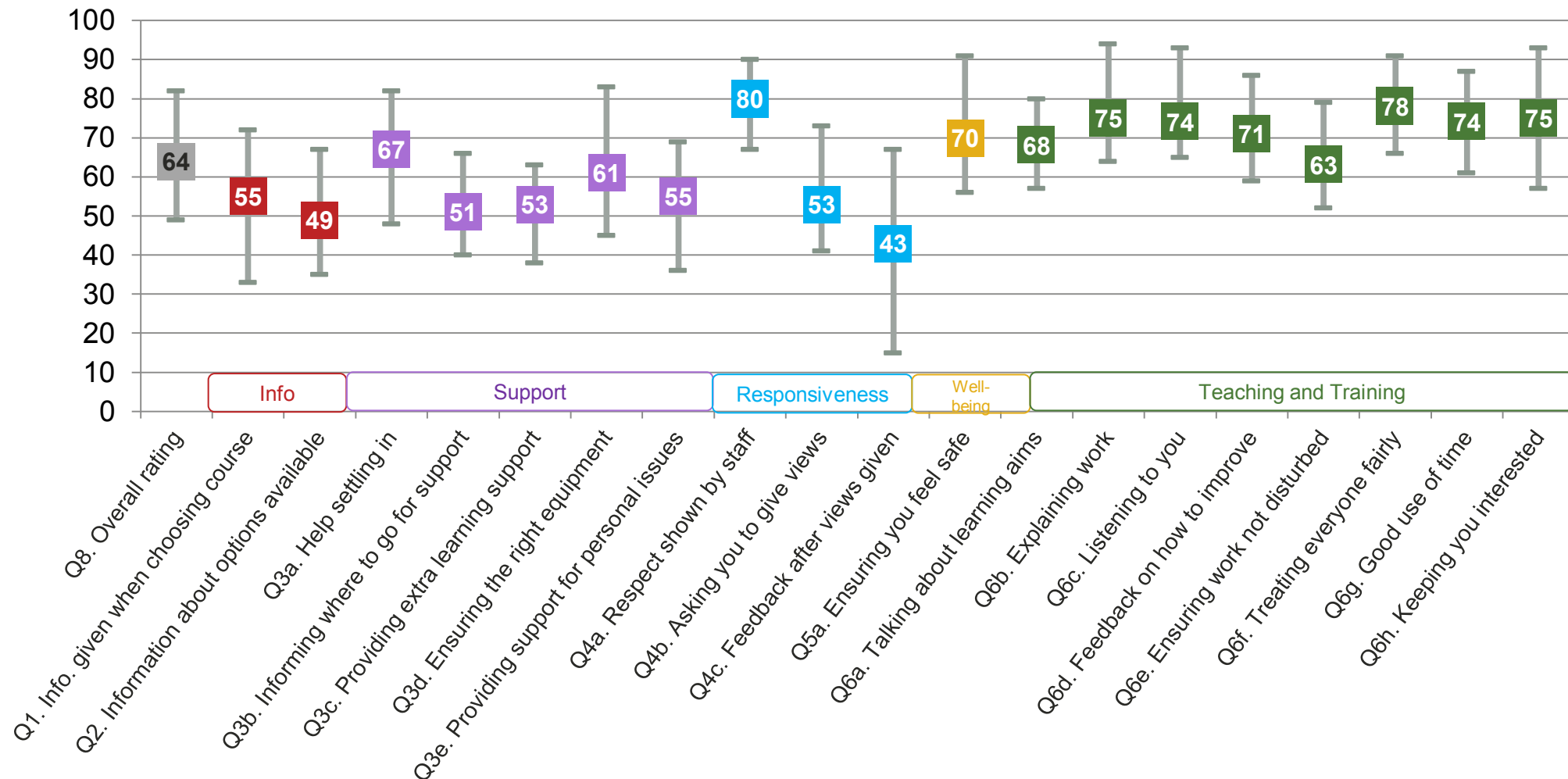
Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014.
A total of 66,899 took part in the survey, including 6,229 learners in Adult Community Learning. The base size for each composite score is shown in brackets. For ease of display, figures below 2 per cent are not shown on the chart.

Learners were most positive about the respect shown by staff and the fairness with which learners were treated

Responses for each question: percentage giving rating of 'very good'

Highest provider score
Lowest provider score

ACL benchmark (colours indicate themes)



Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014. A total of 66,899 took part in the survey including 6,229 learners in Adult Community Learning. The question relating to 'specific help and support' has been removed for the 2014 Survey.

The increase in the overall rating appears to be driven by the most positive groups

- At the overall provider rating there has been an increase (not significant in all cases) in the proportion of learners giving a 'very good' rating for **all demographic subgroups except males**. The increase is significant among females and those in the 25-44 age bracket.
- The under 25s **continued to rate providers less positively**, though the gap between this group and all ACL learners is especially pronounced within the Teaching and Training theme and the Help and Support measure 'extra learning support', which is the top driver of overall rating.
- The profile of learners is broadly comparable with 2013.

% rating
provider/college
as 'very good'
overall

Subgroup	2013 (%)	2014 (%)	Difference 2013 – 2014
Female	60	66	+6
Male	59	59	-
65+	66	68	+2
25-44	59	65	+6
45-64	62	64	+2
Under 25	52	55	+3
All ACL learners	60	64	+4

Bold text in final column of table indicates a change that is statistically significant.

Slide 55

Learners in **Adult Basic Education** rated providers most positively overall. Those in **Health, Public Services and Care** gave more positive ratings than in 2013 with an increase of 21 percentage points in the proportion rating their provider as 'very good' overall.

Slide 56

Composite scores reflected the overall provider rating; **Adult Basic Education** performed especially well and **Languages, Literature & Culture** performed below average, at two and three of the four composite scores respectively. **Information & Communication Technology** also performed well.

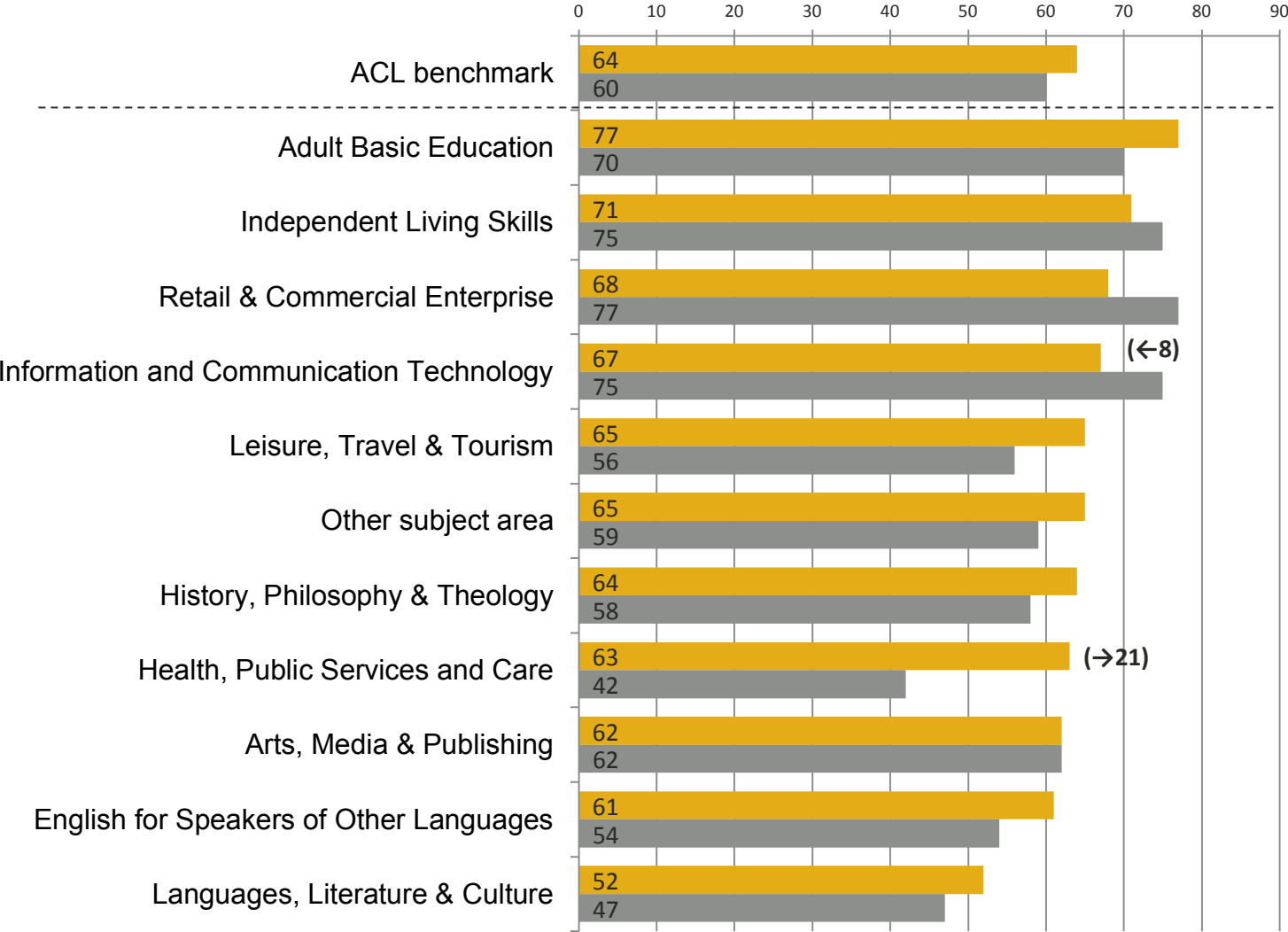
There was less variance between SSAs for the Teaching and Training composite score, and none of the subject areas performed significantly differently from the average.

With the exception of ICT and Health, Public Service and Care, overall ratings by SSA were broadly in line with 2013

Overall rating of course: by sector subject area, percentage giving rating of 'very good'

2014
2013

→ Statistically significant increase 2013-2014
← Statistically significant decrease 2013-2014



Only the most and least positive SSAs were significantly different from the ACL average at Q8; **Adult Basic Education** and **Languages, Literature and Culture**. The former is now the most positive of all SSAs.

Health, Public Services & Care experienced a large increase at the 'very good' rating and was **no longer among the bottom three least positive SSAs**.

Whilst **Information, Communication & Technology** had experienced a significant reduction, **these learners still rank among those giving the most positive ratings**.

Composite scores; Adult Basic Education performed especially well and Languages, Literature & Culture poorly

Cells in this colour are statistically higher than the ACL benchmark

Cells in this colour are statistically lower than the ACL benchmark

	Base size (n)	Information and Advice 'Very good' (/100)	Support 'Very good' (/100)	Responsiveness 'Very good' (/100)	Teaching and training 'Very good' (/100)
ACL benchmark	6,229	51	58	59	72
Health, Public Services & Care	277	53	56	59	66
Information and Communication Technology	1,064	56	63	62	71
Retail & Commercial Enterprise	245	50	60	69	78
Leisure, Travel & Tourism	111	43	51	62	77
Arts, Media & Publishing	1,303	50	57	56	72
History, Philosophy & Theology	81	55	56	61	72
Languages, Literature & Culture	746	40	47	54	73
Independent Living Skills	22	68	71	76	77
Adult Basic Education	449	62	66	64	74
English for Speakers of Other Languages	252	57	61	60	72
Other subject area	1,257	50	58	59	71

Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014. First column provides unweighted base for each SSA. Total base size (ACL) 6,229. SSA bases do not add to benchmark total as some learners taking the survey could not be matched to the LLWR.

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Sector stories: WfA

This section seeks to give a sense of the scope of change in performance within the Welsh for Adults sector, focusing on the top ‘very good’ ratings.

Slide 60 **Teaching and Training** remained the top performer of the four composite scores. **Information and Advice** experienced a four percentage point increase in the proportion giving a rating of ‘very good (from 36 per cent to 40 per cent)’, though remained behind the others, whilst **Responsiveness** was unchanged. ‘Help and Support’ and ‘Teaching and Training’ were not subject to significance testing due to changes in wording of some questions in 2014.

