PCET Reform: Learner Voice Events
4 and 12 October 2017

Feedback Report
Version 1.0
PCET Reform: Learner Voice Events
Feedback Report

This summer, the Cabinet Secretary for Education published an initial consultation which proposes a ‘made in Wales’ approach to post-compulsory education and training (PCET) so that people can learn and acquire skills more easily throughout their careers.

As part of the wider consultation process, the SHELL\(^1\) Marketing and Communications Team delivered two events to provide opportunities for learners to have their voice heard on how this work is taken forward.

The methods used in these consultation exercises were designed to allow the broadest possible range of learner and learning provider professionals to explore in detail their views about PCET in Wales and the proposed reforms. Because the sampling technique was purposive, and research and analysis methods were qualitative, it would not be appropriate to generalise the findings to all learner and provider groups in Wales, nor can they be regarded as exhaustive. However, the methods used allowed the consultation to generate a rich, qualitative narrative, useful insights and valuable information, and we are very grateful for all those who participated.

This report provides the feedback captured from the events to feed in to the consultation process.\(^2\)

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\(^1\) Skills, Higher Education and Lifelong Learning, Welsh Government

\(^2\) The views in this document are those of delegates who attended the events and not those of the Welsh Government. Any assumptions made have been done in good faith by the report author for the purpose of presenting results in a clear format (based on the analysis of the volumes of quantitative data collected as part of the two events.)
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Executive summary

As part of the PCET reform consultation process, two specific events were delivered by the SHELL Marketing and Communications Team to provide opportunities for learners to have their voice heard. The events were delivered in Deganwy on 4 October 2017 and in Cardiff on 12 October 2017. A total of 214 delegates participated, which encompassed circa 165 learners. There was representation from learners across the various PCET sectors at both events.

The events were designed to be interactive and included facilitated table conversations based on pre-established themes relating to the consultation. The themes for the event were chosen on the basis of having greater direct relevance to learners so they felt able to participate fully in the process and included: (i) widening access and participation (ii) protecting the interests of learners, (iii) supporting learners to make good choices in their course/s or providers, and (iv) the Welsh language.

The points raised for each theme have been summarised within subsequent sections of this report.

One of the most raised topics across different conversation rounds was information, advice and guidance for learners. A need for more support in this area was expressed with many learners demonstrating that they are unaware of existing services and how to access them. Learners want to understand all of the options available to them and want assurances that the information, advice and guidance they receive is impartial and delivered in their best interests. The issue of lack of parity of esteem between academic and vocational routes was prevalent in conversations. ‘Timing’ was mentioned with younger learners looking for information and guidance much earlier than they receive at present. ‘Individualised’ was another descriptor, with learners seeking help in developing personal career pathways and tailored advice and guidance, appropriate to their needs. Learners value a central point of contact and web-based support, but emphasise that access to face-to-face support is also crucial.

Money and fear of debt were the most cited barriers which prevent learners accessing university. The trade-off between location and cost of transport was also raised in discussions about other forms of post-16 learning and in relation to the impact on learners of course or campus closures. Learners highlighted the importance of financial support along with early information on student finances to help with planning.

Learners may struggle to continue with their course or further learning for a variety of reasons and it is important that they are able to access appropriate support in these circumstances. Overall, there were mixed views on the existing staff support mechanisms that are available, and it was suggested that the level and quality of support need to be enhanced.
In relation to the Welsh language, there was a general consensus amongst learners that it is important but some questioned Welsh being compulsory in school, stating that it should be a choice. Some positive comments were received about the opportunities learners’ had received to study in the medium of Welsh, but the broad view is that there are not enough opportunities to learn through Welsh.

There was a general plea from adult learners who attended the events to recognise their needs as part of the reform process. The importance of access courses and community learning were discussed, along with a need to ensure appropriate support mechanisms to facilitate engagement and take-up, (e.g. crèche facilities and flexibility in hours and provision).

The evaluation of the events recorded that delegates felt they were extremely useful and provided an enjoyable, interactive platform to engage in discussions in a positive manner. People appreciated the diversity of learners at each event which generated a variety of interesting opinions and productive conversations. People also respected the event being delivered bilingually.

It is clear from the evaluation and final feedback that learners and other delegates highly valued being part of the consultation and want to continue to be engaged with each stage of the process. It will be important to demonstrate how the Welsh Government has listened to the feedback in the shaping and development of the reforms and the new Commission going forward.
1. Introduction

The first learner voice event was delivered at the Quay Hotel in Deganwy on 4 October 2017. This event secured 105 delegates made up of around 80 learners and 25 professionals.

The second event was held at the Motorpoint Arena in Cardiff on 12 October 2017. There were 109 delegates in attendance consisting of circa 85 learners and 24 professionals.

A selection of photos captured at both events is included as Annex 1.

The events were designed to be interactive and stimulating, drawing on the use of voting key pads to gauge perceptions, audio-visual stimuli and facilitated table discussions. A host was used to guide the audience through proceedings. The events were conducted in Welsh and English with people having the opportunity to engage in conversation in the language of their choice.

Questions and conversation topics were pre-established and developed in line with the consultation themes to support feedback into the wider process. The same content was delivered at both events with a view to capturing a stronger overall voice in relation to relevant consultation topics.

A number of videos were created to support the event input. These included an introductory video to help explain to learners what is meant by the term ‘PCET’ and why the consultation is taking place, as well as four themed videos. The latter were created in a ‘vox-pop’ style and captured opinions of real learners on the consultation themes.

The videos can be viewed via the following links:

- **Animated PCET video – English:**
  https://www.youtube.com/watch?v=hVAs6RlbkrY

- **Animated PCET video – Welsh:**
  https://www.youtube.com/watch?v=jaDjY9V3Dyc

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With thanks to Liam Elton, Dyanmix, for hosting both events.
• **Widening access and participation in PCET:**

• **Protecting the interests of learners in PCET:**

• **Supporting learners to make good choices in their course/s or provider/s:**

• **Welsh language in PCET:**

During the events, the voting key pads were used as quick ‘straw polls’ to capture delegates’ initial views on the questions posed. The full results of these voting sessions can be viewed in *Annex 2.*

Scribes were used to support the facilitated conversation rounds and capture the main points raised in discussions. All scribe notes were typed up post the event and subsequently analysed to determine themes. The results of this analysis is included as supporting annexes and referenced accordingly in line with the summary of themes that is presented over the next few pages of this report.

With thanks to all delegates who attended and provided valuable input; including adult learners who attended in their own right and other delegates with representation from:

• Acorn Training
• ACT
• Adult Community Learning Cardiff
• Adult Learning Wales (Bangor, Conwy Business Centre, Llandudno Football Club in the Community)
• Airbus
• Bangor University – North & Mid Wales Reaching Wider Partnership
• Bedwas High School
• Caerphilly Parent Network
• Cambrian Training
• Cardiff University
- Cardiff & Vale College
- Ceredigion Community Learning Centre
- CITB Cymru
- Coleg Cambria
- Coleg Gwent
- CollegesWales
- Communities First East Cluster (Newport)
- Conwy Youth Service
- Ebbw Vale Learning Action Centre
- Glyndwr University
- Higher Education Funding Council for Wales
- ITEC Training Solutions
- National Union of Students
- NHS Wales Informatics
- North Wales Training
- People Plus
- Prestatyn High School
- Radyr Comprehensive School
- Rhondda Cynon Taff County Borough Council
- Rhyl High School
- Swansea University
- The Bishop of Llandaff School
- Tonyrefail School
- Ysgol Bryn Gwalia
- Ysgol Tryfan
- Ysgol Uwchradd Bodedern
2. Widening access and participation in PCET

2.1 Voting results

In the voting poll, delegates were asked to rate their level of agreement with the following statement: “There are barriers which prevent some learners from accessing university”.

At the Deganwy event, a total of 91% of learners agreed with the statement. The results were similar at the Cardiff event with a total of 86% of learners voting in the affirmative.

2.2 Feedback from table conversations

Feedback captured by the scribes as part of this round of table conversations is provided as Annex 3. A summary of emerging themes is outlined below:

2.2.1 Barriers which prevent learners accessing university

Money and fear of debt were by far, the most cited barriers which prevent learners accessing university. Entry requirements were also mentioned along with application processes (the ‘personal statement’ element being particularly daunting). Location, transport and distance were highlighted as issues; with reference to availability of local provision and cost barriers if needing to move away from home.

Caring and family responsibilities were identified, with learners struggling to access childcare support or flexible options in order to juggle their work, family and learning commitments. A variety of personal circumstances or demographics were also discussed as forming barriers, such as illness, disability and additional learning needs; along with language and an individual’s prior learning record (e.g. attendance or behaviour management).

\(^4\) Voting either ‘strongly agree’ or ‘agree’ in the poll.
Adult learners felt that age can be a barrier in many ways, limiting access to opportunities, funding, and in receiving appropriate support. A lack of confidence was also brought up as an issue for adult and younger learners alike; the former explaining that it can be difficult to begin formal education again later in life; the latter, mentioning that some learners struggle as a result to progress to the next level of learning, or are unwilling to try Oxbridge universities.

**Employment prospects** came up in conversations, with learners feeding back that having a degree does not guarantee a job and this discourages investing time and money in a university education.

Interestingly, in terms of perceptions, a comment was recorded from the discussion with Years 5 and 6 learners at the Deganwy event that the ‘children felt it was hard for people to go to uni’.5

### 2.2.2 Widening access and participation in other PCET sectors

In relation to widening access and participation in other PCET sectors, learners are most concerned about awareness of options along with the careers information, advice and guidance received. A number of students stated that they don’t really know where to go for advice and they find it difficult to access information. Some feel that schools only push the university route and other options are not made clear for learners – with the example of “Apprenticeships are undersold in schools” being mentioned.

Parity of esteem between vocational and academic routes was a theme in conversations. For example in relation to apprenticeships, some students mentioned that there is a stigma that apprenticeships are not as good as university.

Other influences include pressure from family or peers in relation to post-16 choices. Learners highlighted pressure from parents to choose the university route or explained progression to sixth form was easier because peers are doing the same.

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5 Students from Ysgol Bryn Gwalia who have participated in the World of Work project delivered in conjunction with Bangor University through the North & Mid Wales Reaching Wider Partnership
2.2.3 Overcoming barriers to access and participation in all PCET sectors

Learners want better information, advice and guidance to help them understand and take up different options. They suggested signposting options earlier along with a need to ensure they have access to consistent and clear advice. They also want early information on student finances to help with planning, with a need for financial support recognised as important to encourage participation in PCET.

General support was also discussed with learners valuing personal guidance; in particular to help smooth the transition to university which some felt could be intimidating.

Learners suggested a variety of other measures to help overcome some of the barriers discussed earlier including: the provision of crèche facilities on college campuses; work experience to help inform decisions; open days / visits to universities; help with interviews; and support with transport.

Access courses and community learning were also mentioned as important, in particular to engage adult learners; helping to build confidence and facilitate progression.

Finally, accessibility issues were raised, with learners referencing the need to provide better opportunities for people with learning disabilities and more support for mental health.
3. Protecting the interests of learners in PCET

3.1 Voting results

In the voting poll, delegates were asked to rate their level of agreement with the following statement: “The arrangements to protect learners studying at PCET providers in Wales need to be strengthened”.

At the Deganwy event, 48% of learners agreed with this statement, though only a slightly smaller number of learners (40%) voted ‘undecided’. For the Cardiff event, a stronger majority of learners agreed with the statement (a total of 68% in favour), with just over a quarter of learners polling as ‘undecided’.

3.2 Feedback from table conversations

Feedback captured by the scribes as part of this round of table conversations is provided as Annex 4. A summary of emerging themes is outlined below:

3.2.1 Reasons learners may struggle to continue with their course or further learning / training

*Information, advice and guidance on pathways* were recurring topics for this round of conversations. Learners mentioned dropping out or not progressing with their studies in various situations due to a lack of, or poor, information and guidance.

Receiving an *appropriate course induction* was noted as being crucial to retention and a better learner experience. Older learners noted a desire for their inductions to be tailored appropriately to their different needs.

For learners with *disabilities, health conditions and/or additional learning needs*, the importance of counselling and additional support was highlighted. Face-to-face support mechanisms were also mentioned as beneficial for students facing housing issues, to provide assistance if they could not attend the place of learning.

*Pressures* were noted as reasons why learners may struggle, including *deadlines, study workloads and exams*, as well as *day-to-day pressures* (e.g. working and caring).

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6 The total number of learners voting either ‘strongly agree’ or ‘agree’ in the poll.
Dealing with change can cause problems for some learners, notably a change of course, tutors or campus location. The disruption can bring into play a number of issues which cause learners to drop out of their studies.

Other factors stated by learners included difficulties in progressing to the next level of study, a lack of confidence to progress, or settling for a course for convenience, rather than the one most desired (motivation).

3.2.2 Staff support mechanisms for learners

Overall, learners’ views on the staff support mechanisms available (teachers, tutors, lecturers etc.) were mixed.

Positive comments prevailed by a small majority, with learners placing value on support elements such as one-to-one, distance support, flexibility and accessibility.

Negative comments focused on insufficient support for students in school, the approachability of teachers, and the perceived unimportance placed on the wellbeing of students.

A number of mixed comments were noted by learners. These mostly related to a requisite for more support, personal support and / or the timing of support (ensuring it is received when needed).

Some learners identified as having no need to access support to date.

A final, comment was noted about the ‘system of GCSEs’ promoting ‘dependency on staff not self-study’.

3.2.3 Barriers to accessing support

In discussing barriers to accessing support, few points were raised by learners; mostly focusing on the fact that they are unsure of the support available.

Only two other barriers were highlighted. The first was age – with a comment received that this can act as a barrier to accessing help for transport and childcare. Also, that the support available is not always well promoted.

The second comment related to the closure of Communities First and the impact that this will have on learners’ access to courses, funding and time credits.
3.2.4 Improving arrangements to protect and support learners

Learners expressed several thoughts on how to improve existing arrangements, which include the following:

*Enhancing the level of support available*, particularly when it comes to *improving access to one-to-one assistance*. In addition, ensuring that available *support is better communicated*, and learners and parents can benefit from *impartial information, advice and guidance*. Some learners also indicated that the government has a role to *improve teachers’ standards in guidance and support*.

Having an *individual approach to learning* was mentioned as being important and ‘*learner support should be designed with learners’*.

Guaranteeing *reliable and sufficient funding for providers* was also mentioned, along with more financial help for students, particularly with regards to *funding for transport* to allow them to continue with courses and / or travel to work placements.

Learners further referenced a wish to see their *learning hours* being *secured* with a ‘*right of students to complete their course*’. They also felt that *alternative provision* should be provided and the *use of technology* should be maximised.

*Making course transfers easier* came up in discussions, as well as allowing *pause study options* to allow learners to focus on something else and return to learning later.

