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LEARNER VOICE WALES SURVEY

2015 Results

Executive Summary

1. Research aims and objectives

- 1.1 The Learner Voice Wales is the largest post-16 learner survey undertaken in Wales, carried out by Ipsos MORI on behalf of the Welsh Government. The survey takes place annually between December and February.
- 1.2 The survey gives learners the opportunity to provide anonymous feedback about their experiences of post-16 education and training, across the further education (FE), work-based learning (WBL), adult community learning (ACL) and Welsh for Adults (WfA) sectors.
- 1.3 Findings of the survey are used: (i) to inform Estyn inspections of post-16 learning providers; (ii) to help drive improvement in the sector as a key part of the Welsh Government's Quality and Effectiveness Framework; and (iii) by providers to help improve their delivery.

2. Methodology

- 2.1 The third year of the survey was administered to learners by providers between 1 December 2014 and 20 February 2015. A total of 63,859 learners took part in the 2015 Learner Voice Wales survey including 1,966 learners taking part in the Easy Read survey.
- 2.2 The survey was available in English and Welsh. Learners were able to complete the core survey online or on paper, although the Easy Read survey was only available in paper format. Learners were asked to rate their provider on a number of questions, split into five themes:

- (i) information and advice
 - (ii) help and support
 - (iii) responsiveness
 - (iv) health and well-being
 - (v) teaching and training
- 2.3 Learners were also asked about their overall experiences, whether their course met 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.

3. Key findings

- 3.1 In line with the previous surveys, 85 per cent of all respondents rated their overall experience as 'good' or 'very good', compared with 84 per cent in 2014 and 2013. In more detail, half (49 per cent) rated their overall experience as 'very good' and just over a third (36 per cent) said it was 'good'. Only a very small proportion (three per cent in total) said that their overall experience was 'fairly poor', 'poor' or 'very poor'.
- 3.2 There has been a positive improvement in overall experience across all sectors, most notably among FE full-time, FE part-time, and WfA learners. Each of these groups showed a three percentage point increase in the proportion of learners who rated their overall experience as 'very good' (from 31 per cent to 34 per cent, from 40 per cent to 43 per cent and from 58 per cent to 61 per cent respectively). WBL learners also registered a two percentage point increase on this measure (from 62 per cent to 64 per cent).
- 3.3 While all groups of learners were more positive than in 2014, ACL and WBL learners continued to be the most positive across all of post-16 provision; 65 per cent and 64 per cent rated their overall experience as 'very good' respectively. In comparison, 37 per cent of learners in FE rated their overall experience as 'very good'.
- 3.4 The results from the third year of the survey suggest that the gap in the rating of composite scores¹ between full-time and part-time FE provision is increasing. For example, the gap in the proportion of full and part-time learners who rated teaching and training as 'very good' was 12 percentage points this year; up from five percentage points in 2013.
- 3.5 The findings also suggest that WBL apprentices were consistently more positive about their providers than those on employability programmes.
- 3.6 Reflecting an increase from 2014, around half of learners were given the opportunity to learn in Welsh or in both Welsh and English (49 per cent compared with 45 per cent previously in 2014).

¹ The composite scores are a sum of the responses to each theme in the survey (information and advice; teaching and training; responsiveness; help and support; and health and well-being).

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

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

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