Slide 61 There was **no significant change for the overall provider rating**; however, there had been **an increase in the proportion of learners giving the top ‘very good’ rating for seven measures** that were directly comparable with 2013. These include:

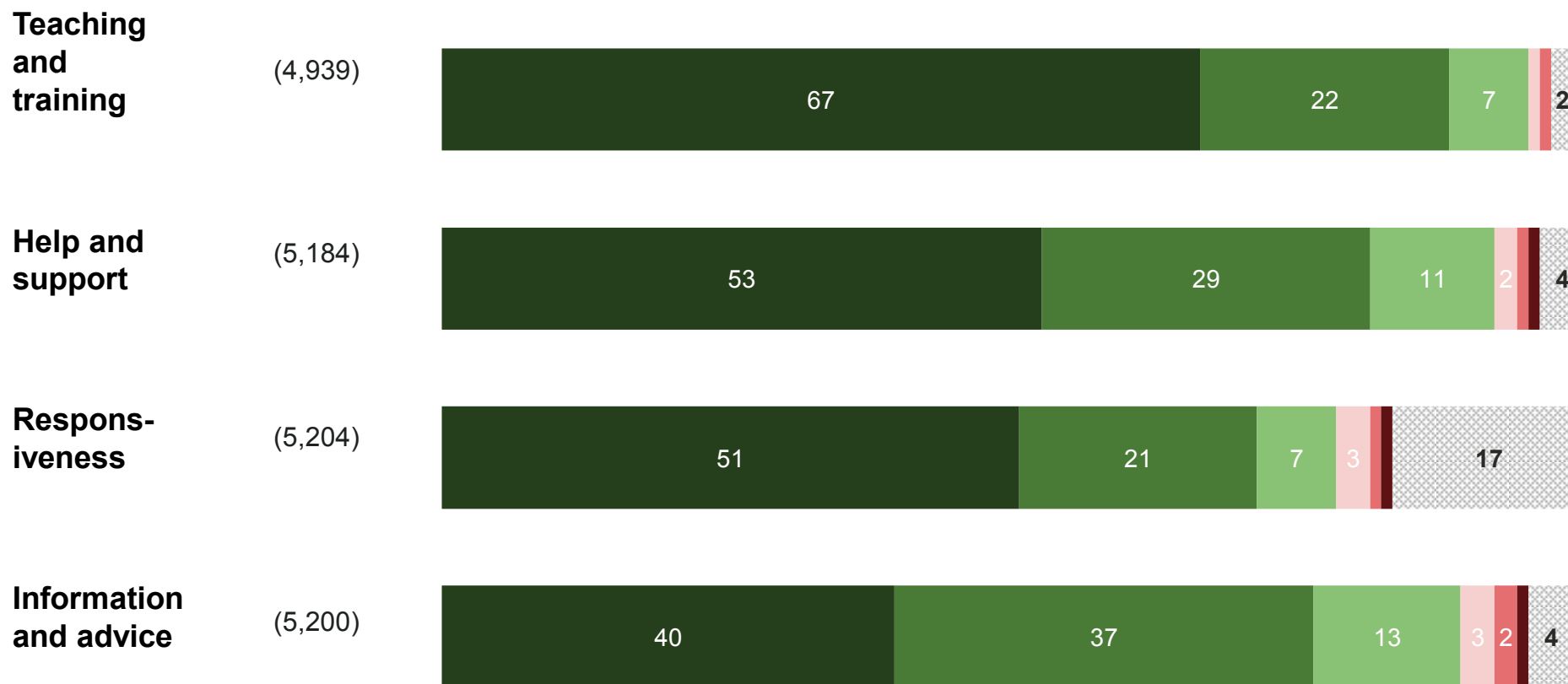
- Increase from 39% to 44% for information given when choosing the course;
- Increase from 59% to 64% for help received when settling in;
- Increase from 44% to 49% for information on where to go for extra support;
- Increase from 41% to 47% for the provision of extra learning support;
- Increase from 45% to 48% for providing support for personal issues;
- Increase from 24% to 27% for providing feedback on what has happened after learners have given their views; and
- Increase from 65% to 72% for ensuring learners feel safe;

Learners were less positive about only one measure, the proportion rating the feedback they receive on how to improve as ‘very good’ fell from 65 per cent in 2013 to 62 per cent in 2014.

There was a two percentage point decrease in the proportion of learners saying that their course was ‘about what’ or ‘better than’ expected, though **the vast majority remained positive** (92 per cent, compared with 94 per cent 2013).

Composite scores: Teaching and Training remained the top performer

Very good
Good
Fairly good
Fairly poor
Poor
Very poor
Don't know

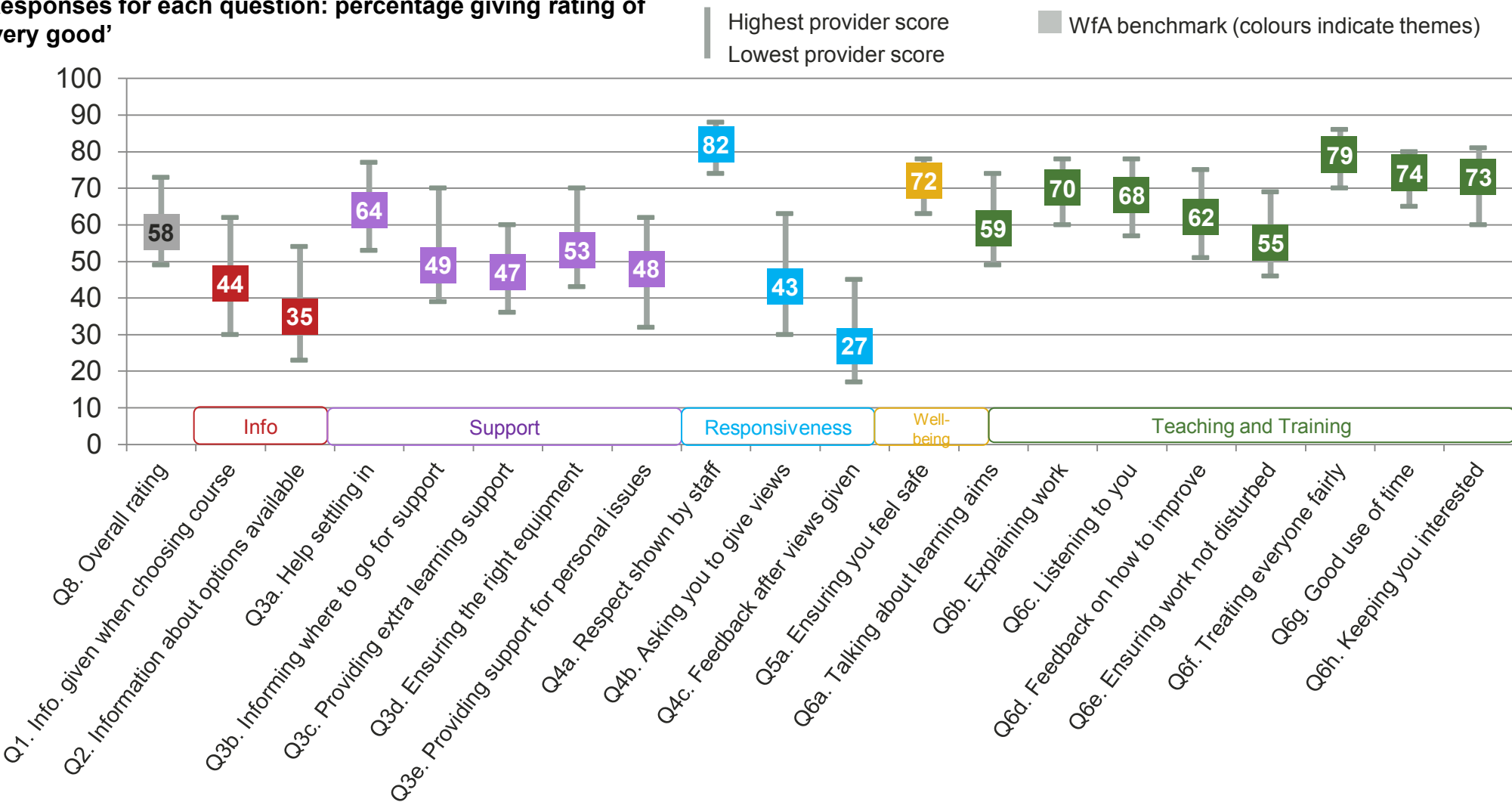


Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014.

A total of 66,899 took part in the survey, including 2,257 WfA learners. The base size for each composite score is shown in brackets. For ease of display, figures below 2 per cent are not shown on the chart.

Learners were most positive about the respect and fairness shown by staff

Responses for each question: percentage giving rating of 'very good'



Differences between groups of learners and all WfA learners overall remained broadly in line with 2013

- At the overall provider rating, whilst the majority of subgroups appeared to be moving in the right direction, the only *significant* change between 2013 and 2014 was among learners without reported disabilities or learning difficulties.
- The profile of learners taking part in 2014 was broadly comparable with 2013, albeit there was a slightly lower proportion of females (65 per cent 2014 vs. 68 per cent 2013) and BME learners (3 per cent in 2014 vs. 6 per cent in 2013).

% rating provider/college as ‘very good’ overall

Subgroup	2013 (%)	2014 (%)	Change 2013 – 2014
BME	41	31	-10
White	57	59	+2
LLDD	67	54	-13
Not LLDD	55	59	+4
65+	66	61	-5
All WfA learners	56	58	+2

Bold text in final column of table indicates a change that is statistically significant.

WfA summary by level of learning

Slide 64 Learners taking Proficiency Level courses (the highest level of study) gave the most positive ratings overall (61% very good in 2014). The second highest was learners on Entry Level courses (60% in 2014).

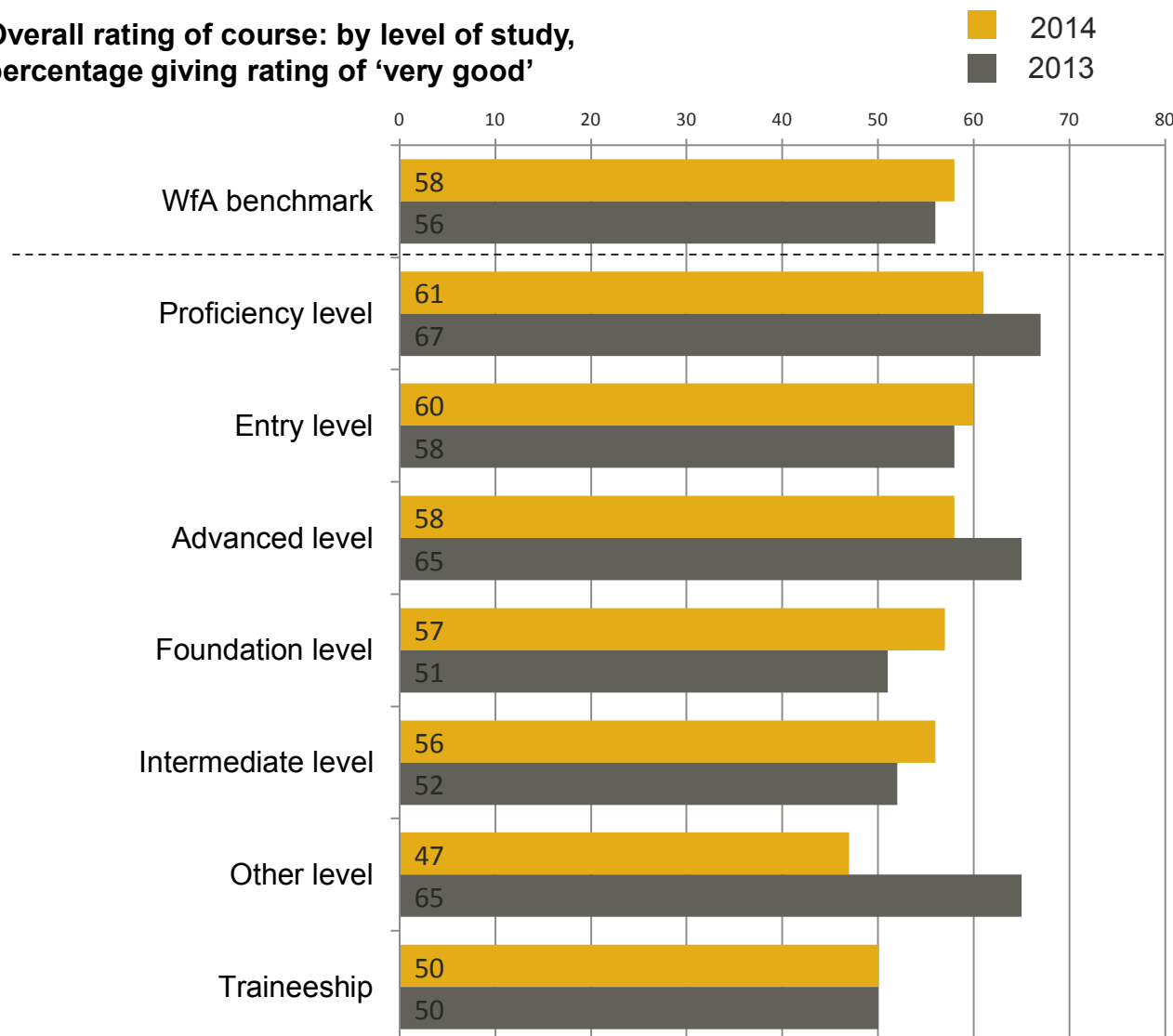
Slide 65 **Of the composite scores, WfA performed best at Teaching and Training**, where there was less variance between study levels compared with the other scores.

The highest levels of study – **Advanced and Proficiency level** – performed better than the WfA benchmark on Information and Advice, where there was the most variance by study level.

The lowest level of study, **Entry level**, performed below the WfA benchmark on Information and Advice.

There were no significant differences by study level at 2014, whereas Advanced learners had been significantly more positive than the WfA benchmark in 2013

Overall rating of course: by level of study, percentage giving rating of 'very good'



None of the study levels have experienced a significant change from 2013 at the 'very good' rating for providers overall, and **none performed significantly above or below the WfA benchmark.**

Whereas in 2013 , Advanced level learners gave more positive ratings than the WfA benchmark, and Foundation level learners gave less positive rating, **these learners are now in line with the the WfA total** (58 per cent).

The difference in rating 'very good' for learners on 'Other level' is not a *significant difference* due to small base sizes.