Other suggestions included *better linkages between establishments* to ensure a partnership approach and better communication between schools and higher education establishments. Learners also referenced the *value of access courses and tasters / placements* to help with transitions and / or entry to higher level learning.

Learners felt that it is the ‘*government’s job to protect people in learning’* and the Welsh Government / new Commission should step in.
4. Supporting learners to make good choices in their course/s or provider/s

4.1 Voting results

In the voting poll, delegates were asked to rate their level of agreement with the following statement:
“The new Commission should play a part in helping students make good decisions about which course or learning provider to choose”.

The polling results for this statement were on a par for both events, with circa of 80% of learners voting in the affirmative.\(^7\)

4.2 Feedback from table conversations

Feedback captured by the scribes as part of this round of table conversations is provided as Annex 5. A summary of emerging themes is outlined below:

4.2.1 Careers advice in schools

Discussions on this theme once again raised mixed views. Positive comments said that careers advice is really useful and opens up doors to other opportunities. The World of Work programme was held in high esteem helping young children to identify job opportunities to align with interests and passions from a very young age.

Negative comments focused on standards of careers advice and choices being too variable. Some learners mentioned having to do their own research on entry requirements for university, courses or work, or talked about advice that steered learners in a different direction to where they wanted to go.

4.2.2 Options, changing courses and progression

A number of comments were received in this area.

\(^7\) The total number of learners voting either ‘strongly agree’ or ‘agree’: 80% at Deganwy, and 81% at Cardiff.
In school, learners talked about a need for less **duplication of courses** at the same level and subjects in the same area. **Apprenticeships** were mentioned again with learners stating that they were **not made aware** of these in school. A feeling of **pressure** was articulated by several learners in relation to **choosing options**. Some individuals expressed that it is difficult to make a decision about what you want to do for the rest of your life at such a young age (16 years old). Learners are **looking for help and advice** in this respect to inform their decision making.

Negative comments in relation to **changing courses** included a knock-on effect of **having to play catch up**, and of there being **no sign-posting to change courses**.

### 4.2.3 Information, advice and support for learners post-16

A comment was received that there is a **lack of careers advice past further education**; [and] **lifelong learning should mean that!**

Perceived poor experience **via the job centre** was also noted from one table conversation, with a view that learners are **discouraged from doing courses** as it takes them away from job searches.

### 4.2.4 Measures which could support learners to make good choices

The use of **open days, events** and **course tasters** were mentioned as good ways to inform learners on subjects and prospective institutions. **Summer schools** were also discussed with learners stating that it would be helpful if these were better publicised.

**Work experience** was clearly valued by learners. Some questioned why the Careers Wales’ database has stopped operating, funding it **difficult to source opportunities** for themselves. Learners also felt that **a week was not long enough** and more time should be made available for work experience.

Learners expressed that they would like **more information on career progression, salary and lifestyle** of different routes, along with better **employer engagement**. One table of learners further mentioned the usefulness of **role models / mentors** coming in to a particular environment. Support to develop **life skills** and **soft skills** was highlighted as being beneficial too.
Several comments were received about the wish to have a **central website** to assist learners in making decisions on options and career pathways. Some learners still struggle to find information themselves and **more advertising** was recommended to direct individuals appropriately.

Consideration should also be given to the **engagement of older learners**, noting an interesting perspective from one discussion at the Cardiff event - '[it] *feels like you’re not allowed education when you’re older*'.

### 4.2.5 Whose role is it to provide help?

In line with the polling results, comments from the table conversations showed that **in general**, learners felt the **Welsh Government / new Commission should have a role** in helping learners to make decisions about courses and providers. In particular, comments related to the need for a body to take the lead to improve careers and course advice by ensuring appropriate structures are in place. However, it was expressed that the **Commission should remain objective** so that it builds confidence and trust. A comment from one table at the Deganwy event had concerns that the Commission is not best placed, with concerns over its ability to be impartial.

Other answers in relation to the question were mixed and included **Careers Wales, peers, learner coaches, and family.** In terms of **schools**, most comments indicated a concern over **bias**.

### 4.2.6 Recommendations for provision of information, advice and guidance.

A number of key recommendations arose from discussions about the provision of information, advice and guidance.

Perhaps, unsurprisingly given earlier comments, **impartial** was a key descriptor. Learners want to understand all of the options available to them and want assurances that the information, advice and guidance they receive is **non-biased** and in their best interests. **Timing** was also mentioned with learners looking for **information and guidance much earlier** than they receive at present.

**Individualised** was another descriptor. Learners explained a desire for help in developing personal career pathways and tailored advice and guidance, appropriate to their needs.
One table of learners requested a **standardised approach** with a **central point of contact** – noting that there are separate programmes but the same process is needed with ‘one body of information’. Another table of learners discussed the benefits of a **localised approach** with access to a local person with ‘knowledge of the area [and] providers’.

Access to **face-to-face support** was also mentioned by some learners as they ‘don’t always get answers online’.
5. Welsh language in PCET

5.1 Voting results

In the voting poll, delegates were asked to rate their level of agreement with the following statement: “In Wales, there are equal opportunities for people to learn in Welsh and English”.

For this statement, there was a different trend in the voting results between the two events. In Deganwy, 58% of learners felt that there are not equal opportunities for learning in Welsh and English. Whilst just over a quarter of the learners in the audience (28%) were seemingly content with the equality of opportunities available.

At the Cardiff event, there was a relatively even split between agreement and disagreement; with 40% of learners not happy with the equality of opportunities available, compared with 37% who held the opposite view. Almost a quarter of learners at this event (23%) were undecided in their opinion.

5.2 Feedback from table conversations

Feedback captured by the scribes as part of this round of table conversations is provided as Annex 6. A summary of emerging themes is outlined below:

5.2.1 Importance of learning / studying in Welsh

Where positive comments about the importance of learning in Welsh were noted, these included aspects such as the language is something to ‘be proud of’ and it is ‘part of our history’, as well as the language being good to learn for business and job opportunities. Some were in favour of Welsh being compulsory in schools and would like to see this continue into further education.

Other learners expressed mixed opinions, stating that it depends on the career path you wish to follow or the region of Wales and the level of Welsh speaking individuals in a particular area. Some learners stated that a balanced approach should be undertaken, recognising that Welsh should be respected, but learners should have choice.

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8 The total number of learners voting either ‘strongly disagree’ or ‘disagree’.
9 The total number of learners voting either ‘strongly agree’ or ‘agree’.
Negative comments mainly focused on the aspect of **Welsh being compulsory in school** with one or two comments about the potential for being **held back by learning in Welsh** with regards to progression opportunities (e.g. going to university in England).

5.2.2 Opportunities to learn through the medium of Welsh

Some **positive anecdotes were relayed** by learners about the opportunities that they had received to learn through the medium of Welsh, including through sixth forms, colleges, work-based learning and university.

However, there were **more mixed and negative opinions** in this part of the discussion, highlighting a view that there are **not enough opportunities** available to learn through Welsh. Learners cited examples which included apprenticeships not being available in Welsh, or specialist tutors who are unable to speak and teach in Welsh. Another comment in relation to inequalities, mentioned experience of having to submit an assignment written in Welsh, two weeks before the equivalent assessment in English.

5.2.3 Quality / relevance of current Welsh language teaching

A number of comments were received about the **quality and/or relevance of Welsh language teaching**. Some learners expressed a view that the way Welsh is taught **in schools just focuses on passing the exams** and does not actually build conversational-level ability in the language in a way that will assist learners in the future. Learners expressed a **need to have better** teaching in relation to **Welsh for the workplace**.

5.2.4 Improving the opportunities to learn in Welsh, and engagement with these opportunities

Learners discussed **funding** and **resources for Welsh language learning** with some stating that this needs to be **invested in teachers / tutors** to deliver subjects in Welsh.

However, some learners held the view that there is already **too much money being spent** on the Welsh language (disproportionate to the number of people who speak it); with one comment suggesting that the money should be spent helping learners who are struggling with other subjects instead.
In terms of *provision*, comments included the suggestion of *Welsh placements* and ensuring consistency in the availability of *learning opportunities beyond schools*.

The aspect of *age* was brought up, with a number of learners emphasising that learning Welsh needs to happen from an early age.

Other points mentioned included the *duration of classes* with learners saying that *an hour a week is not long enough* to build proficiency in the language. In this respect, learners also mentioned the need for *more help at home* and / or it is a benefit if Welsh is spoken elsewhere.

Finally, learners felt that *having standards was worthwhile* and these should be reviewed. A comment was also received at the Cardiff event that learners would like to see the Commission embedding Welsh.
6. Audience feedback session at events

Towards the end of each event, the floor was opened up for delegates to share thoughts arising from the conversations. A full transcript of the points raised during these sessions is enclosed as Appendix 7.

A summary of key points raised in Deganwy is represented below:

- **Welsh provision**
  - New Commission should set standards and enforce

- **Welsh provision**
  - Resources need to be available in Welsh

- **Support for choices**
  - Young people need information much earlier

- **Financial barriers**
  - Lot of misinformation on student debt. Learners need the right information at the right time

- **Learners’ voice**
  - Crucial to engage students in the reform process

- **Parity of esteem**
  - Apprenticeships should be given same high esteem as university

- **Support for choices**
  - Commission should inform & guide but not instruct.

- **Support for choices**
  - Really important. But would new Commission be best placed? Not personalised

- **Information**
  - Careers Wales is one of the best places to go

- **Information**
  - Learners need to understand career pathways not just entry requirements for courses

- **Information**
  - Guest speakers from employers/companies should talk to students about jobs/career paths

- **Job motivation**
  - Jobs should be about what makes you happy, not about the money
A summary of the key points raised in Cardiff is represented below:

**Careers Wales**
- Concern over reduction in service

**Careers advice**
- Concern over inconsistencies across Wales via schools provision
- Would be really helpful to have central website with more information that is standardised
- Should be a distinction between a ‘natural Welsh speaker’ or ‘Welsh learner’
- Make this more approachable and advertise to parents via schools to help raise awareness of local opportunities

**Welsh language**
- Question raised around proportionality in relation to funding
- Give more thought to the English man please

**Opportunities available**
- Concern with Communities First ending – won’t be same opportunities to engage in different courses

**Adult learning**
- Please don’t forget adult learners in this process – our funding is under threat every year. It is hard to sustain programmes and help progress learners

**Learners’ voice**
- Crucial for the Commission to continue to consult learners throughout the process
- Ensure both young and adult learners are consulted – they have good opinions
- Should be consulted through the process
- Both young and adult learners must be consulted
- Should be with Commission but also start in school at early age
- If results not as expected, there’s not much support available. Individuals then make poor course choices
- It’s more difficult to get people back in to education after 20 years than it is to keep them there in first place. This should be a main concern for Commission
- If you keep people in at a young age, they might not move on to adult learning

**Support for learners**
- Should be with Commission but also start in school at early age
- If results not as expected, there’s not much support available. Individuals then make poor course choices
- It’s more difficult to get people back in to education after 20 years than it is to keep them there in first place. This should be a main concern for Commission
- If you keep people in at a young age, they might not move on to adult learning

**English**
- Give more thought to the English man please

**Adult learning**
- Please don’t forget adult learners in this process – our funding is under threat every year. It is hard to sustain programmes and help progress learners

**Opportunities available**
- Concern with Communities
- First ending – won’t be same opportunities to engage in different courses
7. Evaluation of events and final points in relation to the consultation

Delegates were supplied with evaluation forms for the events which also offered the opportunity to feed in any final comments with regards to the consultation. Comments received for the latter can be viewed in full via Annex 8.

The themes arising from these final points are similar to views already captured and summarised earlier in this report, so have not been repeated here.

Both events were deemed to be very successful – key descriptors mentioned by delegates are shown in the ‘word cloud’ on the right.

Delegates felt the events were extremely useful and provided an enjoyable, interactive platform to engage in discussions in a positive manner. People appreciated the diversity of learners at each event which generated a variety of interesting opinions and productive conversations. People also respected the event being delivered bilingually.

It is clear from this evaluation and final feedback that learners and other delegates highly valued being part of the consultation and want to continue to be engaged with each stage of the process. It will be important to demonstrate how the Welsh Government has listened to the feedback in the shaping and development of the reforms and the new Commission going forward.
ANNEX 1

A selection of photos from the events
ANNEX 2

Results from audience polls
Results from audience polls – Deganwy – 4 October 2017

Cwestiwn 1
Mae hhwystrau’n bodoli sy’n atal rhai dysgwr yr hag mynd i bryfysgod
a) Cytuno’n gryf
b) Cytuno
c) Dalim yn siwr
d) Anghyluno
e) Anghyluno’n gryf

Question 1
There are barriers which prevent some learners from accessing university
a) Strongly agree
b) Agree
c) Undecided
d) Disagree
e) Strongly disagree

Cwestiwn 2
Mae angen algynethru’r treffenadau ar gyfer amddiffyn dysgwr sy’n astudio a darparwyr PCET yng Nghymru
a) Cytuno’n gryf
b) Cytuno
c) Dalim yn siwr
d) Anghyluno
e) Anghyluno’n gryf

Question 2
The arrangements to protect learners studying at PCET providers in Wales need to be strengthened
a) Strongly agree
b) Agree
c) Undecided
d) Disagree
e) Strongly disagree
Results from audience polls – Deganwy Event – 4 October 2017

**Cwestiwn 3**
Dyliat Comisiwn newydd chwarae than yn y gwaith o helpu myfyrwyr i wneud penderfyniadau da o ran pa gwsr neu ddarparwyr dysgu i’w ddevis.

- **a)** Cytuno’n gryf
- **b)** Cytuno
- **c)** Ddim yn siwr
- **d)** Anghyftuno
- **e)** Anghyftuno’n gryf

**Question 3**
The new Commission should play a part in helping students make good decisions about which course or learning provider to choose.