Composite scores: the largest variation between levels of study is found within Information and Advice

Cells in this colour are statistically higher than the WfA benchmark

Cells in this colour are statistically lower than the WfA benchmark

	Base size (n)	Information and Advice 'Very good' (/100)	Support 'Very good' (/100)	Responsive-ness 'Very good' (/100)	Teaching and training 'Very good' (/100)
WfA benchmark	2,257	40	53	51	67
Entry level	876	36	53	49	69
Foundation level	481	41	52	52	66
Intermediate level	370	42	51	51	66
Advanced level	307	47	51	50	64
Proficiency level	82	54	60	54	68
Other level	10	50	45	48	84

Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014. First column provides unweighted base for each programme. Total base size (WfA) 2,257. Base sizes do not add to total as some learners taking the survey did not identify their level of study and could not be matched to the LLWR.



Llywodraeth Cymru
Welsh Government



Easy Read: summary by SSA

Slide 69

Learners taking the Easy Read version of the survey gave very positive ratings on the whole, though especially in relation to Respect (received from staff), Support and Safety. 'Information about the course' was the worst performing measure, although the majority of learners still rated as 'very good'.

Generally there are no significant differences between subjects for the Easy Read measures. The only exception is '**safety on your course**', where **Adult Basic Education learners** gave more positive ratings compared with the Easy Read benchmark, whereas **Foundation for Work learners** gave less positive ratings.

Easy Read summary: Learners gave very positive ratings on the whole, especially in relation to Respect, Support and Safety

Cells in this colour are statistically higher than the Easy Read benchmark

Cells in this colour are statistically lower than the Easy Read benchmark

	Base size (n)	Q10. Overall rating (% 'very good')	Q1. Information about your course (% 'very good')	Q2. Help to settle into your course (% 'very good')	Q3. Support from staff (% 'very good')	Q4. Help for reading, writing or maths (% 'very good')	Q5. Respect from staff (% 'very good')	Q6. Chances to say what you think (% 'very good')	Q7. Safety on your course (% 'very good')	Q8. Staff explaining the work (% 'very good')	Q9. Feedback on how to improve (% 'very good')
Easy Read benchmark	1759	78	69	77	82	70	84	70	82	80	71
Independent Living Skills	218	81	69	79	86	74	83	71	83	81	73
Adult Basic Education	66	86	77	82	83	77	91	70	95	82	76
Foundation for Work	435	79	71	77	83	71	81	68	77	80	72
English for Speakers of Other Languages	44	76	81	80	88	80	91	70	81	84	70
Other	88	82	68	81	84	67	89	74	81	84	77



Welsh language preference

Key findings

Learners from FE, WBL and ACL were also asked about their preference for learning in Welsh or bilingually.

Slide 72 **One in ten (10 per cent) learners responded that they would like to learn in Welsh / Bilingually,** though just one per cent would prefer to learn in Welsh only.

Many learners who said they wanted to learn in Welsh / bilingually were given the opportunity to do so, although there were still significant numbers who said this was not the case; 41 per cent of those who said they wanted to learn in Welsh only said they were given the opportunity to do so, whereas 20 per cent said they were not, and 53 per cent who wanted to learn bilingually reported they were given the option to do so, whereas 21 per cent said they were not.

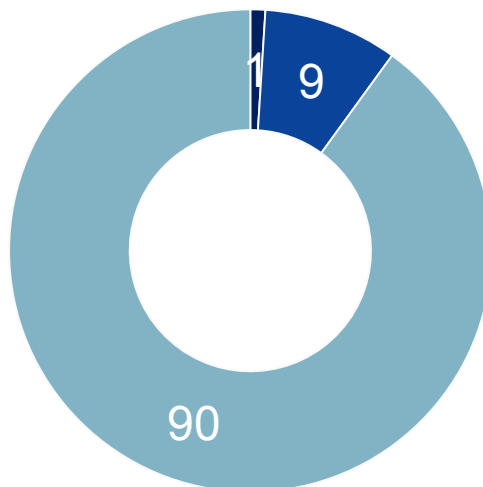
Slide 73 **Overall, 45 per cent of learners said they were given the chance to learn in Welsh / bilingually.** This is lower for learners in ACL and part-time FE courses.

Opportunity to learn in Welsh / bilingually increases with Welsh language skills: 67 per cent of fluent speakers said they were given the choice to learn in Welsh / bilingually compared to 39 per cent of those with very limited / no Welsh language skills.

Among those who want to learn in Welsh / bilingually, most were given the opportunity to do so, although this was not always the case

Overall learner language preference: responses to ‘Which of the following options best describes how you prefer to learn?’

- % I prefer to learn in Welsh only
- % I prefer to use a mixture of both Welsh and English
- % I prefer to learn in English



Of those who prefer to learn in English...	%
Yes, offered chance to learn in Welsh only	10
Yes, offered chance to learn in both	32
No, not offered chance to learn in Welsh	24
Don't know	33

Of those who prefer Welsh only...	%
Yes, offered chance to learn in Welsh only	41
Yes, offered chance to learn in both	29
No, not offered chance to learn in Welsh	20
Don't know	9

Of those who prefer a mixture of both...	%
Yes, offered chance to learn in Welsh only	14
Yes, offered chance to learn in both	53
No, not offered chance to learn in Welsh	21
Don't know	12

Learner Voice Wales survey 2014. Fieldwork conducted Dec 9th 2013 – Feb 21st 2014.

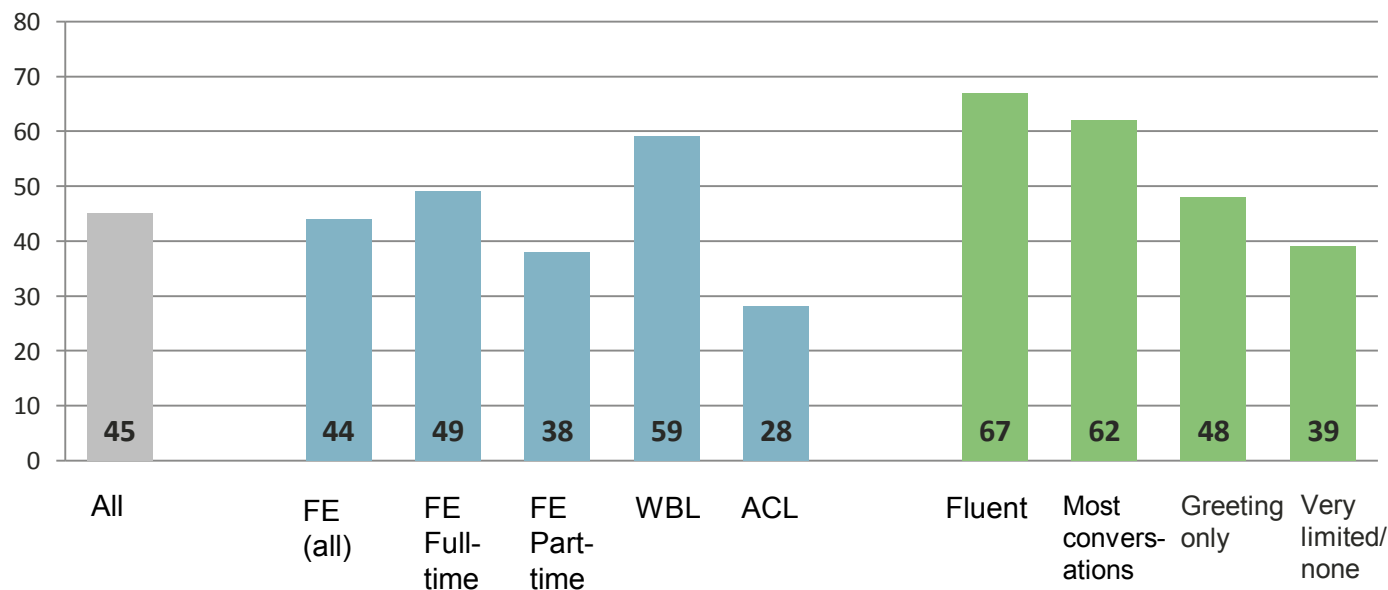
Total base size: 63,327. 56,747 prefer English, 5,804 prefer mixture of both, 547 prefer Welsh only. In the 2013 survey, responses codes read: *I prefer to learn in Welsh, I prefer to learn in both Welsh and English, I prefer to learn in English*

Overall, just under half (45 per cent) of all learners were offered the chance to learn in Welsh / bilingually

Overall learner language opportunity: responses to 'Did your college/provider offer you the chance to learn in Welsh?'



Learner language opportunity by subgroup: percentage offered the chance to learn in Welsh / bilingually



Learners in WBL were the most likely to be offered the opportunity to learn in Welsh / bilingually. Within FE, those on part-time courses were less likely to be given this choice.

The opportunity to learn in Welsh / bilingually is higher among those who were fluent or were able to conduct most conversations in Welsh.



Further investigations: Ethnicity and differences by ethnic group

Summary: Ethnicity and differences by ethnic group

Key findings

Consistent with 2013 **the overall rating of the provider was significantly lower among learners from Black and minority ethnic (BME) backgrounds** than those from White backgrounds. And within the BME classification, learners from Mixed and Asian ethnic backgrounds gave the least positive ratings for a number of measures. This section investigates this in greater detail.

- Slide 76** As in 2013, learners from **Asian backgrounds gave the least positive ratings** for teaching and training, though the gap between these learners and those from White, Black and other ethnic backgrounds was narrower than last year.
- Slide 77** Overall rating of the provider varied by ethnic background (broken down to this more detailed level), though the pattern seen at this measure is not consistent, i.e. it is not the case that specific ethnic groups consistently gave a smaller proportion of 'very good' rating across all measures in the survey.
- Slide 78** Of the measures rated by all four learning sectors, ratings for **respect shown by staff** showed the **largest difference** between learners from White and BME backgrounds (63 per cent compared with 57 per cent giving a score of 'very good').

Learners from mixed ethnic and Asian backgrounds gave the least positive ratings, though differences by ethnic origin have reduced since 2013

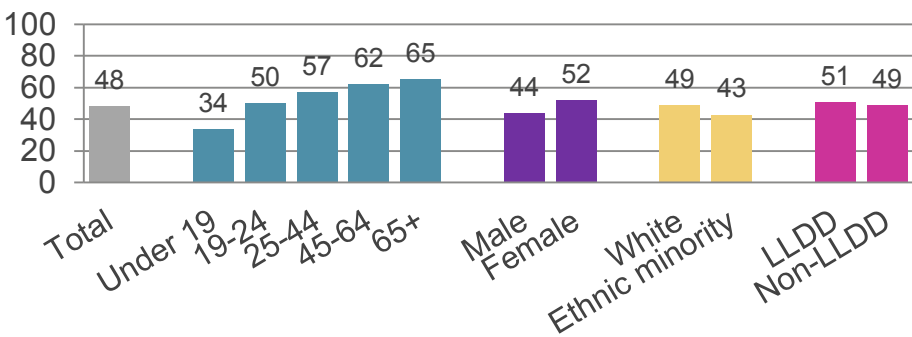
Cells in this colour are statistically higher than all learners overall

Cells in this colour are statistically lower than the all learners overall

	Base size (n)	Information and Advice 'Very good' (/100)	Support 'Very good' (/100)	Responsiveness 'Very good' (/100)	Health and well-being (FE/WBL) 'Very good' (/100)	Teaching and training: (WBL) (% 'very good')	Teaching and training: (FE/ACL/WfA) (% 'very good')
Overall (all learners)	66,899	38	45	44	44	62	51
White	62,284	38	45	44	44	62	51
Black	789	42	43	41	45	64	50
Asian	1,368	37	42	41	42	64	47
Mixed	862	35	42	40	41	61	47
Other	428	40	44	42	43	68	53

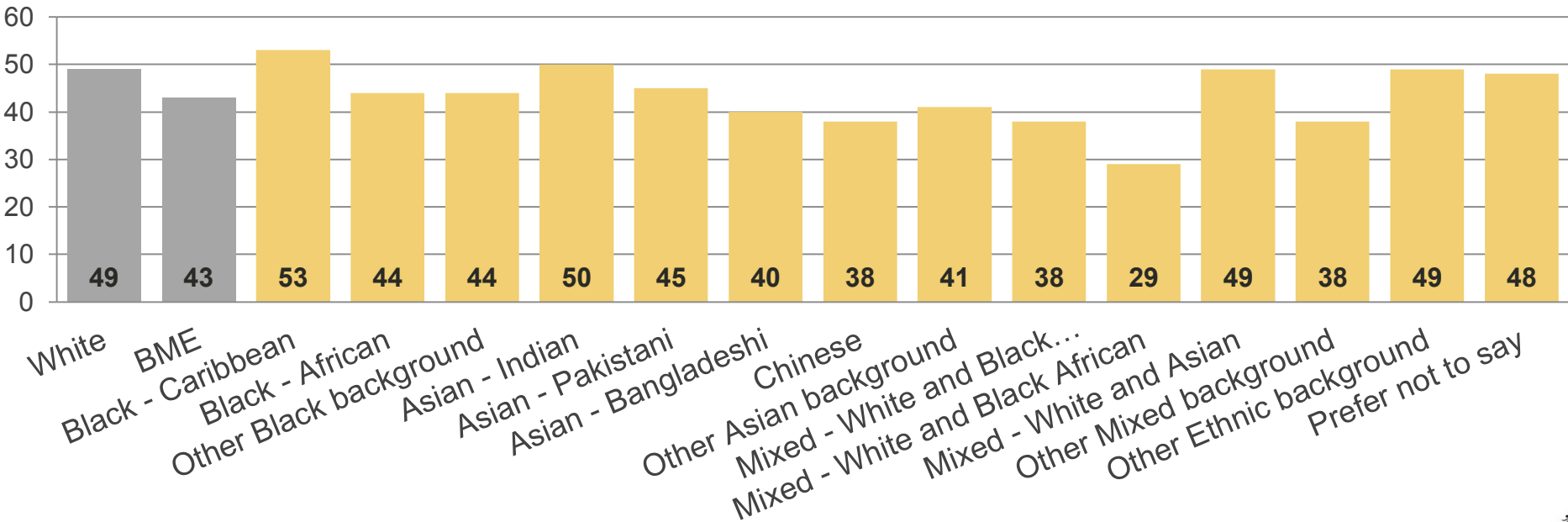
Closer analysis shows variation between specific ethnic backgrounds at the overall provider rating

Overall rating of college/provider by sub-group: percentage giving rating of 'very good'



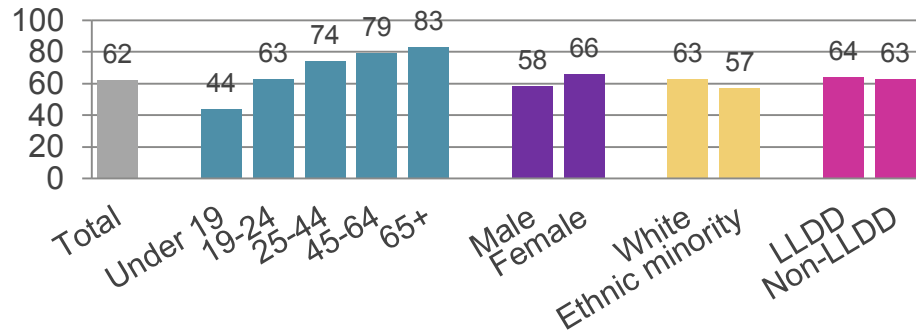
Learners from mixed White and Black African backgrounds gave the least positive ratings of providers overall. Those from a number of other backgrounds also gave less positive ratings compared with white learners: Chinese; mixed White and Black Caribbean; Other mixed backgrounds; Asian- Bangladeshi; and those from Other Asian backgrounds.

Overall rating of college/provider by ethnic background: percentage giving rating of 'very good'



The greatest difference in scores between white and BME learners was for respect shown by staff

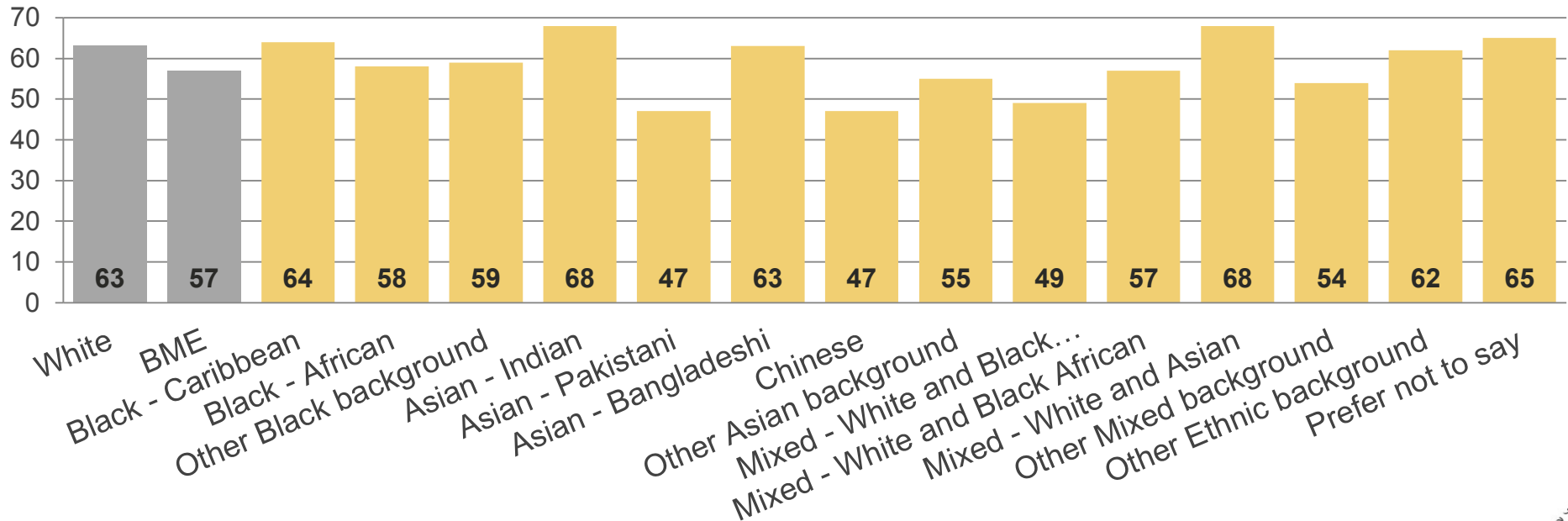
Rating of 'respect shown to you by staff' by sub-group: percentage giving rating of 'very good'



The greatest difference in scores between White and BME learners was for ratings of the **respect shown by staff**, the overall score for which had fallen since 2013.

The lowest proportions of 'very good' ratings were given by learners from Pakistani and Chinese backgrounds (both 47%).

Rating of 'respect shown to you by staff' by ethnic background: percentage giving rating of 'very good'





Further investigations: Information and advice

Summary: Information and advice

Key findings

Of the five composite scores, learners gave the least positive ratings for the information and advice they received; this relates to both the information learners were given when choosing their course/training, and the information shared about what they can do after their course/training. One possible explanation for the relatively low score was timing of the fieldwork and the potential for learners to forget what information had been provided by the time they were surveyed. In 2014, further analysis was conducted to explore whether learners' ratings of the information and advice they received was related to the start date of their course.

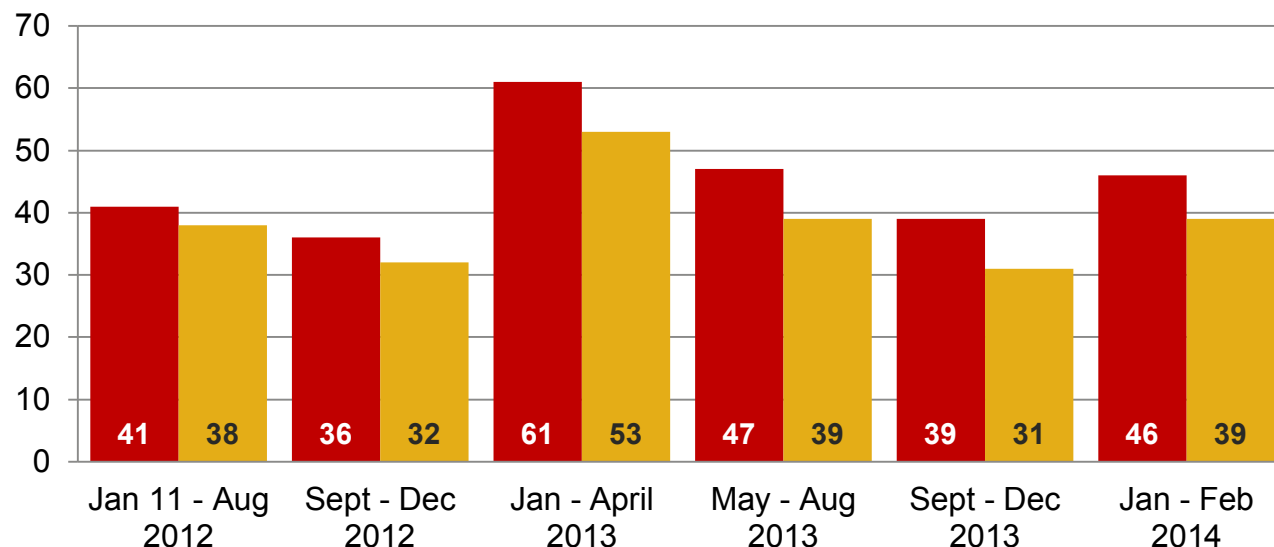
Slide 81 Learners with the most recent start date did not give the most positive ratings about the information and advice they received. There appears to be little relationship overall; however for both measures, those starting their course or training in January – April 2013 were the most positive (61 per cent 'very good' for information when choosing and 53 per cent 'very good' for information about what they can do after).

Slide 82 This pattern was true of all sectors; however it should be noted that the cohort of learners starting courses in FE and ACL between January – April was relatively small (297 and 56 respectively). Further work is therefore required to explore if this group were likely to receive different information due to the nature of their courses / training taken.

Ratings of information and advice appeared unrelated to how recently a learner had started their course

Ratings of information and advice, percentage giving rating of 'very good'

- information received when choosing course / training
- information about options available once completed course / training



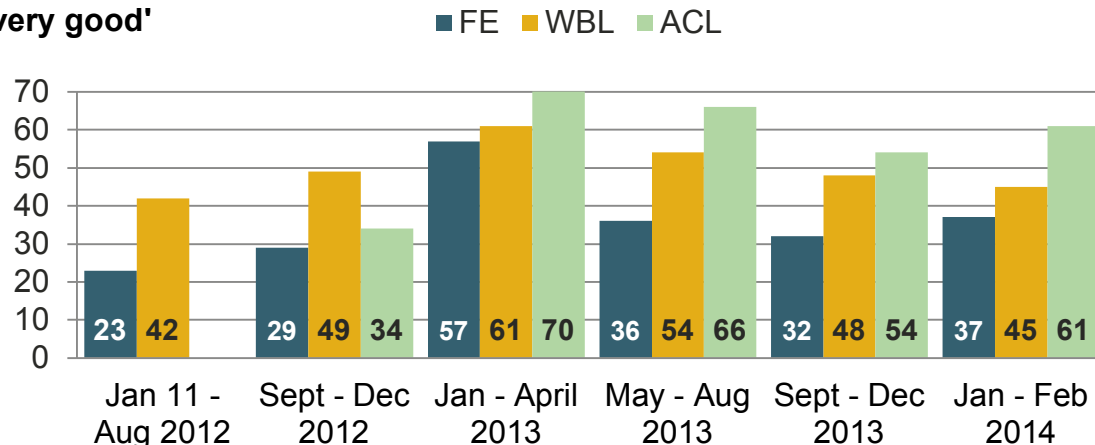
Start date of most recent learning activity

The data suggest that ratings of information and advice are not directly related to how recently a learner has started their course, though learners who started their provision in the autumn term (October – December in 2012 and 2013) were less likely to rate their provider as 'very good' on information and advice than learners who started their provision in subsequent terms.

In fact, learners starting in Jan-April 2013 were the most positive across both measures (61 per cent at for when choosing course and 53 per cent for information on options once completed).

Learners starting in Jan-April 2013 were the most positive about information advice across all sectors

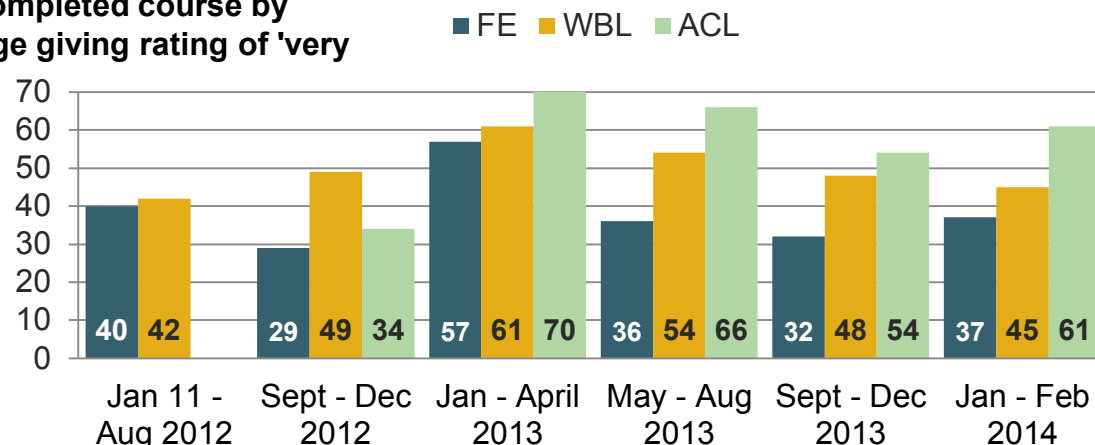
Rating of information given when choosing course by sector: percentage giving rating of 'very good'



In the 2014 survey, 2,457 learners started their most recent course in Jan – April 2013. For all sectors, learner ratings for the information and advice they received was highest among this cohort.

This suggested that ability to recall the information and advice was not a deciding factor in the rating given. However, further contextual information is required to consider whether this may be driven by any other factors, such as the types of courses / training undertaken by this group.

Rating of information about options available once completed course by sector: percentage giving rating of 'very good'



Learner Voice Wales survey 2014. Fieldwork Dec 9th 2013 – Feb 21st 2014. . Total base size for all those who have been matched to the LLWR and have a specified start date: Q1 (49,261), Q2 (50,534). ACL data for Jan 11- Aug 2012 is not displayed due to low base sizes.