- **a)** Strongly agree
- **b)** Agree
- **c)** Undecided
- **d)** Disagree
- **e)** Strongly disagree

**Cwestiwn 4**
Yng Nghymru, mae cyle cyfartal i bobl dysgu trwy gyfrwng y Gymraeg a’r Saeesneg.

- **a)** Cytuno’n gryf
- **b)** Cytuno
- **c)** Ddim yn siwr
- **d)** Anghyftuno
- **e)** Anghyftuno’n gryf

**Question 4**
In Wales, there are equal opportunities for people to learn in Welsh and English.

- **a)** Strongly agree
- **b)** Agree
- **c)** Undecided
- **d)** Disagree
- **e)** Strongly disagree
Results from audience polls – Cardiff Event – 12 October 2017

Cwestiwn 1
Mae rhystrau'n bodoli sy'n alal rhai dysgwyr rhag mynd i b rifysgol

<table>
<thead>
<tr>
<th></th>
<th>Cwestiwn 1 Question 1</th>
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<tbody>
<tr>
<td>a)</td>
<td>Cytuno'n gryf</td>
</tr>
<tr>
<td>b)</td>
<td>Cytuno</td>
</tr>
<tr>
<td>c)</td>
<td>Ddim yn siwr</td>
</tr>
<tr>
<td>d)</td>
<td>Anghytuno</td>
</tr>
<tr>
<td>e)</td>
<td>Anghytuno'n gryf</td>
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There are barriers which prevent some learners from accessing university

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a)</td>
<td>Strongly agree</td>
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<tr>
<td>b)</td>
<td>Agree</td>
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<tr>
<td>c)</td>
<td>Undecided</td>
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<tr>
<td>d)</td>
<td>Disagree</td>
</tr>
<tr>
<td>e)</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

Question 1 Results

Cwestiwn 2
Mae angen algynhennu'r treniadau ar gyfer armdillo'n dysgwyr sy'n astudio a darparwyr PCET yng Nghymru

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<thead>
<tr>
<th></th>
<th>Cwestiwn 2 Question 2</th>
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<tbody>
<tr>
<td>a)</td>
<td>Cytuno'n gryf</td>
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<tr>
<td>b)</td>
<td>Cytuno</td>
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<tr>
<td>c)</td>
<td>Ddim yn siwr</td>
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<tr>
<td>d)</td>
<td>Anghytuno</td>
</tr>
<tr>
<td>e)</td>
<td>Anghytuno'n gryf</td>
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</table>

The arrangements to protect learners studying at PCET providers in Wales need to be strengthened

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<thead>
<tr>
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<th>Cwestiwn 2 Question 2</th>
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<tbody>
<tr>
<td>a)</td>
<td>Strongly agree</td>
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<tr>
<td>b)</td>
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<tr>
<td>c)</td>
<td>Undecided</td>
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<tr>
<td>d)</td>
<td>Disagree</td>
</tr>
<tr>
<td>e)</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

Question 2 Results
Results from audience polls – Cardiff – 12 October 2017

**Cwestiwn 3**

Dyliati'r Comisiwn newydd chwarae rhan yn y gwaith o helpu myfyrrwyr i wneud penderfyniadau da o ran pa gwrn neu ddarparwr dysgu i'w ddeewis.

a) Cytuno'n gyrf
b) Cytuno
c) Ddim yn swir
b) Anghyftuno
e) Anghyftuno'n gyrf

**Question 3**

The new Commission should play a part in helping students make good decisions about which course or learning provider to choose.

a) Strongly agree
b) Agree
c) Undecided
d) Disagree
e) Strongly disagree

**Cwestiwn 4**

Yng Nghymru, mae cydlynnau cyfarfai i bobl dysgu trwy gyfrwng y Gymraeg a'r Saesneg.

a) Cytuno'n gyrf
b) Cytuno
c) Ddim yn swir
d) Anghyftuno
e) Anghyftuno'n gyrf

**Question 4**

In Wales, there are equal opportunities for people to learn in Welsh and English.

a) Strongly agree
b) Agree
c) Undecided
d) Disagree
e) Strongly disagree
ANNEX 3

Feedback on the theme of:

Widening access and participation in PCET
### ANNEX 3 – Widening access and participation in PCET

**Key for comment coding reference:**
- D/C (Deganwy / Cardiff event)
- Tx (Table number)
- Qx (Question number)
- Z (Comment identifier)
- L/P (Learner / Professional)

<table>
<thead>
<tr>
<th>Themes</th>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
</table>
| **Barriers which prevent learners accessing university** | **Money / Fear of debt:**  
- *D.T1.Q1.1.L*  
  Money – can’t afford to go.  
- *D.T1.Q1.4.L*  
  Don’t want debt – help out the family.  
- *D.T2.Q1.1.L*  
  Financial barriers. Although there is support. The debt still has to be re-paid.  
- *D.T1.Q1.15.L*  
  What about households whose parents on higher incomes wouldn’t help out? The young person would have the debt!  
- *D.T2.Q1.6.L*  
  Some students financially after leaving university are playing catch up.  
- *D.T3.Q1.1.L*  
  Funding – mot much issue loans – tuition fees not a problem – more cost of living – cost of living Cambridge – Cambridge has supported my cost of studying – heavy uni £60,000 debt.  
- *D.T4.Q1.1.L*  
  Financial issues.  
- *D.T5.Q1.1.L*  
  Finance, fear of debt.  
- *D.T6.Q1.1.L*  
- *D.T7.Q1.6.L*  
  Worry over loans.  
- *D.T7.Q1.9.L*  
  It’s like being robbed.  
- *D.T7.Q1.13.L*  
  Only money is stopping one going to uni.  
- *D.T8.Q1.1.L*  
  Very expensive to go to uni, with debt for the rest of your life. | **Money / Fear of debt:**  
- *D.T5.Q1.2.P*  
  Lack of support from family (parents paying for child through uni).  
- *D.T7.Q1.16.P*  
  Student finance not discussed / introduced at school. |
<table>
<thead>
<tr>
<th>Themes</th>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barriers which prevent learners accessing university</td>
<td><strong>Money / Fear of debt:</strong>&lt;br&gt;- <em>D.T8.Q1.2.L</em>&lt;br&gt;Big difference between England and Wales – finance available and cost.&lt;br&gt;- <em>D.T9.Q1.2.L</em>&lt;br&gt;<em>Barriers</em> – expense.&lt;br&gt;- <em>C.T5.Q1.5.L</em>&lt;br&gt;[<em>Barriers</em>]: Money&lt;br&gt;- <em>D.T10.Q1.1.L</em>&lt;br&gt;Financial barriers the most significant (current HE learner).&lt;br&gt;- <em>D.T10.Q1.2.L</em>&lt;br&gt;Cost of living as well as the cost of the education itself.&lt;br&gt;- <em>C.T1.Q1.3.L</em>&lt;br&gt;Cash to enable you to go to university.&lt;br&gt;- <em>C.T2.Q1.5.L</em>&lt;br&gt;Debt is a huge issue which puts students off. (Student Finance Wales). Full degree in university – to do it in college £1,500 cheaper in college (support network is amazing).&lt;br&gt;- <em>C.T4.Q1.6.L</em>&lt;br&gt;[<em>Barriers</em>] Money.&lt;br&gt;- <em>C.T6.Q1.2.L</em>&lt;br&gt;Part-time learners are paying a lot more than a full time student and no financial help with this.&lt;br&gt;- <em>C.T6.Q1.4.L</em>&lt;br&gt;Big issue for low income family where learner has to support themselves. Also post 19, other funding ends.&lt;br&gt;- <em>C.T6.Q1.5.L</em>&lt;br&gt;ALG assessment is unfair as had to means test. March – September doesn’t take into account outgoings that period.&lt;br&gt;- <em>C.T6.Q1.6.L</em>&lt;br&gt;Very hard to go back into education as you get older, mostly due to finance.&lt;br&gt;- <em>C.T6.Q1.8.L</em>&lt;br&gt;Fees are good for Wales, £4K compared to England.</td>
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</tbody>
</table>
### Themes

#### Barriers which prevent learners accessing university

<table>
<thead>
<tr>
<th>Money / Fear of debt:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- C.T6.Q1.9.L</td>
</tr>
<tr>
<td>Housing is a barrier due to high costs.</td>
</tr>
<tr>
<td>- C.T7.Q1.8.L</td>
</tr>
<tr>
<td>Cost implications of doing a degree - £9K</td>
</tr>
<tr>
<td>- C.T9.Q1.1.L</td>
</tr>
<tr>
<td>Money – debt, scared to go [to university] – job opportunity at end of two years.</td>
</tr>
<tr>
<td>- C.T10.Q1.1.L</td>
</tr>
<tr>
<td>Costs are a massive barrier – debt for whole life.</td>
</tr>
<tr>
<td>- C.T3.Q1.13.L</td>
</tr>
<tr>
<td>Cost could affect the decision to go to uni. If you’re not sure, it’s a lot of money to invest.</td>
</tr>
<tr>
<td>- C.T5.Q1.22.L</td>
</tr>
<tr>
<td>Single parent – don’t want to be in debt to go to uni.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry requirements:</th>
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</thead>
<tbody>
<tr>
<td>- D.T1.Q1.2.L</td>
</tr>
<tr>
<td>Not high enough grades.</td>
</tr>
<tr>
<td>- D.T5.Q1.7.L</td>
</tr>
<tr>
<td>Academic ability.</td>
</tr>
<tr>
<td>- D.T6.Q1.2.L</td>
</tr>
<tr>
<td>Qualifications – maths and English in particular. Exams are not the only way… are there other ways?</td>
</tr>
<tr>
<td>- D.T7.Q1.4.L</td>
</tr>
<tr>
<td>Academic qualifications – entry levels too high.</td>
</tr>
<tr>
<td>- D.T8.Q1.12.L</td>
</tr>
<tr>
<td>Pressure of academic exams at GCSE / A’ Level affect results negatively.</td>
</tr>
<tr>
<td>BTECs should be counted.</td>
</tr>
<tr>
<td>- D.T8.Q1.4.L</td>
</tr>
<tr>
<td>Grades achieved can be a barrier.</td>
</tr>
<tr>
<td>- C.T1.Q1.1.L</td>
</tr>
<tr>
<td>Grades from GCSE is seen as a barrier to moving forward.</td>
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</tbody>
</table>
### ANNEX 3 – Widening access and participation in PCET

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<tr>
<td>Barriers which prevent learners accessing university</td>
<td><strong>Entry requirements:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- C.T1.Q1.2.L Not having grade C – future options are not made clear by schools.</td>
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<tr>
<td></td>
<td>- C.T3.Q1.1.L Many universities’ requirement levels are low.</td>
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<td></td>
<td>- D.T7.Q1.11.L Grades don’t define who you are.</td>
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<tr>
<td></td>
<td>- C.T9.Q1.5.L Not having good enough grades coming out of school and then not having opportunities to get them for university.</td>
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<tr>
<td></td>
<td>- C.T8.Q1.4.L Applied for college but lacked grades in GCSEs so attended ACT – ACT advisor in college.</td>
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<tr>
<td></td>
<td>- C.T3.Q1.6.L Can be limited by achievement.</td>
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<tr>
<td></td>
<td>- C.T3.Q1.5.L Depends where you’re applying to and what for.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Application process:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- C.T2.Q1.7.L Completed most of application, tuition fees, application is quite daunting for students (UCAS – personal statement part). Don’t use some support. Some think that they wouldn’t gain anything from this.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- C.T4.Q1.7.L [Barriers] Personal statement. Writing application forms (support with this).</td>
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</tr>
<tr>
<td></td>
<td><strong>Location / Transport / Distance:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- D.T1.Q1.3.L Transport problems.</td>
<td></td>
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<tr>
<td></td>
<td>- D.T4.Q1.3.L Distance and accessibility.</td>
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### ANNEX 3 – Widening access and participation in PCET

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| **Barriers which prevent learners accessing university** | **Location / Transport / Distance:**  
- *D.T6.Q1.7.L*  
  Time management – living too far away from a setting.  
- *D.T7.Q1.2.L*  
  Geography – young people don’t get the help that they need.  
- *D.T7.Q1.8.L*  
  Distance and debt – set back by older learners.  
- *D.T9.Q1.4.L*  
  Barriers – distance.  
- *D.T2.Q1.2.L*  
  Not wanting to live away from home.  
- *D.T10.Q1.3.L*  
  Transport to college or university, both the availability and the cost, especially for learners who cannot relocate to the same town as the university.  
- *D.T10.Q1.5.L*  
  Moving away to a university far from home a barrier for some. Limited opportunities in North Wales to study some courses, and also the ability to study them flexibly.  
- *C.T4.Q1.2.L*  
- *C.T7.Q1.7.L*  
  Available universities – learning establishments centred in urban areas.  
- *C.T7.Q1.15.L*  
  Transport – very difficult in rural areas, especially for older people.  
- *C.T7.Q1.17.L*  
  Transport – costly if on the dole. | **Caring / Family responsibilities:**  
- *D.T4.Q1.2.L*  
  Responsibilities e.g. caring, family etc. – came up every time.  
- *D.T5.Q1.5.L*  
  Commitments such as family (children), mortgage etc.  
- *D.T5.Q1.6.L*  
  Caring responsibilities. |

- *D.T1.Q1.11.P*  
  Did open university – family commitments.
## Barriers which prevent learners accessing university

### Caring / Family responsibilities:

- **D.T9.Q1.3.L**
  - **Barriers** - children / family.

- **D.T10.Q1.4.L**
  - Balancing studying, family and employment e.g. lectures starting too early to allow time to take children to school; having time to access resources such as the library on campus (mature learners in particular).

- **C.T6.Q1.1.L**
  - Many learners are having to work (sometimes overnight shifts) and study and raise children.

- **C.T6.Q1.10.L**
  - Childcare issue – colleges don’t allow for having to collect children from school – lack of flexibility.

- **C.T5.Q1.4.L**
  - [Barriers]: Childcare.

- **C.T9.Q1.8.L**
  - University not an option due to children / family lifestyle.

- **C.T5.Q1.3.L**
  - [Barriers] Personal barrier, baby at 16.

- **C.T9.Q1.17.L**
  - Childcare

### Family advice:

- **C.T1.Q1.4.L**
  - Brother of learner has a degree in marine biology and he advised learner not to go to university.

### Illness / Disability / Additional learning needs:

- **D.T6.Q1.4.L**
  - Illness (long term illness) can affect opportunities.