Question bank

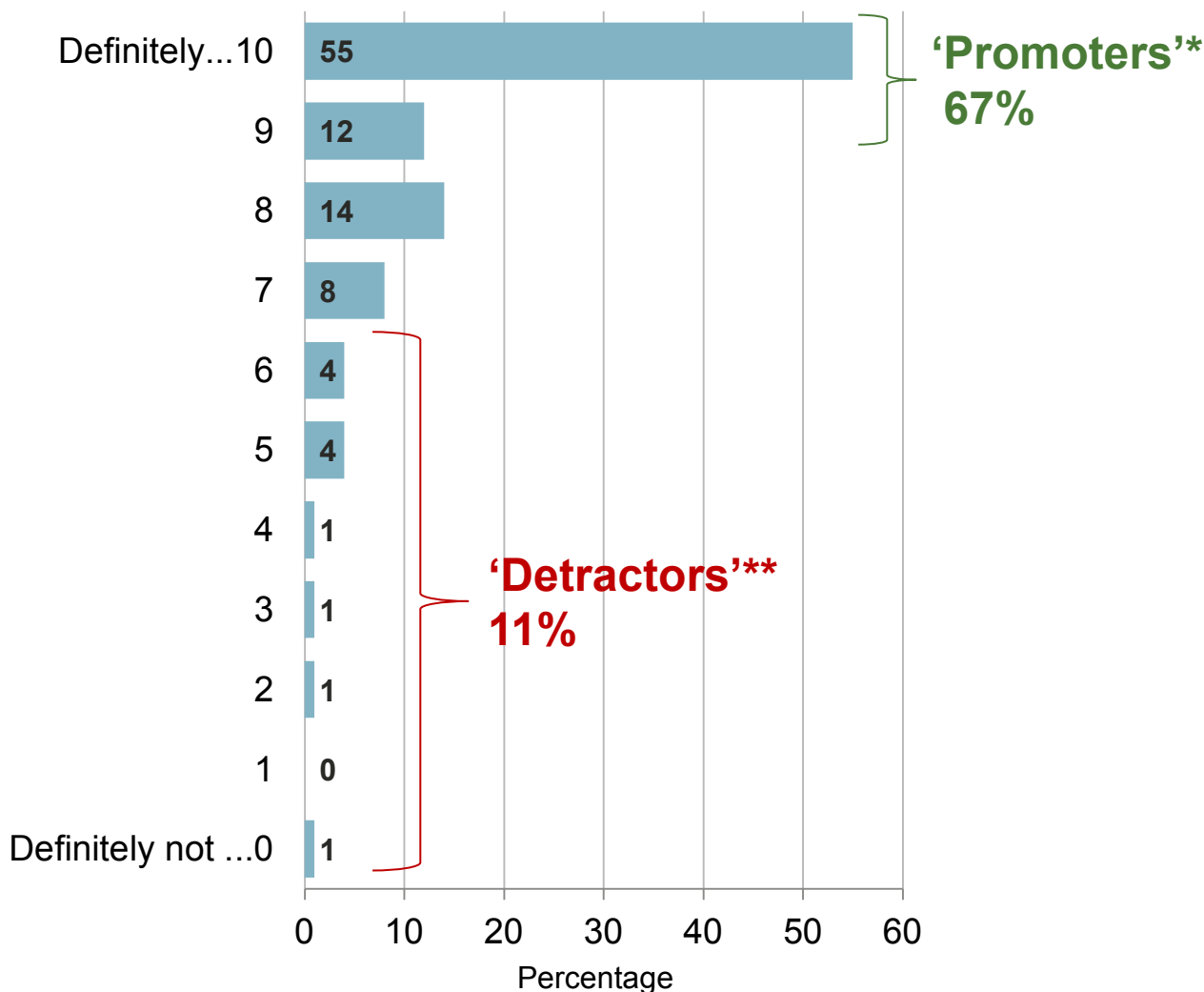
In 2014, alongside the core survey, providers were able to select a number of additional questions from a Question Bank. These questions were then asked at the end of the online survey. It should be noted that the selection of additional questions from the Question Bank was at the discretion of individual providers. The data presented in this report should therefore be seen as an indicative reflection of the national picture, it is only reflective of those providers taking part and only of those learners completing online.

Key findings

- Slide 85** Two thirds (67 per cent) of learners would strongly recommend their provider to a friend.
- Slide 86** Over two thirds (69 per cent) felt their course or training was doing a ‘very good’ / ‘good’ job of preparing them to take the next step – though only 30 per cent felt it was doing a ‘very good’ job at this.
- Slide 87** Three quarters of learners reported that their confidence (74 per cent) and enthusiasm for future learning (76 per cent) had improved as a result of their course or training. Fewer reported that their health and well-being (55 per cent) or numeracy/literacy/IT skills (55 per cent) had improved. Those in WBL were particularly positive about the improvements in ability to do their job (85 per cent said this had improved as a result of their training).

Two thirds of learners (67 per cent) would strongly recommend their provider to a friend

How likely would you be to recommend your college/provider to a friend?



Base Size				
Total	FE	WBL	ACL	WfA
3,238	1,791	0	74	1,373

Net Promoter Score = 55%
 Percentage of 'promoters' (those giving a rating of 9 or 10) minus the percentage of 'detractors' (those giving a rating of between 0 and 6)

Over two thirds (69 per cent) of learners rated their course/training either very good / good in terms of preparing them for next steps in life

How would you rate your course/training in preparing you to take the next step in your life?

■ % Very good

■ % Good

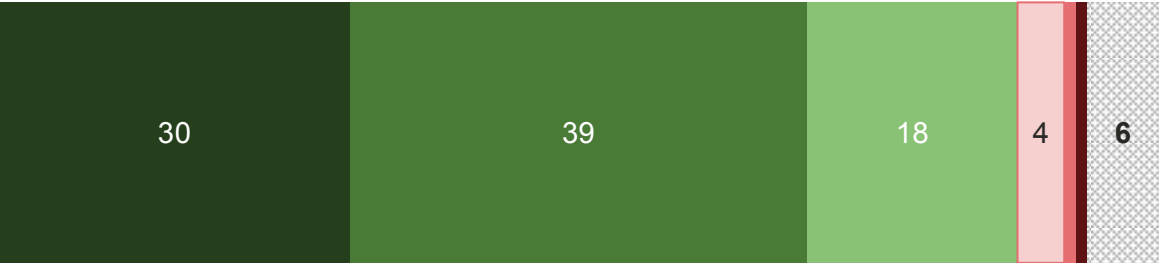
■ % Fairly good

■ % Fairly poor

■ % Poor

■ % Very poor

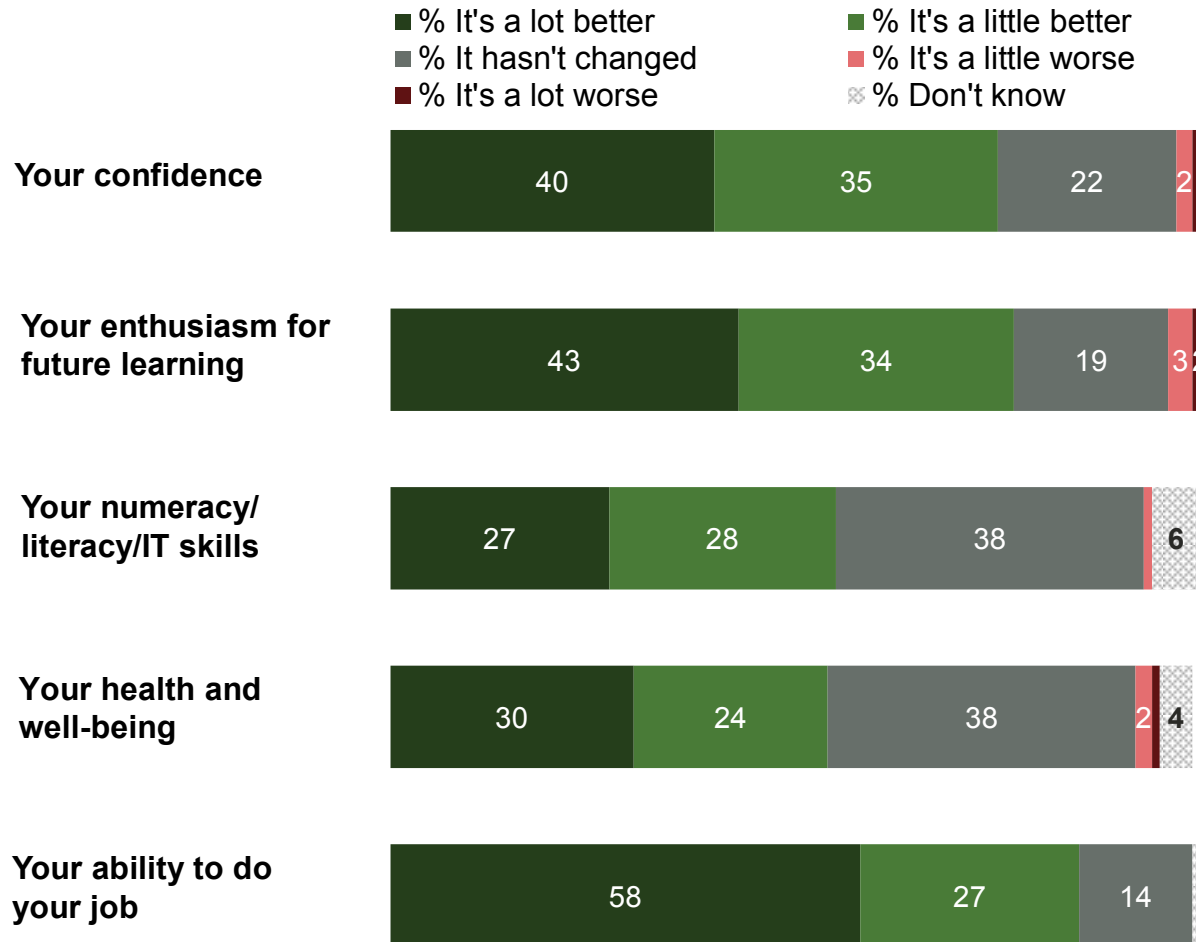
■ % Don't know



Base Size				
Total	FE	WBL	ACL	WfA
7,682	7,527	4	67	84

Learners said that learning has had a positive affect on their confidence and enthusiasm for future learning, as well as WBL learners' ability to do their job, but it has had less of an impact on their numeracy/literacy/ICT skills and health and well-being

Rating of how your learning/training has affected each of the following...



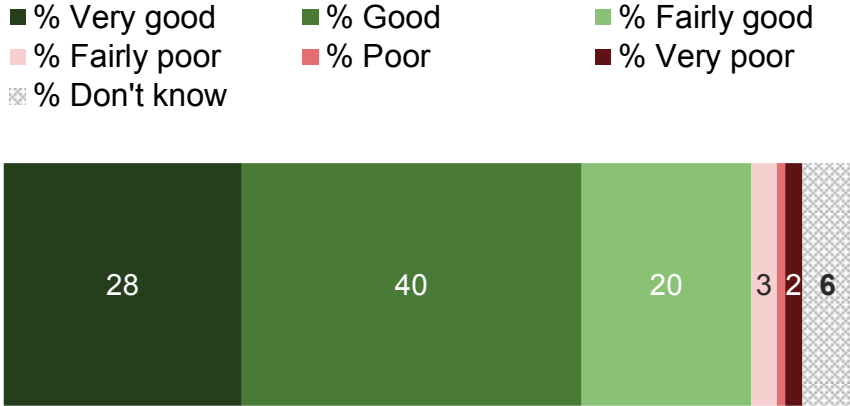
Total	Base Size			
	FE	WBL	ACL	WfA
5,169	3,948	358	282	84
2,125	1,791	0	250	84
3,946	1,801	1,750	310	84
2,694	1,791	326	493	84
1,421	11	1,410	0	0

Key findings

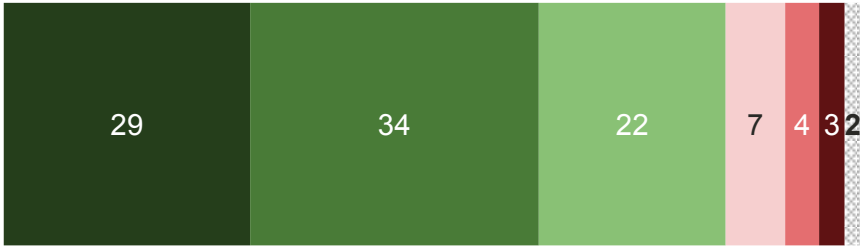
- Slide 89** Learners rated the provider positively in terms of the library facilities and IT facilities, 68 per cent and 62 per cent of learners who answered the questions rated these as ‘very good’ or ‘good’.
- Slide 90** In line with the findings from the core survey, learners gave positive ratings of their teacher/tutor/assessor’s knowledge about their subject (67 per cent ‘very good’) and around half reported that their teachers/tutors/assessors were ‘very good’ at stretching them to do their best (49 per cent). However learners gave less positive ratings about the teaching materials made available online, just 33 per cent of learners who answered the question said these were ‘very good’.
- Slide 91** Most learners felt that they have about the right amount of work on their course / training (85 per cent). Seven in ten learners felt that the balance between practical and theory was about right (71 per cent), though around a fifth of those who answered the question perceived there to be too much theory (22 per cent).
- Slide 92** Learners on WBL courses were broadly positive about how marking was explained to them and the support they received from their employer, as around half of those asked rated these as very good (48 per cent and 52 per cent respectively).

Learners rated the library and IT facilities at their provider positively

How would you rate the library or learning resource centre?