- **D.T3.Q1.3.L**
### ANNEX 3 – Widening access and participation in PCET

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<td></td>
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<tr>
<td></td>
<td>- D.T9.Q1.5.L</td>
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<tr>
<td></td>
<td><strong>Barriers</strong> – illness.</td>
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<td></td>
<td>- C.T2.Q1.1.L</td>
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<tr>
<td></td>
<td>Qualifications and GCSE – you need A-C. One student has ADHD (barrier) – wanted to go to college or university that’s why he can’t go. He can’t go to FE because hasn’t got the qualifications so that has led him to work-based learning (ACT). Not the support in school to help him get over his accident and dyslexia.</td>
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<td></td>
<td>- C.T4.Q1.11.L</td>
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<tr>
<td></td>
<td><strong>[Barriers]</strong> Mental health – personal wellbeing – barrier to learning.</td>
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<td><strong>Time commitment:</strong></td>
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<td></td>
<td>- C.T6.Q1.3.L</td>
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<td></td>
<td>The higher education course next year is 40 hours per week = another barrier.</td>
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<td></td>
<td>- C.T7.Q1.19.L</td>
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<td></td>
<td>Full time courses are a big time commitment – need flexible timings.</td>
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<td></td>
<td>- C.T7.Q1.18.L</td>
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<td></td>
<td>Transport – takes a lot of time, not time efficient.</td>
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<td></td>
<td>- C.T4.Q1.8.L</td>
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<tr>
<td></td>
<td><strong>[Barriers]</strong> Length of courses – too long – pathways.</td>
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<td><strong>Employment prospects:</strong></td>
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<td></td>
<td>- D.T5.Q1.3.L</td>
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<td></td>
<td>Not guaranteed a job at the end.</td>
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<td></td>
<td>- D.T10.Q1.8.L</td>
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<tr>
<td></td>
<td>Employment opportunities. Lack of employment prospects discourage learners from investing time and money in education, especially HE degrees.</td>
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<td></td>
<td>- C.T8.Q1.5.L</td>
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<tr>
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<td>Even when attending uni – can be left unemployed as over qualified.</td>
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<tr>
<td></td>
<td>- C.T9.Q1.2.L</td>
<td></td>
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<tr>
<td></td>
<td>No guarantee of career / job you are aiming for.</td>
<td></td>
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<tr>
<td></td>
<td>- C.T1.Q1.5.L</td>
<td></td>
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<tr>
<td></td>
<td>Learners cannot see progress from qualification.</td>
<td></td>
</tr>
</tbody>
</table>
## Themes

### Barriers which prevent learners accessing university

<table>
<thead>
<tr>
<th>Views of Learners</th>
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</thead>
</table>
| **Employment prospects:**  
- C.T1.Q1.6.L  
Experience in workplace is seen as important if not more so than a degree.  
- C.T3.Q1.18.L  
Some employers demanding degrees is off-putting.  
- C.T9.Q1.3.L  
Lots of people coming out of universities with same degrees and nothing to define them.  
- D.T2.Q1.3.L  
Some graduates don’t get graduate jobs. |  |
| **Nature of learning environment:**  
- C.T1.Q1.7.L  
Learners feel as though college tutor is more personal than university lecturers / lectures.  
- C.T1.Q1.9.L  
ITEC – small informal environment helps to settle in quicker. |  |
| **Learning record:**  
- C.T4.Q1.4.L  
[Barriers] Behaviour – learners’ behaviour previous to university (behaviour management).  
- C.T4.Q1.3.L  
[Barriers] Attendance. |  |
| **Language:**  
- C.T7.Q1.1.L  
Language barriers – difficulty if have to speak Welsh and are an English speaker.  
- C.T4.Q1.5.L  
[Barriers] Language barriers.  
- C.T7.Q1.2.L  
Language barriers – number of courses delivered through Welsh is increasing. Common that some modules are in Welsh, others in English. |  |
### ANNEX 3 – Widening access and participation in PCET

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<tr>
<td><strong>Barriers which prevent learners accessing university</strong></td>
<td><strong>Age:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- C.T7.Q1.3.L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Age – less opportunities for adult learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- C.T7.Q1.4.L</td>
<td></td>
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<tr>
<td></td>
<td>Age – may be apprehensive about returning to learning.</td>
<td></td>
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<tr>
<td></td>
<td>- C.T2.Q1.2.L</td>
<td></td>
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<tr>
<td></td>
<td>Age – have to be 18 years old to go to some training providers.</td>
<td></td>
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<tr>
<td></td>
<td>- C.T6.Q1.7.L</td>
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<tr>
<td></td>
<td>Younger age group getting travel paid and easier to do GCSE &amp; A’ Levels. Have found it better at college.</td>
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<td></td>
<td>- C.T9.Q1.4.L</td>
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<tr>
<td></td>
<td>Older students choosing closest / cheapest / most convenient course due to circumstances.</td>
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<td></td>
<td>- C.T5.Q1.7.L</td>
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<tr>
<td></td>
<td>I shouldn’t feel at 27, I’m done.</td>
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<tr>
<td></td>
<td>- D.T4.Q1.6.L</td>
<td></td>
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<tr>
<td></td>
<td>Not getting the right support for a mature student.</td>
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<tr>
<td></td>
<td>- D.T8.Q1.3.L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mature students can have a barrier of having ‘come out’ of education.</td>
<td></td>
</tr>
<tr>
<td><strong>Mindset / Confidence:</strong></td>
<td><strong>Belief – no confidence to apply – mindset.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- C.T9.Q1.2.L</td>
<td></td>
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<tr>
<td></td>
<td>Learners from Wales are unconfident to try universities higher standards such as Oxford.</td>
<td></td>
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<tr>
<td></td>
<td>- D.T11.Q1.7.L</td>
<td></td>
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<tr>
<td></td>
<td>Need consideration that some people develop later after leaving school at 16. Where is the help for those in their 20s?</td>
<td></td>
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<tr>
<td></td>
<td>- C.T3.Q1.3.L</td>
<td></td>
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<tr>
<td></td>
<td>Only barrier is yourself – personal barriers – rather than opportunities.</td>
<td></td>
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<tr>
<td></td>
<td>- D.T7.Q1.12.L</td>
<td></td>
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<tr>
<td></td>
<td>You can do anything anyway.</td>
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<tr>
<td></td>
<td>- C.T9.Q1.6.L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not wanting to do any more formal education after learning for so many years.</td>
<td></td>
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</tbody>
</table>
## ANNEX 3 – Widening access and participation in PCET

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### Themes

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<tr>
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</tr>
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<tbody>
<tr>
<td><strong>Mindset / Confidence:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- C.T3.Q1.4.L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The issue is perception.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- C.T5.Q1.12.L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Still young enough to change direction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- D.T6.Q1.3.L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality – do something about what you want to do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- D.T7.Q1.15.L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most 16 year olds are more grown up nowadays.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Availability of provision:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- C.T7.Q1.6.L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available universities – not enough choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- C.T3.Q1.2.L</td>
<td></td>
<td></td>
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<tr>
<td>More opportunities – access.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- D.T7.Q1.10.L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unfair – can’t always choose the course you want.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Perceptions:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- D.T2.Q1.5.L</td>
<td></td>
<td></td>
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<tr>
<td>Some felt university education now lacks prestige.</td>
<td></td>
<td></td>
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<tr>
<td>- D.T9.Q1.6.L</td>
<td></td>
<td></td>
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<tr>
<td>Children felt it was hard for people to go to uni.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- D.T9.Q1.1.L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have brothers and mums at uni – because they want to learn more, have better opportunities, get a good degree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mixed barriers:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- C.T4.Q1.10.L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Barriers] Destination of courses – availability of courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- C.T9.Q1.10.L</td>
<td></td>
<td></td>
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<tr>
<td>Lack of confidence, may be a lack of knowledge.</td>
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</tbody>
</table>
**Annex 3 – Widening access and participation in PCET**

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<tr>
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</thead>
</table>
| **Barriers which prevent learners accessing university** | **Mixed barriers:**  
- C.T3.Q1.15.L  
  Personal barriers and lack of information.  
- D.T7.Q1.3.L  
  Bullying, anxiety, worrying, childcare. | |
| **Widening access and participation in other PCET sectors** | **Apprenticeships:**  
- C.T1.Q1.10.L  
  (Academic) Apprenticeships are undersold by the schools. The learners feel apprenticeships as sold to the less academic or ‘naughty pupils’.  
- C.T9.Q1.6.L  
  Not enough info about apprenticeships.  
- C.T9.Q1.7.L  
  Option not early enough on apprenticeships. University, family pressure.  
- C.T3.Q1.8.L  
  Went down apprenticeship route, because like earning money and like to learn on the job.  
- C.T3.Q1.9.L  
  Learnt from father’s academic experience – felt was more practical.  
- C.T3.Q1.10.L  
  Wanted experience, not just a qualification – into level 3 apprenticeship.  
- C.T3.Q1.12.L  
  If I wasn’t going to uni, I would have done apprenticeship – felt like I was dragged down the uni direction.  
- D.T1.Q1.5.L  
  Some you can go through apprenticeship – practical hands on training – practical route.  
- D.T1.Q1.7.L  
  Like more higher apprenticeships.  
- D.T5.Q1.8.L  
  More degree level apprenticeships would help accessibility.  
- D.T5.Q1.4.L  
  Doing an apprenticeship you get your degree paid for, you get paid and you get experience.  
- D.T7.Q1.7.L  
  Apprenticeships weren’t sold to us. | **Apprenticeships:**  
- D.T2.Q1.7.P  
  However there is still a lack of apprenticeship opportunities. |
## Widening access and participation in other PCET sectors

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<tr>
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<tbody>
<tr>
<td>Awareness of options / careers information, advice and guidance:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- D.T4.Q1.15.L</td>
<td>Perspective is that there are only two routes – academic and vocational. Which one depends on what you want to do later on. However, you are drilled to go down academic route by schools.</td>
<td></td>
</tr>
<tr>
<td>- D.T4.Q1.16.L</td>
<td>Not enough awareness of other options. E.g. open evenings; careers talks etc.</td>
<td></td>
</tr>
<tr>
<td>- C.T3.Q1.7.L</td>
<td>Back in school, the only option advertised was uni, rather than vocational / apprenticeships.</td>
<td></td>
</tr>
<tr>
<td>- C.T8.Q1.3.L</td>
<td>No support in school to apply for uni – no guidance. Need to research yourself.</td>
<td></td>
</tr>
<tr>
<td>- C.T8.Q1.6.L</td>
<td>Major lack in support / guidance from school with applying for uni – Bedwas comp! No careers advice!</td>
<td></td>
</tr>
<tr>
<td>- D.T1.Q1.13.L</td>
<td>Don’t know where to go for careers advice.</td>
<td></td>
</tr>
<tr>
<td>- D.T2.Q1.4.L</td>
<td>Some felt that they didn’t have enough information.</td>
<td></td>
</tr>
<tr>
<td>- D.T6.Q1.5.L</td>
<td>Not knowing what to do next.</td>
<td></td>
</tr>
<tr>
<td>- D.T11.Q1.2.L</td>
<td>UCAS ? What is it? At times difficult to understand.</td>
<td></td>
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<tr>
<td>- C.T7.Q1.12.L</td>
<td>Publicity – not enough information on funding available.</td>
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</table>

| Awareness of options / careers information, advice and guidance: | |
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</table>
| Widening access and participation in other PCET sectors | **Awareness of options / careers information, advice and guidance:**  
- C.T7.Q1.14.L  
  Publicity – difficult to access if not IT literate.  
- C.T1.Q1.12.L  
  (In response to question from professional [ref: C.T1.Q1.11.P] – How do [learners] feel about the guidance from careers advisors?) Negative reaction, very little input, information advice and guidance from careers advisors. Only leaflets given and feel they are expected to know what they want to do.  
- C.T5.Q1.1.L  
  [Discussion about career pathway to go back to university – comment from learner from ACT]: I went there as I didn’t know where to go, didn’t find it helpful.  
- C.T2.Q1.8.L  
  No adverts, don’t know who to go to except Careers Wales (they are not sure). They have all been there – don’t like it. He is dealing with homelessness and they are not good at advice.  
- C.T2.Q1.12.L  
  No careers advice comes into schools.  
- C.T9.Q1.9.L  
  Not enough options for learners – what can be done alongside uni?  
- D.T2.Q1.8.L  
  Schools seem to push university.  
| **Pressure from family / peers:**  
- C.T9.Q1.4.L  
- D.T2.Q1.9.L  
  Pressure from parents to go to university.  
- D.T4.Q1.17.L  
  Easy to take the sixth form route because peers are doing the same.  
- D.T4.Q1.12.L  
  Pressured to follow the A’ Level route rather than a vocational one. Even though the learner felt that the vocational route was better.  
| *Pressure from family / peers*  
- D.T11.Q1.4.P  
  Inclination towards family – lack of expectations.  |
**ANNEX 3 – Widening access and participation in PCET**

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</table>
| Widening access and participation in other PCET sectors | **Pressure from family / peers:**  
- D.T3.Q1.2.L  
Parents encourage to go – move so more opportunity.  
- D.T7.Q1.1.L  
People who are bullied don’t want to go to college.  
**Parity of esteem between vocational / academic routes:**  
- D.T4.Q1.11.L  
No parity between vocational and academic route.  
- C.T9.Q1.5.L  
Stigma that apprenticeships not as good as university / not enough apprenticeships.  
- D.T5.Q1.9.L  
People look down on apprenticeships compared to a degree.  
- D.T1.Q1.12.L  
Degree sounds more professional.  
- D.T7.Q1.18.L  
Apprenticeships are looked down on. One [learner] wasn’t comfy at college.  
Apprenticeships are better but not advertised enough.  
- D.T8.Q1.10.L  
Someone will choose an A’ Level over a BTEC every day.  
- C.T3.Q1.17.L  
Uni courses were favoured more – feel it’s more equal these days.  
- D.T8.Q1.8.L  
Vocational options and apprenticeships not paid as well. [Noted that professional gave examples on vocational options – ref D.T8.Q1.9.P].  
- D.T11.Q1.8.L  
Need to raise the profile of apprenticeships – raise them to same level as university.  
- D.T1.Q1.8.L  
Go to college to leave options open.  
- D.T8.Q1.13.L  
What [is] Welsh Government going to do to change the culture that promotes the academic route but does not recognise the importance of vocational options and apprenticeships? | **Parity of esteem between vocational / academic routes**  
- D.T8.Q1.11.p  
Example of BTECs as a viable option, still academic, teaches a work ethic – work ready. |
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<td>Widening access and participation in other PCET sectors</td>
<td><strong>Balancing work commitments</strong>&lt;br&gt;- D.T4.Q1.10.L&lt;br&gt;Work – balancing work commitments, also from an employer and economic perspective.</td>
<td></td>
</tr>
<tr>
<td>Overcoming barriers to access and participation in all PCET sectors</td>
<td><strong>Financial support:</strong>&lt;br&gt;- D.T1.Q1.14.L&lt;br&gt;Grants would make a difference.&lt;br&gt;- D.T4.Q1.9.L&lt;br&gt;Make easier to travel back especially financially – financial help.&lt;br&gt;- C.T7.Q1.9.L&lt;br&gt;Part time PCET £1.8K per year more accessible.&lt;br&gt;- C.T7.Q1.10.L&lt;br&gt;Some funding / scholarships available.&lt;br&gt;- D.T11.Q1.1.L&lt;br&gt;Public sector – money. Lack of information about Student Finances.&lt;br&gt;- C.T7.Q1.11.L&lt;br&gt;Diamond review – change in funding strategy.&lt;br&gt;&lt;br&gt;<strong>Information, advice and guidance:</strong>&lt;br&gt;- D.T7.Q1.5.L&lt;br&gt;Young people need more info on student finance.&lt;br&gt;- D.T11.Q1.6.L&lt;br&gt;Information about student finances early.&lt;br&gt;- C.T9.Q1.11.L&lt;br&gt;Key stage 3, signpost / starting to think earlier.&lt;br&gt;- C.T9.Q1.13.L&lt;br&gt;Prospectus for students who want to be proactive.&lt;br&gt;- C.T9.Q1.12.L&lt;br&gt;More info on options – apprenticeships – speaking to friends.</td>
<td><strong>Information, advice and guidance:</strong>&lt;br&gt;- C.T2.Q1.3.P&lt;br&gt;Advice and guidance is really important.</td>
</tr>
</tbody>
</table>
### Overcoming barriers to access and participation in all PCET sectors

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**Information, advice and guidance:**
- **C.T3.Q1.16.L**
  Organisations should go to careers / jobs fairs to offer options, not just teachers talking about the ‘world of work’.
  To access other ways of training:
  - Finding information or guidance to gain funding
  - Spending hours to find options is off-putting
- **C.T5.Q1.13.L**
  Access to information.
- **D.T4.Q1.13.L**
  Gender biased careers talks. Girls excluded from male-dominated careers !!!
- **D.T8.Q1.6.L**
  Need to get past the ‘wrong information’ – being given a consistent and clear message.
- **D.T8.Q1.7.L**
  More work on awareness of options and courses through parents who can help inform their children.