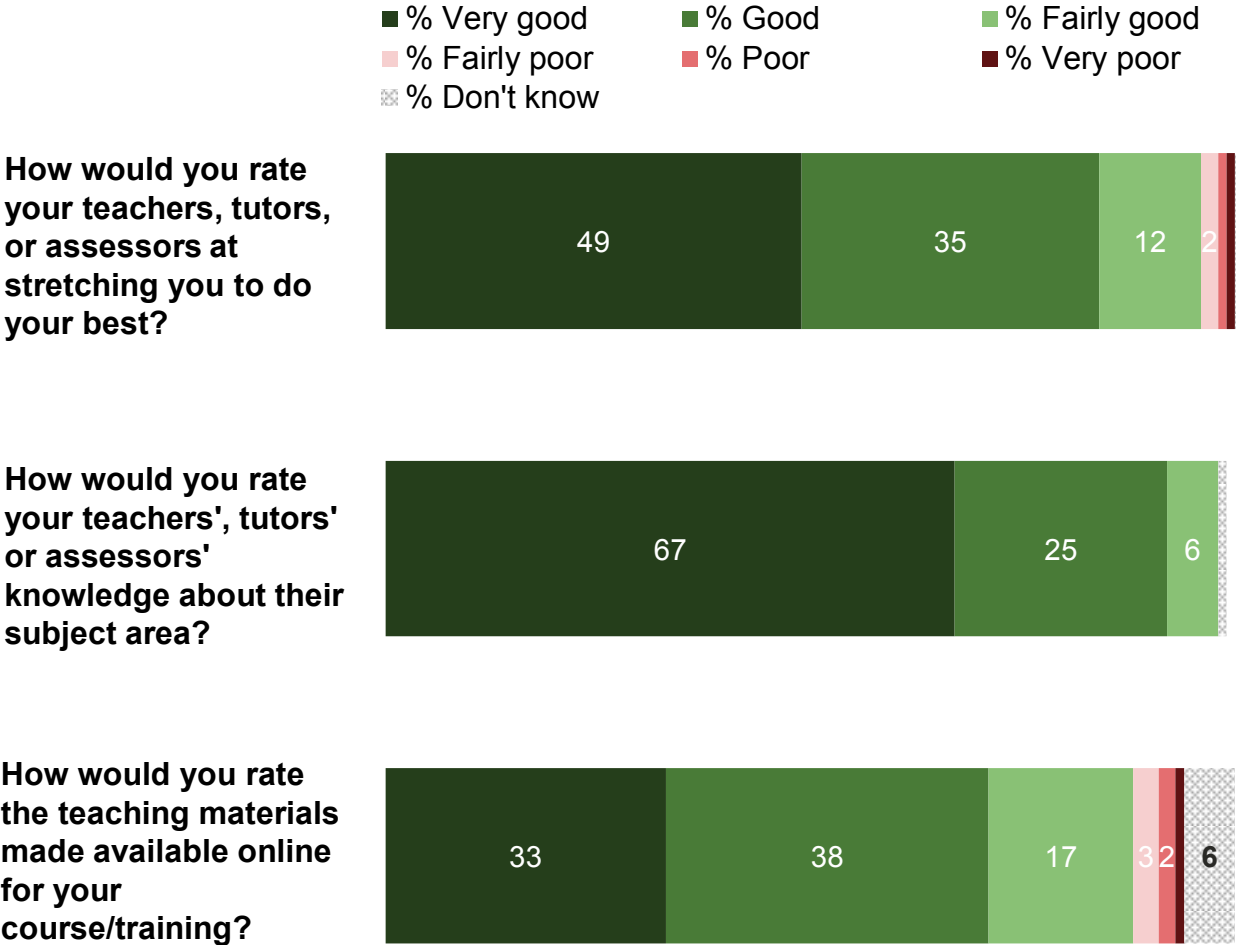


How would you rate the availability of computers and IT support to help you with your learning/training?



Base Size					
Total	FE	WBL	ACL	WfA	
2,718	2,654	32	32	0	
3,272	2,654	586	32	0	

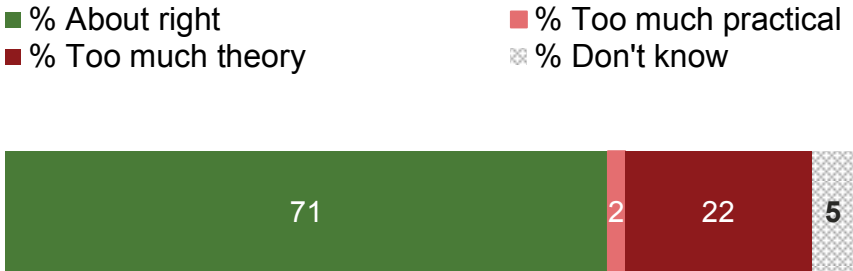
Learners rated the knowledge of staff positively, but gave less positive ratings of teaching materials available online



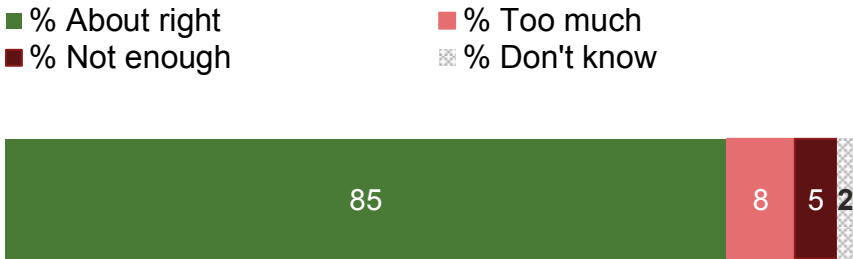
Total	Base Size			
	FE	WBL	ACL	WfA
19,271	14,509	2,911	478	1,373
4,876	2,655	2,038	99	84
11,539	7,635	2,153	373	1,378

Most learners reported that their courses/training have the right amount of work and the right balance of theory vs practical content

How would you rate the balance between theory and practical work on your course/training?

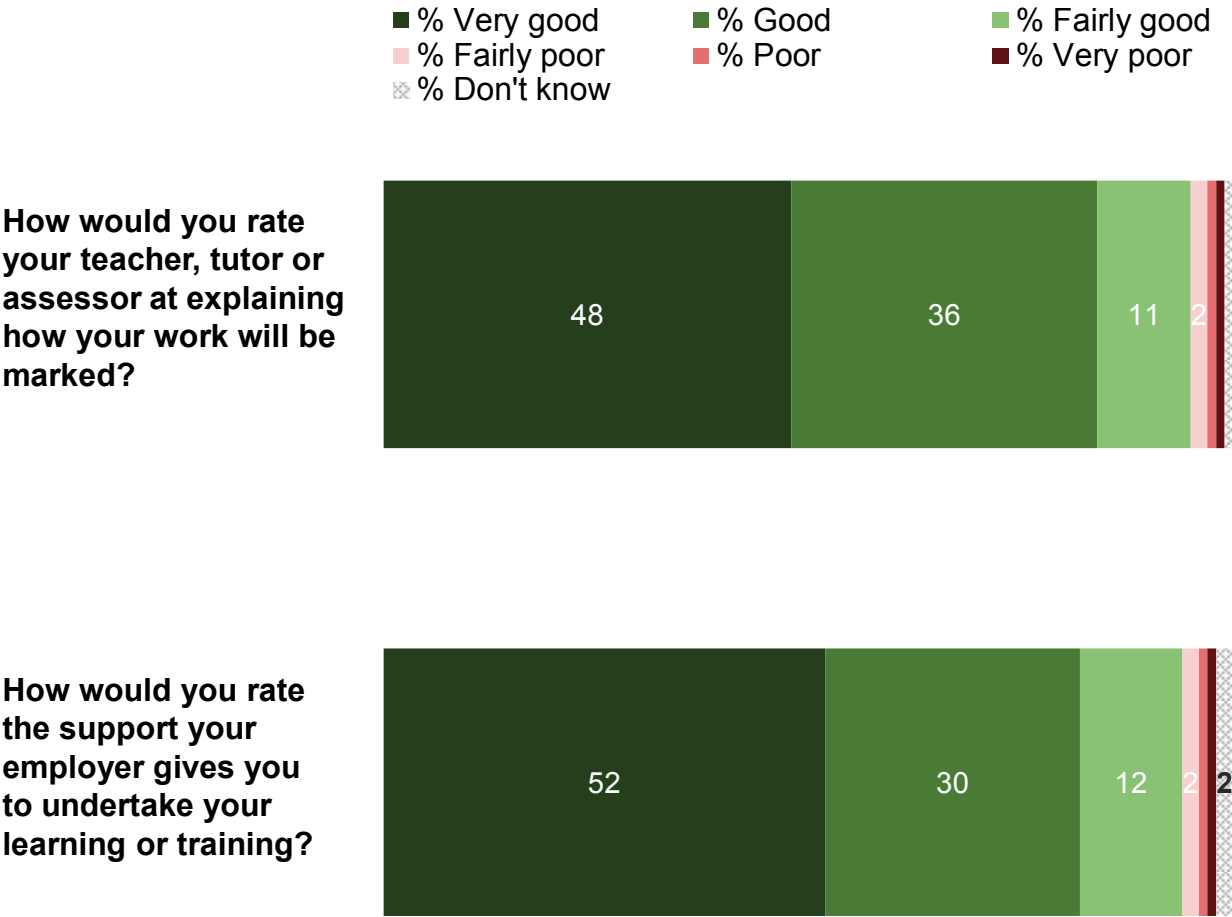


How would you rate the amount of work you are given as part of your course/training, both in and outside the classroom/centre or workplace?



Base Size				
Total	FE	WBL	ACL	WfA
8,122	7,527	595	0	0
7,635	4,264	1,924	74	1,373

Among work-based learners, around half rated the way marking is explained and the support they received from their employer as very good



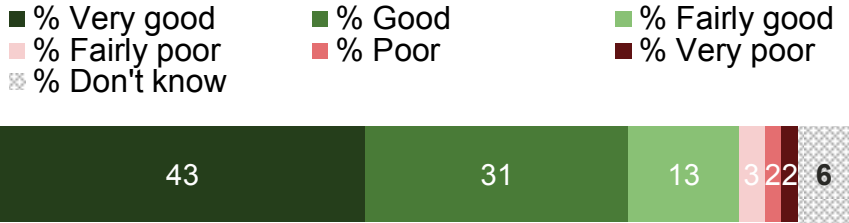
Base Size		
Total	FE	WBL
2,520	28	2,492
4,731	65	4,666

Key findings

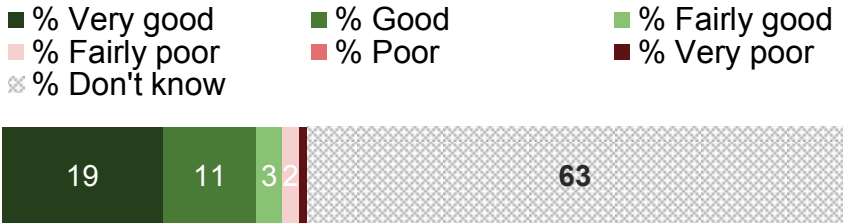
- Slide 94** Nine in ten learners (90 per cent) felt it was easy to get in touch with staff when they needed them, with 54 per cent reporting that it was 'very easy'. Furthermore, close to three quarters of learners felt their providers did a very good/good job of keeping in touch (74 per cent). When it came to dealing with complaints raised by learners, most felt unable to rate their provider – 63 per cent said 'don't know', though this could reflect the relatively small number of learners who have made a complaint.
- Slide 95** Learners' top preferences regarding how they would like to be asked for their views were for online surveys (48 per cent) and one-to-one discussions (38 per cent).

Learners reported that they found it easy to get in touch with staff and felt they were kept informed. Few have a view when it comes to dealing with complaints

How would you rate your college/provider at keeping in touch, for example, telling you about changes to your course or training?



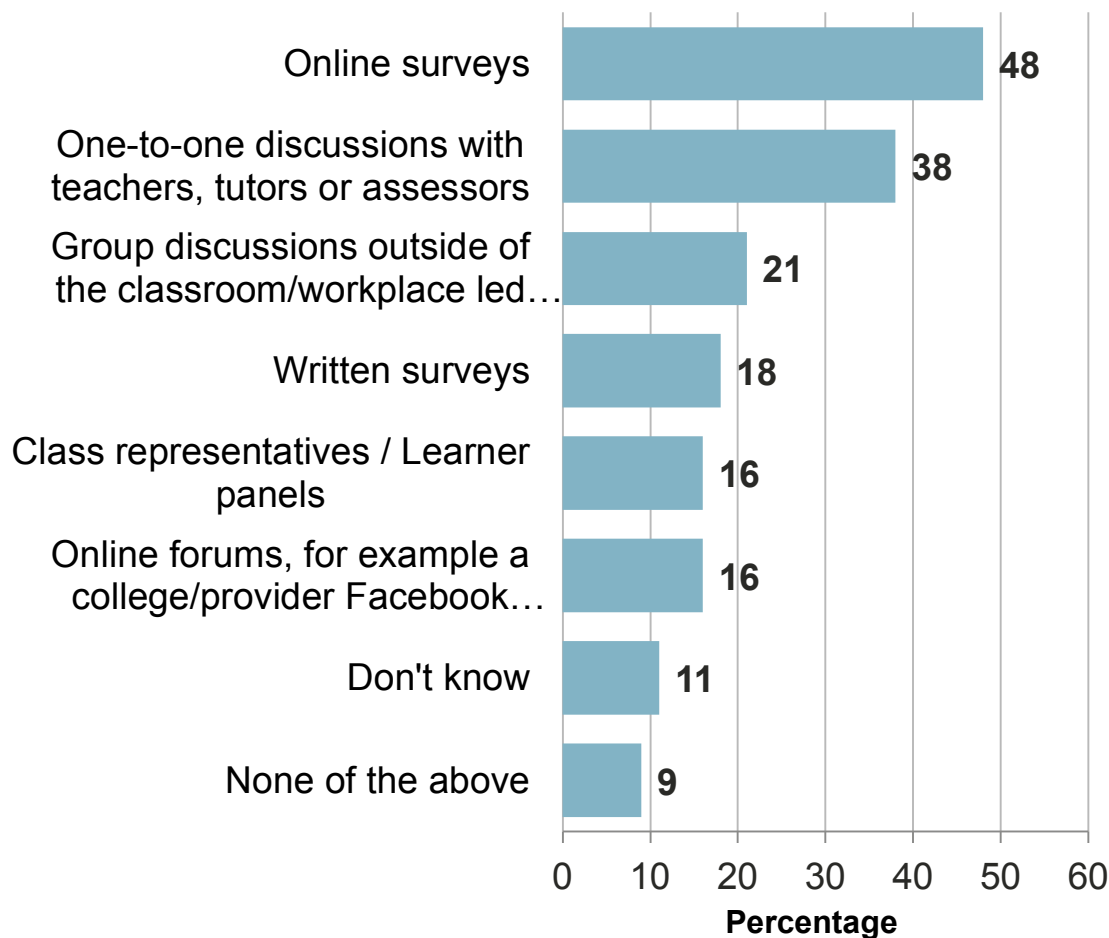
How would you rate your provider at dealing with complaints raised by learners?