**Support - general:**
- **D.T4.Q1.5.L**
  Lot of support, but still some barriers.
- **D.T7.Q1.17.L**
  More support, people intimidated by going to uni.
- **D.T10.Q1.7.L**
  Social aspect of university, and building up a support network during first year is crucial for retention.
- **C.T5.Q1.18.L**
  Got counsellor in our project.
- **C.T5.Q1.19.L**
  ITEC – lots of help.
- **C.T5.Q1.21.L**
  Went from school to college but college didn’t give me information about financial side of course. Made depression worse when I had to pay back money when I had to leave because of depression.
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### Overcoming barriers to access and participation in all PCET sectors

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<tbody>
<tr>
<td><strong>Crèche facilities:</strong></td>
<td><em>In response to question C.T2.Q1.10.P</em> ‘What could we do to break down barriers?’ – crèche on college campus – some young Mums want to study but can’t because they haven’t got the support.*</td>
<td></td>
</tr>
<tr>
<td><strong>Work experience:</strong></td>
<td><em>C.T1.Q1.8.L</em> Voluntary work has enabled one learner to make an informed decision as to which course to apply.*</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>C.T3.Q1.11.L</em> Social work degree demands 3 year working experience. Working experience informs on routes to social work.*</td>
<td></td>
</tr>
<tr>
<td><strong>Open days / visits:</strong></td>
<td><em>D.T1.Q1.10.L</em> Trips to universities.*</td>
<td></td>
</tr>
<tr>
<td><strong>Help with interviews:</strong></td>
<td><em>C.T5.Q1.8.L</em> Tips for interviews. Picking up lots of things for courses.*</td>
<td></td>
</tr>
<tr>
<td><strong>Access courses:</strong></td>
<td><em>C.T2.Q1.4.L</em> The course she wanted to do last year – she was able to get on – she completed access course last year which was great.*</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>D.T8.Q1.5.L</em> [Noted from professional – there are access courses]. Learner response - Apparently access courses are good for preparing for uni, but these are not advertised and promoted, for example through TV adverts. Young people worry about the right grades.*</td>
<td></td>
</tr>
</tbody>
</table>
### Annex 3 – Widening access and participation in PCET

**Key for comment coding reference:**  
D/C (Deganwy / Cardiff event) | Tx (Table number) | Qx (Question number) | Z (Comment identifier) | L/P (Learner / Professional)

<table>
<thead>
<tr>
<th>Themes</th>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
</table>
| Overcoming barriers to access and participation in all PCET sectors | Access courses:  
- D.T3.Q1.5.L  
|  | Accessibility:  
- C.T5.Q1.24.L  
  Opportunities for people with learning disabilities to carry on courses other than basic skills.  
- C.T5.Q1.16.L  
  Mental health – should be more out there for help. |  |
|  | Additional learning:  
- C.T2.Q1.13.L  
  Additional learning main GCSE maths / lit C grade or above. |  |
|  | Transport  
- C.T7.Q1.16.L  
  Transport – could transport be provided? |  |
|  | Flexibility:  
- C.T4.Q1.9.L  
|  | Community learning:  
- C.T5.Q1.15.L  
  I’ve never had a job since leaving school, don’t want employers looking down on me. By doing courses with Parent Network, it helps me.  
- C.T5.Q1.11.L  
  Trying some courses gives you a taster of what else you can do. Gets you involved in the community. |  |
|  | Get a job:  
- D.T11.Q1.3.L  
  Get a job immediately – lack of provision about long term plans. |  |
### Overcoming barriers to access and participation in all PCET sectors

#### Views of Learners

<table>
<thead>
<tr>
<th><strong>Get a job:</strong></th>
<th>Getting a job helped me with anxiety. Careers Wales came to college to discuss ITEC.</th>
</tr>
</thead>
</table>
| **General / mixed propositions:** | - Make accessibility easier e.g. subsidised travel, localised courses.  
- Make moving on from the locality easier.  
- Adults have chosen to go back to education so shouldn’t be punished or stopped from achieving their goals. They should be supported.  
- Learning for learning’s sake and for well-being.  
- Lack of soft skill courses to encourage people into any type of future learning. Build confidence may help them into work and learning.  
- Reputable establishments – facilities.  
- Easier to go to uni if it was free, better choices, travel plans, childcare.  
- Being able to study a HE degree at college is key for those who don’t want to or can’t access university, but this also limits the choice of degrees available. |

| **Views of Professionals** | |
|----------------------------|
### ANNEX 3 – Widening access and participation in PCET

**Key for comment coding reference:**
- **D/C** (Devanwy / Cardiff event)
- **Tx** (Table number)
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</thead>
</table>
| **Comment unclear / unsure how to categorise for evaluation** | - C.T5.Q1.9.L  
I wrote a book with them. | |
| | - C.T5.Q1.14.L  
Get certificates ready to go in portfolio. | |
| | - D.T11.Q1.5.L  
Lack of detail in the prospectus – more PR and standards longer than ? | |
| | - C.T5.Q1.10.L  
I want to work with younger children as an assistant or one-to-one. | |
| | - D.T3.Q1.4.L  
Feel like guinea pigs – GCSEs / A’ Levels – 5 years of people – trial. | |
| | - C.T5.Q1.2.L  
[Discussion about career pathway to go back to university – comment from learner from ACT]: Useful for the money £50. | |
| | - C.T2.Q1.6.L  
She got the GCSEs to get into college. | |
ANNEX 4

Feedback on the theme of:

*Protecting the interests of learners in PCET*
## ANNEX 4 – Protecting the interests of learners in PCET

**Key for comment coding reference:**
- D/C (Deganwy / Cardiff event)
- Tx (Table number)
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<thead>
<tr>
<th>Themes</th>
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</table>
| Reasons learners may struggle to continue with their course or further learning / training | **Pathways information, advice and guidance:**
- *D.T4.Q2.15.L*
  Progression from colleges courses unclear. Not all were necessarily going straight to work. Some were going to uni after college.
- *D.T5.Q2.2.L*
  People are going to uni cause schools are pushing you there but they are unsure what they want to study or if it’s right for them. So there should be taster days and stronger careers advice.
- *D.T5.Q2.4.L*
  Careers advice lacked when I dropped out of 6th form. So it took me 5 years to get back to an apprenticeship.
- *D.T6.Q2.7.L*
  Clear indication of what is needed (qualifications wise) for progression.
- *D.T6.Q2.10.L*
  Options of what colleges and what course are available – not just for ‘core subjects’.
- *C.T3.Q2.6.L*
  ‘Sold’ a wrong course rather than what I wanted to do, because of not reading qualification needed. Options not spelled out. Some are – third party would have helped.
- *C.T3.Q2.3.L*
  Misleading information when degrees upgrade grades needed which involve retraining.
- *C.T6.Q2.4.L*
  Apprenticeship schemes tend to get pushed aside.
- *C.T4.Q2.4.L*
  Careers Wales (pathways).
- *C.T5.Q2.10.L*
  Didn’t get support from careers advisor.
- *C.T5.Q2.6.L*
  Not a lot of information about directions to go in different routes.
- *C.T5.Q2.11.L*
  Careers advisor (in school) focusing on uni route but not path I wanted to take (nursing).
- *C.T5.Q2.12.L*
  Need better guidance (to make choices post school and during life).

**Pathways information, advice and guidance:**
- *D.T10.Q2.3.P*
  Need to do more to support learners to identify the best course for them that meets their expectations.
- *C.T9.Q2.4.P*
  Wrong path, hard to move to restart.
- *C.T9.Q2.11.P*
  Why go to university to learn management when you could gain experience?
### Reasons learners may struggle to continue with their course or further learning / training

#### Pathways information, advice and guidance:

- **D.T10.Q2.2.L**  
  Strategies for encouraging and supporting retention are limited. Very little done to encourage learners to engage with their course and support them through difficulties (with the course or in their personal life), or to find an alternative course if their original course is not suited to them.

- **C.T6.Q2.5.L**  
  A perceived hierarchy of qualifications at college.

- **C.T5.Q2.9.L**  
  Not many 16 year olds know what they want to do. If you don’t go straight, feel you’ve missed the boat, not a lot of help if you have a gap to move forward.

- **C.T3.Q2.7.L**  
  When colleges are merging, it creates issues. Especially when 6th forms are closed down. More information and openness would have helped – dropped out because of lack of information, teaching time and one-to-one time.

- **C.T9.Q2.5.L**  
  Lack of advertisement for apprenticeships, often go back to A’ Levels.

- **C.T9.Q2.12.L**  
  Degrees for jobs that need a degree, or vocational qualification for that individual learner.

- **C.T5.Q2.7.L**  
  Need someone to sit with you, check your strengths and weaknesses and help you to move forward.

- **C.T5.Q2.8.L**  
  Need time spent on seeing where the individual wants to go.

- **C.T8.Q2.2.L**  
  Again lack of advice and [schools / college] want to keep high flyers for figures.

- **C.T8.Q2.3.L**  
  Some drop out of school within a month as took A’ Levels as no other option.

- **D.T6.Q2.5.L**  
  Welsh Bacc may be a disadvantage – but can be a good way to get the UCAS points for university options.
### Reasons learners may struggle to continue with their course or further learning / training

#### Deadlines:
- **D.T1.Q2.5.L**
  Deadlines should be fluid occasionally.

#### Study workload:
- **D.T6.Q2.4.L**
  Too much work put on the students. Chose four A’ Level options – too much! Too much pressure. Weren’t explained, the work pressures. Told to do Welsh Bacc.

#### Day-to-day pressures:
- **D.T4.Q2.8.L**
  Dealing with day-to-day pressures: working, caring.

#### Pressure of expectations:
- **D.T3.Q2.4.L**
  A given that everyone goes to uni whereas some people might be better at technical colleges as in Germany – *[comment echoed by another person on the table]*.
- **C.T9.Q2.10.L**
  Stigma to dropping out of schools.

#### Induction:
- **D.T4.Q2.9.L**
  Induction – overwhelming – too many people – not enough about how to transition from school to college.
- **D.T4.Q2.10.L**
  Introductions crucial. One group was never introduced individually – now in ‘isolated’ gang. Those introduced properly had better experience.
- **D.T4.Q2.11.L**
  Older learners need a different experience in induction.
- **D.T4.Q2.13.L**
  Learner induction should be designed by learners rather than professionals.
- **D.T11.Q2.3.L**
  Two-day courses are a better day in respect of preparing students.
### Reasons learners may struggle to continue with their course or further learning / training

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<tr>
<th>Themes</th>
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<tbody>
<tr>
<td><strong>Disabilities / Health / Additional learning needs:</strong></td>
<td>- C.T1.Q2.8.L Counselling was not offered at school due to their disability. - C.T1.Q2.9.L No support for dyslexia, ADHD in school. College have offered support. Learner has chosen not to take it. - D.T10.Q2.1.L Better support for learners with dyslexia, special educational needs and disabilities. - D.T6.Q2.1.L Health issues – consider alternative options to support.</td>
<td></td>
</tr>
<tr>
<td><strong>Housing:</strong></td>
<td>- C.T2.Q2.1.L Haven’t been able to attend – homeless, more advice and help (explain it, not just give you a number). Engage more. Some students depend on that more if they can’t attend college. The learning provider can / should provide all the support.</td>
<td></td>
</tr>
<tr>
<td><strong>Change of course:</strong></td>
<td>- D.T5.Q2.3.L People should be able to carry on, on the course they applied for.</td>
<td></td>
</tr>
<tr>
<td><strong>Change of tutors:</strong></td>
<td>- D.T10.Q2.6.L Lecturers resigning and leaving the college mid-course is a huge problem.</td>
<td></td>
</tr>
<tr>
<td><strong>Change of location:</strong></td>
<td>- C.T5.Q2.1.L Moved placements and it moved elsewhere so had to go somewhere else – cost more and further away. Ended up changing course.</td>
<td></td>
</tr>
<tr>
<td><strong>Level of study:</strong></td>
<td>- C.T3.Q2.5.L The level of study (change of level) was a struggle, so apprenticeship was better.</td>
<td></td>
</tr>
</tbody>
</table>

### Change of location:

- C.T7.Q2.6.P ACL venues have had to close to save money – further to travel for learners.
<table>
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</tr>
</thead>
</table>
| Reasons learners may struggle to continue with their course or further learning / training | **Learning environment:**
- C.T5.Q2.13.L
Environment (on a course only had a porta-cabin – too cold to learn in).

**Confidence**
- D.T7.Q2.7.L
No confidence in students applying to colleges.

**Fear / pressure of exams:**
- C.T7.Q2.4.L
Learners may be scared of doing exams – need help & encouragement, maybe other assessment methods. Other learners prefer exams to coursework.
- C.T8.Q2.9.L
Exams! Difficulty of these are changing each year. Teachers don’t take stress on board at 16-18!

**Motivation:**
- C.T10.Q2.2.L
Settling for most convenient / close rather than course wanted to do.

**References:**
- C.T3.Q2.2.L
Know someone whose degree was closed down half way through which affected references.

| Comments on staff support mechanisms | **Staff support (teachers, tutors, lecturers, etc) – positive comments:**
- C.T2.Q2.4.L
Good amount of respect student and tutor – counselling support.
- C.T2.Q2.2.L
Excellent personal tutors, amazing – no negativity.
- C.T2.Q2.3.L
Tutors really supportive, Would you know what help is available, counselling in college, all staff are helpful.

**Availability of provision:**
- C.T7.Q2.8.P
Education for adult learners keeps the mind active, overcomes loneliness and boredom. Number of available courses have reduced in ACL.

**Staff support (teachers, tutors, lecturers) – positive comments:**
- C.T8.Q2.5.P
Lots of support for apprentices on scheme – colleague, manager and mentor.
### Comments on staff support mechanisms

#### Staff support (teachers, tutors, lecturers, etc) – positive comments:
- **D.T4.Q2.5.L**
  Any issues are flagged up on one-to-ones or with tutors in the first instances.
- **C.T2.Q2.7.L**
  Struggle (HE learner) time management, family and college – personal tutor really supportive – needed flexibility and time off.
- **D.T8.Q2.2.L**
  Disagree – lot of support given with transport and tutorials, feel well supported, it’s a personal choice.
- **D.T1.Q2.3.L**
  Need to go see staff members – need student support.
- **D.T8.Q2.6.L**
  Young people will not regularly use web-based support materials and will use staff instead.
- **D.T10.Q2.5.L**
  Personal tutor system invaluable to support learners.
- **C.T2.Q2.8.L**
  Doing what he loves to do and there is someone supporting him at ACT.
- **D.T8.Q2.1.L**
  Agree – the support provided motivates people to complete a course. Gives people the strength and support to achieve, progress further.
- **D.T1.Q2.2.L**
  Student services are there at Cambria [College].
- **D.T8.Q2.4.P**
  Distance support helps me to continue without being held back.
- **D.T5.Q2.1.L**
  We are all apprentices so we would look to our employer to sort it out for us.

#### Staff support (teachers, tutors, lecturers) – neutral / mixed opinions:
- **D.T8.Q2.5.P**
  Depends on how consistent the tutor and support provided is.
- **D.T8.Q2.11.P**
  Who is classed as needing support and who isn’t?
### Staff support (teachers, tutors, lecturers) – neutral / mixed opinions:

- **C.T2.Q2.9.L**
  Some advice for support but don’t know a lot (they wouldn’t be able to provide support for mental health but they would just signpost and give you a number).

- **D.T7.Q2.5.L**
  Learning coaches in schools act as supportive. Preventing progression to FE / HE, people too intimidated.

- **D.T3.Q2.2.L**
  Pastoral – stressful, personal circumstances.

- **D.T4.Q2.7.L**
  Issues were picked up in college but not in 6th form.

- **C.T3.Q2.4.L**
  Had lots of support studying A’ Levels in college – support when had to restart A’ Levels, not when originally needed.

- **C.T8.Q2.4.L**
  Learning coach in school but funding cut and she left so no other support.

### Staff support (teachers, tutors, lecturers) – negative comments:

- **D.T6.Q2.2.L**
  Teachers can make you feel unwanted. Needed more support.

- **D.T7.Q2.3.L**
  Seems that teachers don’t care. Issues are being brushed aside. Teachers could sit with you and go through personal issues.

- **D.T7.Q2.4.L**
  Teachers need to be more heartfelt and let people chill out. Teachers could offer more understanding, they keep separating people – feel vulnerable.

- **C.T8.Q2.8.L**
  Learning to be a mentor for younger pupils – still no support for 6th form.

- **D.T7.Q2.6.L**
  More support at school would allow more people to go into FE / HE.

- **C.T8.Q2.7.L**
  No contact for wellbeing of students…

### Staff support (teachers, tutors, lecturers) – negative comments:

- **C.T8.Q2.10.P**
  Pastoral care – takes up lots of time, can impact on education.

- **D.T8.Q2.10.P**
  Are learner needs always picked up and supported in compulsory education – creating issues in exams and then PCET?
### ANNEX 4 – Protecting the interests of learners in PCET

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</table>
| **Comments on staff support mechanisms** | **Staff support (teachers, tutors, lecturers) – negative comments:**  
- C.T1.Q2.7.L  
E.g. People Plus learners – college to complete units. Only one learner found they did not have the same experience. ‘Felt a failure’ even though she was injured. ‘Negative – felt written off’.  
- C.T1.Q2.6.L  
Learners experience – waited one month for work placement from multiple learning providers.  
- C.T6.Q2.1.L  
Not enough communication from old college. |  |
| **Self-dependency** |  
- D.T4.Q2.3.L  
Must be positive because not had to access it. [Support]  
- D.T4.Q2.4.L  
Tend not to need help.  
- D.T4.Q2.6.L  
Sometimes don’t even realise I need help.  
- C.T9.Q2.7.L  
Self-motivated learning e.g. Open University (providers subsidise learning).  
- D.T8.Q2.9.P  
The system of GCSEs promotes dependency on staff not self-study. |  
- D.T8.Q2.7.P  
Independent learning needs to be better promoted and developed in learners from a young age. |
| **Barriers to accessing support** | **Unsure of support available:**  
- D.T4.Q2.1.L  
Not always aware what protections and support [are] in place.  
- D.T4.Q2.2.L  
Not clear how to access the support or what’s available.  
- D.T2.Q2.2.L  
Young people weren’t really sure where to go to complain. Airbus apprentices believe Airbus would protect them. Also help from unions is available.  
- C.T5.Q2.5.L  
Wouldn’t know who to turn to. |  
**Closure of programmes / venues and funding-related issues:**  
- C.T7.Q2.5.P  
Funding needed for additional classroom support in ACL. Access to tutors outside of classroom is invaluable e.g. via e-mails. |
### Barriers to accessing support

<table>
<thead>
<tr>
<th>Age:</th>
<th>Views of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>- D.T8.Q2.3.L</td>
<td>Age – can be a barrier to support – transport, childcare. The support available is not always well promoted.</td>
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</tbody>
</table>

**Closure of programmes / venues and funding-related issues:**

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<td>- C.T5.Q2.3.L</td>
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### Thoughts on improving arrangements to protect and support learners

<table>
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<tr>
<th>Level of support:</th>
<th>Views of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>- C.T4.Q2.2.L</td>
<td>Additional support – counsellor – learner coaches (ITEC); placement journey co-ordinator (ITEC); welfare officer.</td>
</tr>
<tr>
<td>- C.T2.Q2.5.L</td>
<td>Should college provide all support and counsellors and other people that you need.</td>
</tr>
<tr>
<td>- C.T10.Q2.3.L</td>
<td>More support for pupils leaving school at 16 that didn’t quite achieve and don’t have grades to get where they want to be.</td>
</tr>
<tr>
<td>- C.T7.Q2.2.L</td>
<td>Accept that support is available but more could be done. More emphasis on personal tutoring available now. However, some learners benefit from being in a class of people. Still not enough one-to-one time available e.g. 23 people on a PCET course.</td>
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**Promotion of support:**

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<tr>
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<tbody>
<tr>
<td>- C.T6.Q2.2.L</td>
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</tbody>
</table>

### Level of support:

- **C.T7.Q2.7.P**
  Need more support in finding placements after the course, or as part of the course.
- **C.T9.Q2.6.P**
  More support in communities needed.
### Thoughts on improving arrangements to protect and support learners

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</tr>
<tr>
<td>- C.T10.Q2.4.L More impartial advice in schools about opportunities available.</td>
<td>- C.T8.Q2.1.P Impartial advice – schools and college want you for stats!</td>
</tr>
<tr>
<td>- C.T10.Q2.5.L Schools targets affecting advice given to learners about PCET.</td>
<td></td>
</tr>
<tr>
<td><strong>Information for parents:</strong></td>
<td></td>
</tr>
<tr>
<td>- C.T9.Q2.2.L Parental knowledge to give to young people. Parents with experience more likely to support child.</td>
<td></td>
</tr>
<tr>
<td><strong>Finance:</strong></td>
<td><strong>Finance:</strong></td>
</tr>
<tr>
<td>- C.T10.Q2.1.L Reliable and sufficient funding for providers.</td>
<td>- C.T9.Q2.1.P Year-to-year funding, no long term plan. Threat to learners. Options for some learners may be gone.</td>
</tr>
<tr>
<td>- D.T3.Q2.1.L Most important financial – ‘it is what it is’ – better off than in England – know going to get a debt.</td>
<td>- C.T9.Q2.9.P Shake up of system (institutions and providers) – university full cost to enrol despite drop out.</td>
</tr>
<tr>
<td>- D.T4.Q2.12.L More financial support info – only found out from my friends on another course.</td>
<td></td>
</tr>
<tr>
<td>- C.T1.Q2.1.L Financial help to continue to travel to work placement.</td>
<td></td>
</tr>
<tr>
<td>- C.T4.Q2.3.L Funded transport – to / from centre (links to public transport).</td>
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<tr>
<td>- C.T4.Q2.5.L ITEC – funds back a part of transport to centre if using public [transport].</td>
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### Thoughts on improving arrangements to protect and support learners

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</table>
| **Alternative provision / support:** | - *D.T2.Q2.1.L*  
There should be alternative provision, including transport.  
- *C.T1.Q2.2.L*  
Learners felt as though they would like the Commission to assist with a new college or work-based learning advisor.  
- *C.T1.Q2.4.L*  
If companies close down, who can the learner turn to so they can find a new employer. | |
| **Technology:** | - *D.T2.Q2.3.L*  
Video conferencing could be an alternative. Some universities upload lecturers to a cloud.  
- *D.T6.Q2.3.L*  
Understanding the technology platform. | |
| **Design / format of support:** | - *D.T4.Q2.14.L*  
Learner support should be designed with learners.  
- *C.T7.Q2.3.L*  
Support for people in using IT. Incidental support given when studying other courses, e.g. doing family tree research is helpful. Need direct support from a real person who can show you what to do. | |
| **Support standards:** | - *D.T7.Q2.9.L*  
Government should improve teachers’ standards in guidance and support.  
- *D.T6.Q2.6.L*  
More understanding support network. | |
| **Better linkages between establishments:** | - *D.T6.Q2.8.L*  
More communication between schools and higher education establishments – ‘partnerships’. | |
### Thoughts on Improving Arrangements to Protect and Support Learners

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</thead>
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<td><strong>Tasters / placements:</strong></td>
<td>- <strong>D.T10.Q2.4.L</strong> Foundation courses could provide essential taster experience for some learners before they choose a course to study for a qualification. Short courses during summer.</td>
<td>- <strong>C.T1.Q2.3.P</strong> Practical help required, work placement, college?</td>
</tr>
<tr>
<td><strong>Access courses:</strong></td>
<td>- <strong>C.T6.Q2.6.L</strong> Apprenticeships and Access courses are gateway courses for older learners who can’t afford the time to get into HE courses e.g. Access is faster onto a uni course = less time off work / financial burden.</td>
<td></td>
</tr>
<tr>
<td><strong>Securing hours / places:</strong></td>
<td>- <strong>D.T11.Q2.1.L</strong> Need to ensure that hours are made safe – the right of students to complete their course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <strong>D.T11.Q2.4.L</strong> Every organisation to keep places for students for extended periods in the case of a death of a parent etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Pausing studies:</strong></td>
<td>- <strong>D.T1.Q2.4.L</strong> Pause studies and come back at a different time. Focus on something else.</td>
<td></td>
</tr>
<tr>
<td><strong>Transfers:</strong></td>
<td>- <strong>D.T11.Q2.2.L</strong> Make it easier for students to change courses – internal transfers within the college or university with a cut-off date.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <strong>C.T2.Q2.6.L</strong> Encourage to swap and change subjects if you’re not happy. ACT – 50/50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <strong>D.T2.Q2.4.L</strong> Changes of courses may change life paths and therefore shouldn’t be allowed.</td>
<td></td>
</tr>
</tbody>
</table>
**ANNEX 4 – Protecting the interests of learners in PCET**

Key for comment coding reference: D/C (Deganwy / Cardiff event) | Tx (Table number) | Qx (Question number) | Z (Comment identifier) | L/P (Learner / Professional)

<table>
<thead>
<tr>
<th>Themes</th>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thoughts on improving arrangements to protect and support learners</strong></td>
<td><strong>Individual approach to learning:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <em>D.T6.Q2.9.L</em></td>
<td>Let the student decide their own ‘learning outcomes’.</td>
</tr>
<tr>
<td></td>
<td>- <em>D.T7.Q2.8.L</em></td>
<td>Should trust people to decide level they want to study at.</td>
</tr>
<tr>
<td></td>
<td>- <em>D.T7.Q2.10.L</em></td>
<td>Uniformity is seen as more important than individual’s education.</td>
</tr>
<tr>
<td></td>
<td>- <em>C.T9.Q2.3.L</em></td>
<td>Individual learning and education programme / pathway, start earlier with advice etc.</td>
</tr>
<tr>
<td></td>
<td>- <em>D.T3.Q2.3.L</em></td>
<td>Individual circumstances – some unis have offered lower grades for access to degree.</td>
</tr>
<tr>
<td></td>
<td><strong>Role of Welsh Government / New Commission:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <em>C.T5.Q2.2.L</em></td>
<td>Think Welsh Government should step in.</td>
</tr>
<tr>
<td></td>
<td>- <em>C.T5.Q2.4.L</em></td>
<td>It is the government’s job to protect people in learning. Should be duty to rectify if courses closing down.</td>
</tr>
<tr>
<td></td>
<td>- <em>C.T1.Q2.5.L</em></td>
<td>New Commission could be the new ‘go to’ body for learners to find out answers to frequently asked questions.</td>
</tr>
<tr>
<td></td>
<td>(In response to question from professional [ref: C.T1.Q2.10.P] – Should new Commission offer support for college or personal circumstances? Go-to body? ] Learner said they would like to refer to guidance online.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <em>C.T7.Q2.1.L</em></td>
<td>Welsh Government and social services should provide help to get to the courses.</td>
</tr>
<tr>
<td></td>
<td><strong>Consultation:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <em>C.T6.Q2.3.L</em></td>
<td>College doesn’t consult learners before making changes to courses.</td>
</tr>
<tr>
<td></td>
<td><strong>Consultation:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <em>C.T8.Q2.6.P</em></td>
<td>Sometimes training providers left out – yet they capture NEETS [young people who are Not in Education or Training].</td>
</tr>
</tbody>
</table>
### Annex 4 – Protecting the interests of learners in PCET

**Key for comment coding reference:**
- D/C (Deganwy / Cardiff event)  
- Tx (Table number)  
- Qx (Question number)  
- Z (Comment identifier)  
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<thead>
<tr>
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</tr>
</thead>
</table>
| Didn't understand the question                      | - *D.T1.Q2.1.L*  
  Didn’t understand the question.  
- *C.T3.Q2.1.L*  
  Undecided because I didn’t understand the question – is it support or protect? |                       |
| Comment unclear / unsure how to categorise for evaluation | - *D.T1.Q2.6.L*  
  Education.  
---  
*One table of young learners (Years 5 and 6) was asked the question: 'What do you want to be?'; responses noted as follows:*  
- *D.T9.Q2.1.L*  
  Artist – expressive – painting / clothes.  
- *D.T9.Q1.2.L*  
  Engineer – like dad – experience.  
- *D.T9.Q1.3.L*  
  Bank manager – help with finances.  
- *D.T9.Q1.4.L*  
  Zoo keeper – experienced it.  
- *D.T9.Q1.5.L*  
  Online entertainer – to be famous.  
- *D.T9.Q1.6.L*  
  Work with dogs – love dogs.  
- *D.T9.Q1.7.L*  
  Doctor – medical not surgical.  
- *D.T9.Q1.8.L*  
  Spy – to reduce crime.  
- *D.T9.Q1.9.L*  
  Uni. |
ANNEX 5

Feedback on the theme of:

Supporting learners to make good choices in their course/s or provider/s
### Careers advice in schools

**Positive comments about careers advice in schools:**
- D.T8.Q3.5.L That support and advice is really useful [reference to Careers Wales].
- D.T10.Q3.2.L Careers Wales crucial in giving direction.
- D.T10.Q3.3.L World of work programme. Working with young children up to Year 9, helping them identify job opportunities that align to their interests and passions from a very young age. More schemes like this are the future.
- C.T4.Q3.1.L Careers Wales – opened doors to other opportunities – St David’s; ITEC; ACT; etc.
- C.T3.Q3.7.L Considered switching in A’ Levels at school. Advice was given and it was helpful and impartial.
- D.T10.Q3.8.L Advice from personal tutors has been key to some learners knowing which courses are suitable, what to expect from different courses, what their possible progression routes are.