Base Size					
Total	FE	WBL	ACL	WfA	
7,211	4,309	1,317	261	1,324	
5,587	3,318	707	184	1,378	
1,630	0	0	257	1,373	

Online surveys and one-to-one discussions were the favoured means of collecting learner views

Through which of the following, if any, would you prefer your college or provider to ask for your views?



Total	Base Size			
	FE	WBL	ACL	WfA
7,365	4,330	2,154	792	89

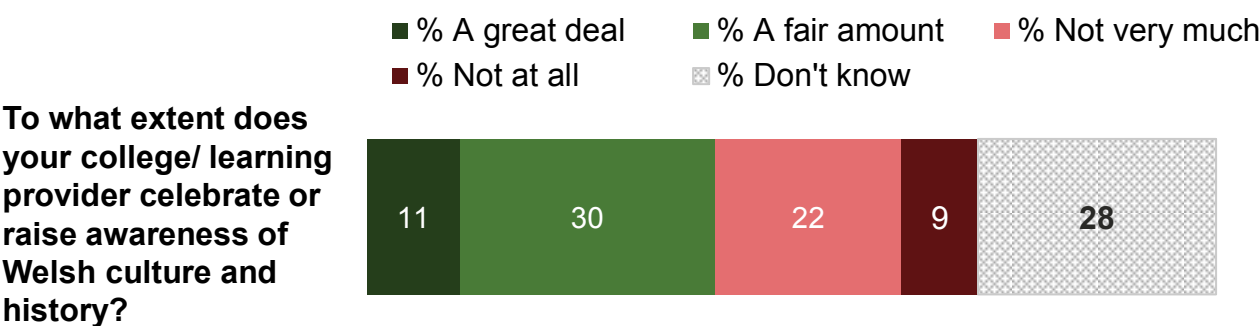
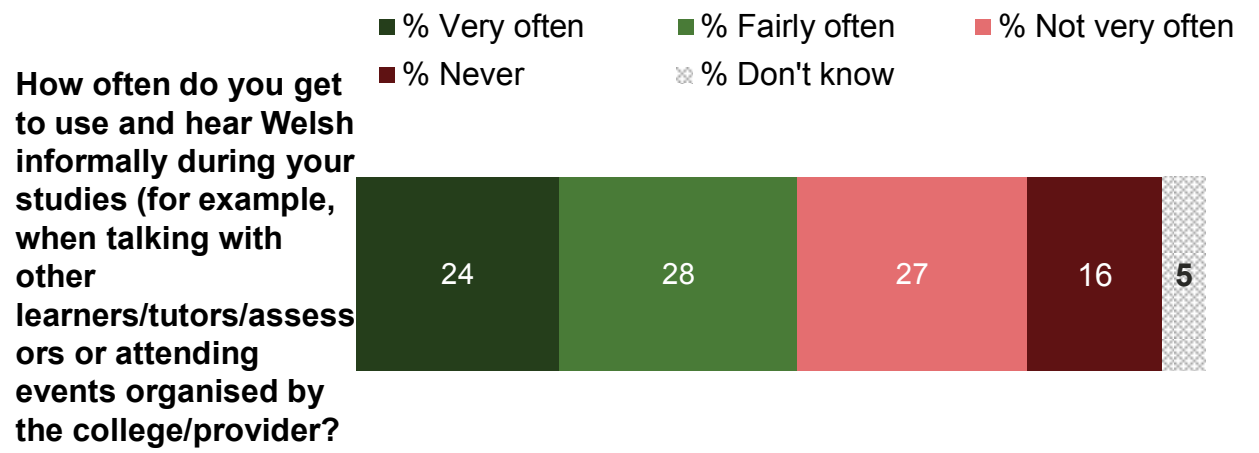
Key findings

Slide 97

Learners' opportunity to use Welsh informally during their course or training appeared mixed. Just over half (52 per cent) of those who answered the question said they had the opportunity 'very' or 'fairly often', however 43 per cent said that this happens 'not very often' or 'never'.

Two in five (41 per cent) said that their provider does 'a great deal' or 'a fair amount' to celebrate or raise awareness of Welsh culture and history. Although 28 per cent of learners felt unable to make a judgement (i.e. responding 'don't know'), there is room for providers to do more of this: 31 per cent of learners who answered the question reported their provider does 'not very much' or 'nothing' to promote Welsh culture and history.

Experience of using Welsh informally is mixed. Four in ten of those asked said their provider does a lot/a fair amount to celebrate Welsh culture and history



Base Size				
Total	FE	WBL	ACL	WfA
3,639	2,830	574	152	83
13,030	11,846	729	366	89



Appendices

Appendix 1: Sample profile – used for weighting - 1

Variable	Learner group	Number of responses	Unweighted % of total learners	Weighted % of total learners
Age	Under 19 years	28,497	43	37
	19 – 24	14,887	22	15
	25-44	14,001	21	27
	45-64	6,783	10	15
	65+	2,469	4	5
	Unknown	262	*	*
Gender	Male	30,639	46	43
	Female	35,998	54	56
	Unknown	262	*	1
Variable	Learner groups	Number of responses	Unweighted % of FE learners	Weighted % of FE learners
FE mode	FE Full time	28,945	76	53
	FE Part time	8,502	22	46
	Unknown	470	1	1
FE course level	Entry Level	1,293	3	6
	Level 1	4,865	13	14
	Level 2	11,408	30	29
	Level 3+	19,699	52	48
	Level unknown	652	2	2

Appendix 1: Sample profile – used for weighting - 2

Variable	Learner groups	Number of responses	Unweighted % of WBL learners	Weighted % of WBL learners
WBL Programme Type	Foundation Apprenticeship	7,994	39	41
	Apprenticeship	7,453	36	35
	Higher Apprenticeship	1,744	9	8
	Traineeship	2,443	12	12
	Steps to Employment	91	*	*
	Flexible learning	302	1	1
	Work Ready	104	1	*
	Unknown	365	2	2

Appendix 1: Sample profile – used for weighting - 3

Variable	Learner groups	Number of responses	Unweighted % of ACL learners	Weighted % of ACL learners
ACL SSA	Health, Public Services & Care	277	4	7
	Information and Communication Technology	1,064	17	14
	Retail & Commercial Enterprise	245	4	4
	Leisure, Travel & Tourism	111	2	1
	Arts, Media & Publishing	1,303	21	20
	History, Philosophy & Theology	81	1	1
	Language Literature & Culture	746	12	11
	Independent Living Skills	22	*	*
	Adult Basic Education	449	7	7
	English for speakers of Other Languages	252	4	5
	Other subject area	1,257	20	23
	Unknown	422	7	6

Appendix 1: Sample profile – used for weighting - 4

Variable	Learner groups	Number of responses	Unweighted % of WfA learners	Weighted % of WfA learners
WfA Course Level	Entry level	876	39	45
	Foundation level	481	21	21
	Intermediate level	370	16	12
	Advanced level	307	14	11
	Proficiency level	82	4	3
	Other level	10	*	*
	Unknown	131	6	6

Appendix 1: Sample profile – variables used for additional sub-group analysis - 1

Variable	Learner groups	Number of responses	Unweighted % of total learners	Weighted % of total learners
Ethnicity	White	62,284	93	93
	Black	789	1	1
	Asian	1,368	2	2
	Mixed	862	1	1
	Other	428	1	1
	Unknown	1,168	2	2
LLDD	LLDD	6,087	9	10
	No LDD	56,959	85	84
	Unknown	3,853	6	6

Appendix 1: Sample profile – variables used for additional subgroup analysis - 2

Learner groups	Learner groups	Number of responses	Unweighted % of total learners	Weighted % of total learners
Ethnicity	White	62,284	93	93
	Black – Caribbean	94	*	*
	Black – African	245	*	*
	Other black background	450	1	1
	Asian – Indian	100	*	*
	Asian – Pakistani	129	*	*
	Asian – Bangladeshi	136	*	*
	Chinese	107	*	*
	Other Asian background	896	1	1
	Mixed – White and Black Caribbean	159	*	*
	Mixed – White and Black African	82	*	*
	Mixed – White and Asian	125	*	*
	Other mixed background	496	1	1
	Other ethnic background	428	1	1
	Unknown	1168	2	2

Appendix 1: Sample profile – variables used for profiling, not weighting - 1

Variable	Learner groups	Number of responses	Unweighted % of FE learners	Weighted % of FE learners
FE SSA	Health, Public Services & Care	5,495	14	13
	Science & Maths	4,010	11	9
	Agriculture, Horticulture & Animal Care	1,347	4	4
	Engineering & Manufacturing Technologies	3,941	10	9
	Construction, Planning & the Built Environment	3,214	8	8
	Information & Communication Technology	2,559	7	5
	Retail & Commercial Enterprise	4,434	12	9
	Leisure, Travel & Tourism	2,194	6	4
	Arts, Media & Publishing	4,514	12	10
	History, Philosophy & Theology	1,154	3	2
	Social Sciences	885	2	2
	Language Literature & Culture	2,309	6	5
	Education & Training	389	1	2
	Preparation for Life & Work	5,706	15	13
	Business, Administration & Law	3,546	9	8

Appendix 1: Sample profile – variables used for profiling, not weighting - 2

Learner groups	Learner groups	Number of responses	Unweighted % of ER learners
ER Subject	Independent Living Skills	218	12
	Adult Basic Education	66	4
	Foundation for Work	435	25
	English for Speakers of Other Languages	44	3
	Other	88	5
	Unknown	908	52

Appendix 2: Core questions and base sizes - 1

Question number	Sector(s) asked to	Question abbreviation	Question asked in survey	Base size
8	All	Overall rating	Could you now rate your college / provider overall?	66,382
9	All	Overall expectations	Is this course / training what you expected it to be? Please think about the work you have to do, the content of the course / training and the advice you had when choosing the course / training.	66,409
Information and advice				
1	All	Info when choosing course	Please rate the information you were given by your college / provider when you were choosing your course(s) / training. Was it....?	64,694
2	All	Info about options available	How would you rate the information and advice offered by your college / provider about the different options available to you once you have completed your course(s) / training ?	62,468
Help and Support				
			<i>Please think about how your college / provider supports you and your learning. How would you rate your college / provider for each of the following ... *</i>	
3a	All	Help settling in	Helping you settle in to your college / training / course.	66,265
3b	All	Informing where to go for support	Informing you of where to go for support, within and outside your college / provider.	65,894
3c	All	Providing extra learning support	Providing extra learning support services such as reading, writing or maths.	53,639
3d	All	Ensuring the right equipment	Making sure you have the right equipment and materials for your course / training	66,005
3e	All	Providing support for personal issues	Providing support for personal issues that help you to stay on your course / training, for example, finance, childcare, transport and health issues	52,870

* In 2013, 'Providing specific help and support with issues related to your course' was included as one of the Q3 statements. It was removed in 2014 as advice and support are covered in other questions.

Appendix 2: Core questions and base sizes - 2

Question number	Sector(s) asked to	Question abbreviation	Question asked in survey	Base size
Responsiveness				
			<i>Please rate your college / provider for each of the following...</i>	
4a	All	Respect shown by staff	The respect shown to you by all staff within the college / provider (your assessor or tutor and any others you have talked to) / provider (your teacher or tutor and any others you have talked to) / provider (your teacher or tutor and any others you have talked to).	66,461
4b	All	Asking you to give views	Asking you to give your views about the college, for example, student council or questionnaires / provider, for example, surveys or questionnaires.	66,209
4c	All	Feedback after views given	Telling you what has happened as a result of the views you have given.*	65,926
Health and well-being				
			<i>How do you rate your college / provider for the following...? If any of the questions do not apply to you then please select 'this does not apply to me'.</i>	
5a	All	Ensuring you feel safe	Making sure that you feel safe whilst on your course / training.	62,098
5b	WBL and FE	Supporting healthy lifestyle	Supporting you to have a healthy lifestyle, for example, providing facilities and information for exercise and a healthy diet.	48,219
5c	WBL and FE	Helping understand different backgrounds	Helping you to understand and respect people from different backgrounds	53,139

* Wording changed in 2014 from 'Telling you what has happened as a result of the views learners have given' in 2013, since learners are unlikely to know other learners' views.