**Neutral / mixed opinions about careers advice in schools:**
- D.T1.Q3.2.L Personal careers advice in schools. Had to do a lot of research to find the information to make decisions.

**Negative comments about careers advice in schools:**
- D.T4.Q3.9.L Poor advice given regarding future courses and careers. Most did their own research on entry requirements for uni / courses / work.
- D.T1.Q3.7.L Specialist careers in school. Have careers advisor – not as well-known as he should be in the school.
- D.T5.Q3.2.L Careers advice wasn’t very good. Swayed you more than you steered where you want to go.

**Negative comments about careers advice in schools:**
- D.T8.Q3.4.P What has happened with the reduction to Careers Wales and the support which was provided prior to cuts?
### Careers advice in schools

**Negative comments about careers advice in schools:**

- **D.T4.Q3.8.L** Standards of careers advice and choices are too variable.
- **C.T3.Q3.10.L** Advice wasn’t available at school.

### Options, changing courses and progression

**Options - general:**

- **D.T1.Q3.9.L** Options are not necessarily practical for jobs – sometimes they clash! Make options more adaptable.
- **D.T3.Q3.8.L** To do drama – have to move geography.
- **D.T4.Q3.11.L** Year 9 choices weren’t always wide enough – just chose what was available.
- **D.T4.Q3.12.L** Year 9 GCSE choices – learners should be more aware of the impact of choosing what they did.
- **D.T4.Q3.13.L** Choices and offer vary too much from county to county.
- **D.T1.Q3.6.L** Chose options to keep options open. Don’t know what she wants to do.
- **D.T5.Q3.4.L** Other option needs to be available than uni.
- **D.T7.Q3.11.L** [Young people] don’t feel that they have choices.
- **D.T7.Q3.8.L** You’re set on a path already before you can choose your own.
- **D.T11.Q3.5.L** Flexibility to be able to change hours within term 1.
- **C.T3.Q3.5.L** Post-16 is a bit of a blur as regards direction and options.
- **C.T2.Q3.3.L** Vocational route is seen as non-conformist.
Options, changing courses and progression

**Options - general:**
What other opportunities are there?
- C.T10.Q3.3.L
  [Needs to be] less duplication of courses at same levels and same subjects in same areas.
- C.T7.Q3.6.L
  QTS and QTLS not seen as equivalent in Wales but is in English so makes decision making difficult.

**Options - Apprenticeships:**
- C.T6.Q3.6.L
  Feel apprenticeships are a great option.
- C.T1.Q3.10.L
  Learners feel they are not made aware of apprenticeships at school.
- D.T7.Q3.9.L
  Do apprenticeships exist outside of Deeside?

**Options - pressure:**
  Too much pressure.
- D.T6.Q3.5.L
  Should be thinking about enjoying youth than constant mapping out your career.
- D.T10.Q3.5.L
  GCSEs are also currently billed as being the ‘most important exams that decide the rest of your life’, and there needs to be recognition that not everyone will get top GCSE grades and want to go on to study A Levels and then a degree at university.
- C.T6.Q3.2.L
  Too much pressure on younger people to choose their GCSEs. Chosen at 14.
- C.T6.Q3.3.L
  However, after GCSEs chose subjects I enjoyed.
- C.T3.Q3.4.L
  16 is very young to make decisions about what you want to do for the rest of your life – needs to be reined in.
### Options, changing courses and progression

<table>
<thead>
<tr>
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<th>Views of Professionals</th>
</tr>
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<tbody>
<tr>
<td><strong>Options - pressure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- C.T6.Q3.4.L</td>
<td>I was pushed into doing A’ Level subjects which I didn’t enjoy or pay attention it.</td>
<td></td>
</tr>
<tr>
<td><strong>Options - help:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- D.T7.Q3.2.L</td>
<td>Helpful if someone showed us options.</td>
<td></td>
</tr>
<tr>
<td>- D.T8.Q3.2.L</td>
<td>Can be very important as some students not so independent.</td>
<td></td>
</tr>
<tr>
<td>- C.T2.Q3.2.L</td>
<td>More advice – building resilience. More events like this – open day theme! To influence what is going on.</td>
<td></td>
</tr>
<tr>
<td>- D.T4.Q3.10.L</td>
<td>I wish I had more help with my course choices.</td>
<td></td>
</tr>
<tr>
<td>- C.T1.Q3.8.L</td>
<td>Schools, social media support, options not discussed.</td>
<td></td>
</tr>
<tr>
<td>- D.T6.Q3.1.L</td>
<td>If you know about decisions it can help know more about the course.</td>
<td></td>
</tr>
<tr>
<td><strong>Changing courses – positive comments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- C.T3.Q3.11.L</td>
<td>Friend’s son changing uni course and the transition has been easy.</td>
<td></td>
</tr>
<tr>
<td><strong>Changing courses – negative comments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- C.T3.Q3.9.L</td>
<td>Changing course can cause you to have to play catch up as a knock-on effect.</td>
<td></td>
</tr>
<tr>
<td>- C.T3.Q3.12.L</td>
<td>Not much ability to change course or direction in apprenticeships.</td>
<td></td>
</tr>
<tr>
<td>- C.T1.Q3.3.L</td>
<td>Previously from experience leaving school they felt there was no sign-posting to change courses or not enough information on courses.</td>
<td></td>
</tr>
</tbody>
</table>
## Views of Learners

### Options, changing courses and progression

- **Progression:**
  - **D.T1.Q3.8.L**
    - Wanted to go into catering so spoke to people in that field.
  - **C.T2.Q3.6.L**
    - Direction of course came from mature student researching herself.
  - **C.T3.Q3.8.L**
    - Was wanting to pursue interests.
  - **D.T3.Q3.7.L**
    - People develop own learning choices.
  - **D.T7.Q3.1.L**
    - A’ Levels is down to the person.
  - **C.T6.Q3.5.L**
    - As an adult learner and choosing this path, I can see me staying on this career path as I’ve chosen it as a subject.
  - **C.T2.Q3.11.L**
    - Learner felt suitably informed.
  - **C.T9.Q2.2.L**
    - Motivation to learn / earn.
  - **C.T5.Q3.9.L**
    - No point getting job if doesn’t pay the bills. Once mum said she is worse off working than being on benefits.

### Information, advice and support for learners post-16

- **Colleges:**
  - **C.T1.Q3.2.L**
    - Learners agree now they are in college they can contact student services for information, advice, guidance.

- **Job centre:**
  - **C.T5.Q3.6.L**
## Supporting learners to make good choices in their course/s or provider/s

### Key for comment coding reference:
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### Themes

#### Information, advice and support for learners post-16

<table>
<thead>
<tr>
<th>Job centre:</th>
<th>Views of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>- C.T5.Q3.7.L</td>
<td>You won’t get funding for son in crèche for half day, told by job centre, feels like she wasted time when she could have been studying. Felt that I was on the system and getting any job not the route she wanted to take.</td>
</tr>
<tr>
<td>- C.T5.Q3.10.L</td>
<td>Extra volunteering can’t do as job centre overrides it, extra activities discouraged.</td>
</tr>
<tr>
<td>- C.T5.Q3.11.L</td>
<td>Mum doing a course (maths) discouraged as it was taking her away from job searches.</td>
</tr>
</tbody>
</table>

**Accessing advice – general comments:**

- C.T6.Q3.8.L
  - Lack of careers advice past further education. Lifelong learning should mean that!

#### Measures which could support learners to make good choices

<table>
<thead>
<tr>
<th>Open days / events:</th>
<th>Views of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>- D.T1.Q3.4.L</td>
<td>Colleges and universities should have open evenings to talk to people about different courses.</td>
</tr>
<tr>
<td>- D.T2.Q3.4.L</td>
<td>Young people need taster days.</td>
</tr>
<tr>
<td>- C.T8.Q3.3.L</td>
<td>Good to have taster days for options to know about subjects.</td>
</tr>
<tr>
<td>- D.T11.Q3.2.L</td>
<td>Open days are particularly important given that the prospectus is not informative.</td>
</tr>
<tr>
<td>- D.T10.Q3.6.L</td>
<td>Universities being accessible to people in the community, e.g. field visits from primary schools to university.</td>
</tr>
<tr>
<td>- D.T10.Q3.7.L</td>
<td>Use the facilities available e.g. local sports teams can use university sports facilities; to bridge gap between university and local community and familiarise children with university from a young age. This avoids universities being seen as an unfamiliar, new environment when considering HE options.</td>
</tr>
</tbody>
</table>
### Measures which could support learners to make good choices

**Work experience:**
- C.T8.Q3.4.L
  Work experience is lacking. Caerphilly have pulled the data base – Careers Wales – still operating in RCT through council – needs to be rolled out.
- D.T1.Q3.5.L
  Be able to try different jobs to get a feel for it.
- D.T7.Q3.4.L
  Year 11 should send people on work experience, it helps them decide what they want to do. Why has it stopped? Taster days perhaps.
- D.T7.Q3.5.L
  No false expectations.
- D.T6.Q3.11.L
  Introduce more time in work experience – too limited. But it needs to be supportive, help to guide, purposeful – more hands on experience needed.
- D.T7.Q3.6.L
  Commission should give more options to learners by making schools do work experience.
- C.T1.Q3.4.L
  Personal circumstances can sway you to choose the wrong course – benefitted from work experience / interviews.
- C.T1.Q3.11.L
  [Asked the question regarding work experience in Year 10]. Most has it for one week but had to source themselves.
- C.T1.Q3.12.L
  Some felt a week was not long enough.
- C.T2.Q3.5.L
  Work experience – left to source these opportunities yourself - apply yourself – university, you have to get there.
- C.T6.Q3.1.L
  Work experience led me to choose business admin.

### Views of Learners

### Views of Professionals

**Work experience:**
- C.T2.Q3.7.P
  Employers being made more socially responsible to provide [work experience] opportunities to yourselves instead of having to find them yourself.
### Measures which could support learners to make good choices

<table>
<thead>
<tr>
<th>Themes</th>
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<th>Views of Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course introduction / taster:</strong></td>
<td>- C.T7.Q3.3.L Could have a taste or introduction to course to see if it is suitable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- D.T1.Q3.1.L Introduction to the course and more information, including information from other students.</td>
<td></td>
</tr>
<tr>
<td><strong>Summer schools:</strong></td>
<td>- C.T8.Q3.7.L More information on summer schools – nothing provided in school, only found out by change and due to being self-motivated.</td>
<td></td>
</tr>
<tr>
<td><strong>Employer engagement:</strong></td>
<td>- D.T8.Q3.6.L More input and organised support from employers and providers would be beneficial.</td>
<td></td>
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<tr>
<td></td>
<td>- D.T8.Q3.8.L This would be very beneficial.</td>
<td></td>
</tr>
<tr>
<td><strong>Role models / mentors:</strong></td>
<td>- C.T5.Q3.4.L If someone comes into a setting, can be useful to show you.</td>
<td></td>
</tr>
<tr>
<td><strong>Information on career progression / employment prospects:</strong></td>
<td>- D.T2.Q3.6.L Young people should be given more information on career progression, salary, lifestyle etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- D.T2.Q3.2.L They want to know what is going to happen over the journey – timeline.</td>
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<tr>
<td></td>
<td>- C.T2.Q3.4.L What job applications come out after you finish.</td>
<td></td>
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</tbody>
</table>

**Employer engagement:**

- D.T8.Q3.7.P

The logistic and costs of this is difficult [reference to more support from employers and providers]. Needs additional funding – to facilitate this, school visits and drop-in sessions.
### ANNEX 5 – Supporting learners to make good choices in their course/s or provider/s

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<th>Views of Professionals</th>
</tr>
</thead>
</table>
| Measures which could support learners to make good choices | **Website / Internet / Social media:**  
- *D.T5.Q3.6.L*
  At the time I wanted to change career I had to do all the research myself and find it off the employers' word-of-mouth. It would have been really helpful if there was a website I could go to as I was no longer in school.  
- *D.T5.Q3.7.L*
  We are quite [a] proactive group so I think it's different for us. But there should be a website with all the information in one place, that is well advertised. One stop shop.  
- *C.T6.Q3.7.L*
  Good idea to have a website where you can put in your interests and it can advise you of courses and all associated info. E.g. transport, financial advice, childcare support.  
- *C.T4.Q3.6.L*
  Internet.  
- *C.T7.Q3.8.L*
  Need a website with all info available on pathways in one place – like UCAS does e.g. length of course, types of assignments, students’ perspective and linked together. Maybe include ratings and be able to directly compare options. Optimise use of ‘live chat’ technology. Confusion at present on where to look for information.  
- *C.T9.Q3.1.L*
  Should be a centralised point for learners to look – apprenticeship with a breakdown [of] role of Careers Wales / Jobcentre Plus to give information…. Unbiased organisation with individual you can speak to as a student – based on internet, message or e-mail at any time. Timed before GCSEs.  
- *C.T9.Q2.5.L*
  Recognise technology is changing, more options for young people.  
- *C.T10.Q3.4.L*
  Centralised search engine of providers / courses / what’s available.  