Appendix 2: Core questions and base sizes - 3

Question number	Sector(s) asked to	Question abbreviation	Question asked in survey	Base size
Teaching and training				
			<i>Please think now about your experience in your classes with teachers or tutors. / The next questions are about what you think about your tutors or assessors who you have contact with as part of your training. You may see them when you go in to your provider and also in the workplace if you are employed. / Please think now about your experience in your classes with teachers or tutors. If any of these questions do not apply to you then please select 'this does not apply to me'</i>	
6a	All	Talking about learning aims	Talking about your learning aims.	86,061
6b	All	Explaining work	Explaining the work you have to do.	86,031
6c	All	Listening to you	Listening to you and what you need to help you learn.	85,994
6d	All	Feedback on how to improve	Giving you feedback on how to improve.	85,973
6e	All	Ensuring work not disturbed	Making sure that other learners do not disturb your work.	85,793
6f	All	Treating everyone fairly	Treating everyone fairly*	85,984
6g	All	Good use of time	Making good use of your time including starting and finishing classes on time.	85,986
6h	ACL, WfA and FE	Keeping you interested	Delivering the course in a way that keeps you interested.	64,940
6i	WBL	Giving enough one-to-one time	Giving you enough one-to-one time.	19,718
6j	WBL	Ensuring training is relevant	Ensuring that the training is relevant to the work you are doing or wish to do.	19,675

Appendix 2: Core questions and base sizes - 4

Question number	Sector(s) asked to	Question abbreviation	Question asked in survey	Base size
Learning in Welsh				
7a	FE, WBL, ACL	Welsh language preference	Which of the following options best describes how you prefer to learn?	63,655
7b	FE, WBL, ACL	Offered the chance to learn in Welsh/Welsh and English?	Did your college / provider offer you the chance to learn through Welsh or with Welsh-language support?	63,327
7c	FE, WBL, ACL	Welsh language skills	How would you describe your Welsh language skills?	63,527
Other				
10	All	Likes	What do you like best about this college / provider?	37,573
11	All	Improvements	What, if anything, would you improve about this college / provider?*	31,814

Appendix 3: Easy Read questions and base sizes

Question number	Question abbreviation	Question asked in survey	Base size
10	Overall rating	Thinking about everything, how good or bad do you think your course is?	1,714
1	Information about your course	How good or bad was the information you got about your course?	1,708
2	Help to settle into your course	How good or bad was the help you got to settle into your course?	1,723
3	Support from staff	How good or bad is the support you get from staff?	1,723
4	Help for reading, writing or maths	How good or bad is the help you get for reading, writing or maths, if you need it?	1,716
5	Respect from staff	How good or bad is the respect you get from staff?	1,729
6	Chances to say what you think	How good or bad are the chances you get to say what you think about your course?	1,727
7	Safety on your course	How good or bad is the safety on your course?	1,720
8	Staff explaining the work	How good or bad are the staff at explaining the work you have to do?	1,728
9	Feedback on how to improve	How good or bad is the feedback you get on how to improve?	1,721

Appendix 4: Question Bank questions and base sizes - 1

Question number	Question asked in survey	Base size	Providers selecting
QB1	Which one of the following options describes your choice of course/training? By this we mean what subject, rather than where, you study?	0	N/A
QB2	How would you rate the usefulness of the college's/provider's website?	862	1
QB3	How would you rate the support your employer gives you to undertake your learning or training?	4,731	7
QB4	How easy or difficult is it for you to get to your course/training location?	149	1
QB5	How convenient are the times of classes/training sessions?	151	1
QB6	How would you rate the library or learning resource centre?	2,718	2
QB7	How would you rate the availability of computers and IT support to help with your learning/training?	3,272	3
QB8	Overall, how would you rate the food at your college/provider?	0	N/A
QB9	How would you rate the balance between theory and practical work on your course/training?	8,122	3
QB10	How would you rate your teachers, tutors or assessors at stretching you to do your best?	19,271	17*
QB11	How would you rate the amount of work you are given as part of your course/training, both in and outside the classroom (WBL: centre or workplace if you are employed)?	7,635	9*
QB12	How would you rate your teacher, tutor or assessor at explaining how your work will be marked?	2,520	2
QB13	How would you rate your teacher, tutor or assessor at marking your work fairly?	151	1
QB14	How easy or difficult is it for you to contact your teacher/tutor/assessor/course organiser when needed?	7,211	10*

Appendix 4: Question Bank questions and base sizes - 2

Question number	Question asked in survey	Base size	Providers selecting
QB15	How would you rate the teaching materials made available online for your course/ training?	11,539	14*
QB16	How would you rate your teachers', tutors' or assessors' knowledge about their subject area?	4,876	6
QB17	Through which of the following, if any, would you prefer your college or provider to ask for your views? (e.g. Online surveys, Written surveys, Online forums etc.)	7,365	8
QB18	How would you rate your college/provider at recognising and celebrating learners' achievements?	394	2
QB19	How would you rate your college/provider at keeping in touch, for example, telling you about changes to your course or training?	5,587	10*
QB20	How would you rate your provider at dealing with complaints raised by learners?	1,630	7*
QB21	Does your course/training timetable include enough time for breaks or relaxation?	119	1
QB22	How often do you get to use and hear Welsh informally during your studies (for example, when talking with other learners/tutors/assessors or at provider-organised events)?	3,639	5
QB23	To what extent does your college/ learning provider celebrate or raise awareness of Welsh culture and history?	13,030	8
QB24	How would you rate your course/training in preparing you to take the next step in your life?	7,682	3
QB25	Please say how your learning/training has affected: Your confidence?	5,169	6
QB26	Please say how your learning/training has affected: Your enthusiasm for future learning?	2,125	3
QB27	Please say how your learning/training has affected: Your independence?	151	1
QB28	Please say how your learning/training has affected: Your friendship group?	334	2

Appendix 4: Question Bank questions and base sizes - 3

Question number	Question asked in survey	Base size	Providers selecting
QB29	Please say how your learning/training has affected: Your problem solving skills?	477	2
QB30	Please say how your learning/training has affected: Your communication skills?	477	2
QB31	Please say how your learning/training has affected: Your numeracy/literacy/IT skills?	3,946	5
QB32	Please say how your learning/training has affected: Your health and well-being?	2,694	5
QB33	Please say how your learning/training has affected: Your ability to do your job?	1,421	1
QB34	Please say how your learning/training has affected: Your ideas about what you want to do in life?	326	1
QB35	If you have undertaken a work placement as part of your course, how would you rate your provider at organising a suitable placement?	326	1
QB36	If you have undertaken a work placement as part of your course, how relevant was the experience to you and your goals?	0	N/A
QB37	How likely would you be to recommend your college/provider to a friend?	3,238	7*

Appendix 5: Guide to statistical reliability - 1

- It should be remembered that only a sample of learners took part in the Learner Voice Wales Survey, and therefore results are subject to sampling tolerances.
- The variation between the sample results and the “true” values (i.e. if everyone had been interviewed) can be predicted from knowledge of the number of people responding to a question (the base size) and the number of times that a particular answer is given.
- For example, on a question where 50 per cent of the learners in WBL respond with a particular answer, the chances are 95 in 100 that this result would not vary, plus or minus, by more than 1 percentage point.*
- NB: Strictly speaking the tolerances shown here apply only to random samples. The Learner Voice Wales sample was not selected purely at random, which in theory could impact on the tolerances shown here , but they can still be used as a guide.

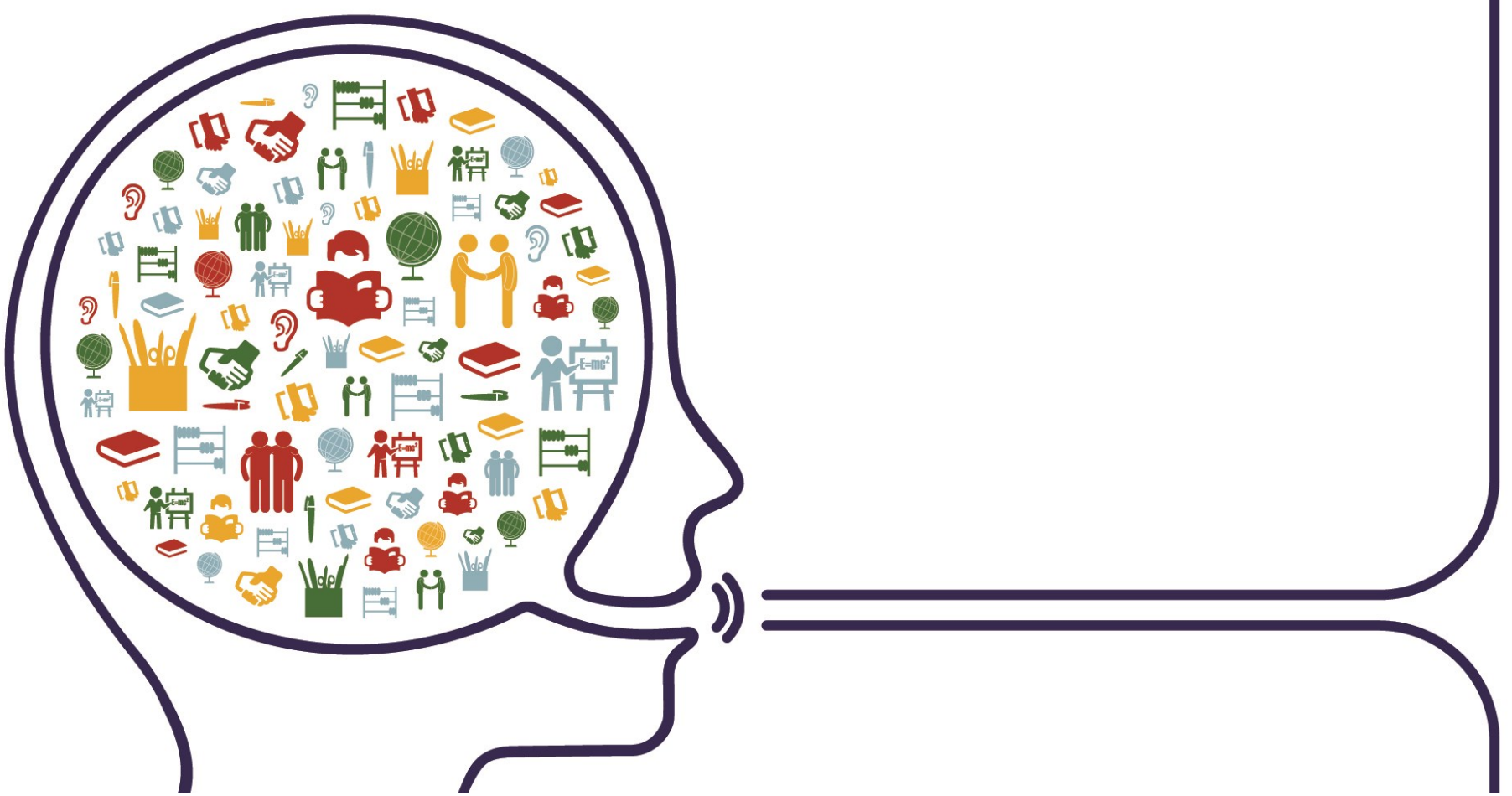
Approximate sampling tolerances applicable at or near these levels of survey response

Percentage of survey responses	10% or 90%	30% or 70%	50%
	±	±	±
<i>Size of sample which survey result is based</i>			
66,899 (All – Wales)	1	1	1
37,917 (FE)	1	1	1
20,496 (WBL)	1	1	1
6,229 (ACL)	1	1	1
2,257 (WfA)	1	2	2

- When results are compared between sub groups (e.g. males versus females), differences may appear. The difference may be “real”, or it may occur by chance (because not everyone was interviewed). To test if the difference is a real one - i.e. if it is “statistically significant” - we have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen.*
- For example, if 50 per cent of Asian learners (base size: 1,369) give a particular answer and 53 per cent of learners from a Mixed ethnic background (base size: 862) give the same answer, there is **no** statistically significant difference between the responses of the two groups as 3 per cent is below the +/- 4.3 percentage point threshold shown.
- If however, 47 per cent of Asian learners give the same answer, then this **is** a statistically significant difference (since there is more than a 4.3 percentage point difference between the two).
- The threshold required to be confident of a ‘real’ differences increases as the base size of the two sub-groups gets smaller.

Differences required for significance at or near these levels of survey response			
	10% or 90%	30% or 70%	50%
	±	±	±
1,369 (Asian) vs 862 (Mixed ethnic background)	2.6	3.9	4.3
1,064 (ICT SSA within ACL) vs 111 (Leisure, travel and tourism SSA within ACL)	5.9	9.0	9.8

Base: All learners (66,899). * Significance levels show how likely a result is due to chance. The most common level, used to mean something is good enough to be believed, is .95. This means that the finding has a 95% chance that the difference is not due to chance.



Further details can be found at

<http://gov.wales/statistics-and-research/learner-voice-survey/?lang=en>

If you have any questions regarding these results please email

learnervoicewales@ipsos.com