**Advertising career pathways:**  
- *C.T3.Q3.15.L*
  Advertising the wide range of apprenticeships available.  

- **Website / Internet / Social media:**  
- *C.T8.Q3.6.P*
  Provide a platform on line with all providers with options – Apprenticeships, college, training providers.  
- *C.T9.Q2.9.P*
  Create a social learner network, talk to peers.
### ANNEX 5 – Supporting learners to make good choices in their course/s or provider/s

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<td><strong>Measures which could support learners to make good choices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advertising career pathways:</strong></td>
<td>- C.T3.Q3.16.L Providing a link back to school for Year 9-10 (choosing options) and for post year 11.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- C.T5.Q3.5.L Needs more advertising.</td>
<td></td>
</tr>
<tr>
<td><strong>Local libraries:</strong></td>
<td>- C.T4.Q3.5.L Local libraries.</td>
<td></td>
</tr>
<tr>
<td><strong>Support to develop ‘life skills’ / ‘soft skills’:</strong></td>
<td>- C.T5.Q3.2.L Class on top of education – financial class, routes for learning life skills, ‘life education class’, know different routes to take. More of Careers Wales. Would have liked to have known more. I felt lost after school, possibly that’s why I ended up as a young parent, a step to adulthood, as I didn’t have a pathway to follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Engaging older learners:</strong></td>
<td>- C.T5.Q3.8.L Feels like you’re not allowed education when you’re older.</td>
<td></td>
</tr>
<tr>
<td><strong>Engaging older learners:</strong></td>
<td>- C.T7.Q3.9.P Rules change on eligibility for courses e.g. on age, prior qualifications. Some colleagues at work excluded due to age. Some routes not made that obvious e.g. apprenticeships or assume not available / eligible. Mentality that only available to younger people.</td>
<td></td>
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<tr>
<td></td>
<td>- C.T7.Q3.10.P Organisations could come to you at work or locally to motivate / provide more information.</td>
<td></td>
</tr>
</tbody>
</table>
### ANNEX 5 – Supporting learners to make good choices in their course/s or provider/s

Key for comment coding reference: D/C (Deganwy / Cardiff event) | Tx (Table number) | Qx (Question number) | Z (Comment identifier) | L/P (Learner / Professional)

<table>
<thead>
<tr>
<th>Themes</th>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
</table>
| Whose role is it to provide help? | **Welsh Government / new Commission – yes, should have a role:**  
- D.T2.Q3.1.L  
  Young people felt that progress in advice is key and Welsh Government should play some role. Entry requirements needs to be more explicit.  
- C.T7.Q3.7.L  
  Welsh Government should play a part and lots of routes of advice.  
- D.T4.Q3.1.L  
  [The Commission] should have role in making decisions about choices in courses and providers.  
- D.T11.Q3.1.L  
  Everybody agrees that there is a need for the Commission to be part of the process to help.  
- D.T10.Q3.9.L  
  For learners who don’t have support from families to decide on their future courses and careers, the Commission should play a role in this. Better careers and course advice needed across the board to help learners make informed decisions.  
- C.T3.Q3.1.L  
  When you leave school, you don’t know enough so the new Commission would be someone who could take a lead.  
- C.T3.Q3.6.L  
  Would have been nice to know full range of options – perhaps the commission could make sure those structures are in place.                                                                 | **Welsh Government / new Commission – yes, should have a role:**  
- D.T5.Q3.3.P  
  Commission should get involved in making sure there’s advice in schools.                                                                                                                                              |
|                         | **Welsh Government / new Commission – unsure / yes, have a role, but...**  
- D.T3.Q3.6.L  
  Commission should remain ‘objective’.  
- C.T3.Q3.3.L  
  Would like to know what is the Commission’s ‘remit’.                                                                                                                                                                    |                                                                                                                                                                                                                         |
|                         | **Welsh Government / new Commission – not best placed to advise:**  
- D.T3.Q3.4.L  
  New Commission not best place – mentoring more – act as a mentor.                                                                                                                                                      |                                                                                                                                                                                                                         |
|                         | - D.T4.Q3.2.L  
  How can it [the Commission] be trusted to make ‘good’ decisions.                                                                                                                                                      |                                                                                                                                                                                                                         |
### ANNEX 5 – Supporting learners to make good choices in their course/s or provider/s

Key for comment coding reference:  
- D/C (Deganwy / Cardiff event)  
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<tr>
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</table>
| Whose role is it to provide help? | **Welsh Government / new Commission – not best placed to advise:**  
- *D.T10.Q3.1.L*  
New Commission should not play a part, would not be impartial, may be a conflict of interest. Would they understand the learners’ needs?  

**Careers Wales:**  
- *D.T9.Q3.3.L*  
Children unsure about uni or college or vocational training etc. e.g. for art, which would be best? Who could advise them? Careers Wales.  
- *C.T1.Q3.5.L*  
Learner said they would go to Careers Wales for advice and would recommend them for any peer group to turn to for advice.  
- *C.T1.Q3.6.L*  
Parent guided learners to Careers Wales.

**Schools:**  
- *C.T5.Q3.1.L*  
Schools responsibility (more than just teaching you Maths, English).  
- *D.T6.Q3.9.L*  
Schools should not be worried about league tables.  
- *D.T3.Q3.2.L*  
Manipulate grades in schools – school incentivised.  
- *D.T8.Q3.10.L*  
School more focused on getting the outcomes.  
- *C.T8.Q3.2.L*  
School biased – don’t ask what you want to do – need the advice early – possibly Year 10/11 – even earlier.

**Peers:**  
- *C.T1.Q3.7.L*  
Work-based provider used on table by word of mouth from friendship group, not Careers Wales or Career Advisors.

---

**Careers Wales:**  
- *D.T11.Q3.3.P*  
Strengthen the role of Careers Wales service post-16.  
- *C.T8.Q3.1.P*  
Careers advisors if school not providing it.  
- *D.T8.Q3.11.P*  
Where is the input of careers routes and advice? By who?
ANNEX 5 – Supporting learners to make good choices in their course/s or provider/s

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<tbody>
<tr>
<td>Whose role is it to provide help?</td>
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<tr>
<td><strong>Peers:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.T9.Q2.7.L</td>
<td>Something needed to ask questions and provide guidance on progression including guidance – potentially another learner further on the pathway.</td>
<td></td>
</tr>
<tr>
<td><strong>Family:</strong></td>
<td></td>
<td></td>
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<tr>
<td>C.T2.Q3.10.L</td>
<td>A lot of parents don’t know what is going on. Her Mum is not interested in her career pathway because she doesn’t understand the career.</td>
<td></td>
</tr>
<tr>
<td>D.T1.Q3.3.L</td>
<td>Families are an important source of information.</td>
<td></td>
</tr>
<tr>
<td>D.T8.Q3.9.L</td>
<td>Family background, upbringing and aspiration is important, but not always positive – develop ambition?</td>
<td></td>
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<tr>
<td><strong>Learner coaches:</strong></td>
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<tr>
<td>C.T4.Q3.3.L</td>
<td>Learner coaches providing directions.</td>
<td></td>
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<tr>
<td><strong>Combined responsibility:</strong></td>
<td></td>
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<tr>
<td>D.T5.Q3.5.L</td>
<td>It needs to be schools / Welsh Government / employers making sure this support is out there.</td>
<td></td>
</tr>
<tr>
<td>D.T8.Q3.3.L</td>
<td>Do teachers / Commission understand what’s best for me?</td>
<td></td>
</tr>
<tr>
<td>D.T8.Q3.13.L</td>
<td>[Who’s responsible?] Me, teachers, some from family. Specific support from trained staff</td>
<td></td>
</tr>
<tr>
<td>C.T7.Q3.2.L</td>
<td>Should be someone with detailed knowledge of courses, maybe employed by provider?</td>
<td></td>
</tr>
<tr>
<td><strong>Family:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.T1.Q3.1.P</td>
<td>Questions posed by professional – If you wanted to change courses / occupation, how would you find out how to do it?</td>
<td></td>
</tr>
<tr>
<td>C.T1.Q3.9.P</td>
<td>Everyone relies on friend or family for them to find out about grant available.</td>
<td></td>
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<tr>
<td>C.T2.Q3.9.P</td>
<td>Parents in schools have a responsibility.</td>
<td></td>
</tr>
<tr>
<td>C.T2.Q3.12.P</td>
<td>Do you think parents understand about apprenticeships?</td>
<td></td>
</tr>
<tr>
<td>Themes</td>
<td>Views of Learners</td>
<td>Views of Professionals</td>
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<tr>
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</tbody>
</table>
| Whose role is it to provide help? | **Don’t know:**  
- C.T3.Q3.2.L  
Ultimately, we don’t know whose responsibility it is to inform learners to move forward. |                       |
| Recommendations for provision of information, advice and guidance | **Timing:**  
- D.T4.Q3.4.L  
Advice needs to be earlier on in school career.  
- D.T10.Q3.4.L  
This advice needs to come much earlier than it currently does, as it currently is left until GCSEs and the pressure of getting the best grades.  
- D.T4.Q3.7.L  
Choices and options need to happen in Year 9 when GCSE choices are being made.  
- D.T6.Q3.2.L  
Need the guidance really early on.  
- D.T11.Q3.4.L  
Need more information earlier.  
- D.T6.Q3.3.L  
Only had a group careers officer who had limited information – need further individual support earlier. |                       |
|                              | **Impartial:**  
- D.T4.Q3.5.L  
Needs to be non-partisan.  
- D.T3.Q3.3.L  
1-1 bias. Decentralised?  
- D.T3.Q3.1.L  
Guidance over influence – streamlined.  
- D.T7.Q3.3.L  
Has to be unbiased advised, the young people know what is good for them, doesn’t have to be told. |                       |
## ANNEX 5 – Supporting learners to make good choices in their course/s or provider/s

<table>
<thead>
<tr>
<th>Themes</th>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommendations for provision of information, advice and guidance</strong></td>
<td><strong>Impartial:</strong></td>
<td><strong>Impartial:</strong></td>
</tr>
<tr>
<td></td>
<td>There has to be a central hub to phone / e-mail etc. which can provide support and information. Separate from where they are being educated – so that it’s unbiased.</td>
<td>Colleges can misadvise to get bums on seats.</td>
</tr>
<tr>
<td></td>
<td>Impartiality is key.</td>
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<tr>
<td></td>
<td>- C.T10.Q3.1.L</td>
<td></td>
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<td></td>
<td>Would need to be fully impartial and have extensive knowledge of every sector and provider. Risk of bias.</td>
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<td></td>
<td>- D.T6.Q3.4.L</td>
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<tr>
<td></td>
<td>The choices at year 9 should be made clearer, needing further guidance but by an external person, not parent / teacher. Needs to be often not one off.</td>
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<tr>
<td></td>
<td>- C.T4.Q3.2.L</td>
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<tr>
<td></td>
<td>Teachers encouraging students to progress to 6th form – other optional routes.</td>
<td></td>
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<tr>
<td></td>
<td>- C.T10.Q3.2.L</td>
<td></td>
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<tr>
<td></td>
<td>Should be learner-led and information given in best interests for the learner not providers etc. or to meet targets.</td>
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<td></td>
<td><strong>Individualised:</strong></td>
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<td></td>
<td>- D.T6.Q3.8.L</td>
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<td></td>
<td>Individualise all support.</td>
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<td></td>
<td>- C.T2.Q3.1.L</td>
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<tr>
<td></td>
<td>Provide each student with the support they need.</td>
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<td></td>
<td>- D.T6.Q3.7.L</td>
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<td></td>
<td>Should be measured as an individual.</td>
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<td></td>
<td>- D.T8.Q3.12.L</td>
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<tr>
<td></td>
<td>Should be encouraged to develop a personal career pathway – Where to you want to go? What’s your interest and ambition? What do you need to get there? Support?</td>
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<td></td>
<td>- C.T5.Q3.3.L</td>
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<td></td>
<td>One on one. Social media?</td>
<td></td>
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<td></td>
<td>- D.T2.Q3.3.L</td>
<td></td>
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<tr>
<td></td>
<td>Providers should try and find out as much information from the learners so advice can be more tailored.</td>
<td></td>
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</tbody>
</table>
## ANNEX 5 – Supporting learners to make good choices in their course/s or provider/s

**Key for comment coding reference:**

- **D/C** (Deganwy / Cardiff event)
- **Tx** (Table number)
- **Qx** (Question number)
- **Z** (Comment identifier)
- **L/P** (Learner / Professional)

### Themes

<table>
<thead>
<tr>
<th>Recommendations for provision of information, advice and guidance</th>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individualised:</strong></td>
<td>- C.T7.Q3.5.L Day centre or social worker could help as they know you personally.</td>
<td></td>
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<tr>
<td></td>
<td>- D.T8.Q3.1.L Help to be guided is good – but will I be steered in the right direction? Will I get the right information to go in the right direction?</td>
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<td></td>
<td>- D.T4.Q3.3.L Will be expensive to give good personalised advice appropriate to each learner.</td>
<td></td>
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<tr>
<td><strong>Localised:</strong></td>
<td>- C.T7.Q3.1.L Local person near to home with local knowledge of area, providers.</td>
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<tr>
<td></td>
<td>- C.T7.Q3.4.L Cardiff widening access department go out to schools and local community to provide information and advice.</td>
<td></td>
</tr>
<tr>
<td><strong>Face-to-face:</strong></td>
<td>- C.T8.Q3.5.L Would prefer face-to-face support – don’t always get answers online.</td>
<td></td>
</tr>
<tr>
<td><strong>Standardised / Central point of contact:</strong></td>
<td>- C.T9.Q2.8.L Separate programmes needed but same process. One body of information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- C.T9.Q2.4.L [In response to question from professional, C.T9.Q3.3.P, ‘how do they get information] Old school; prospectus for adults; more advice available as they don’t have a central point or background knowledge.</td>
<td></td>
</tr>
<tr>
<td><strong>Face-to-face:</strong></td>
<td>- C.T2.Q3.8.P Careers – online or sitting face-to-face. Human support – [learners] want that support – ask more questions, better information.</td>
<td></td>
</tr>
</tbody>
</table>


## ANNEX 5 – Supporting learners to make good choices in their course/s or provider/s

### Key for comment coding reference:
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### Themes

<table>
<thead>
<tr>
<th>Comment unclear / unsure how to categorise for evaluation</th>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>- D.T5.Q3.1.L</td>
<td>I don’t know why you wouldn’t do that. Why would you let people do it blind?</td>
<td></td>
</tr>
<tr>
<td>- D.T7.Q3.7.L</td>
<td>Too much emphasis is on uniforms and hair. Learners would be more relaxed and learn more if less emphasis was given to uniform.</td>
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</table>
ANNEX 6

Feedback on the theme of:

*Welsh language in PCET*
### ANNEX 6 – Welsh language in PCET

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<tr>
<th>Themes</th>
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</thead>
</table>
| Importance of learning/studying in Welsh | **Positive comments about importance of learning / studying in Welsh:**  
- *D.T9.Q4.2.L*  
  Good to learn Welsh to understand everyone; business deals; job opportunities.  
- *C.T1.Q4.9.L*  
  Another learner felt as though it should be compulsory in school as they felt they would drop the subject, due to its difficulty in learning.  
- *C.T1.Q4.3.L*  
  Would like to get back to speaking Welsh daily.  
- *C.T2.Q4.6.L*  
  Best to provide Welsh / assignment can be written in Welsh and then the college will get these translated.  
- *C.T2.Q4.8.L*  
  [Welsh is] compulsory in schools – it should continue in FE – equal access – encouraging non-Welsh speakers to take it up.  
- *C.T2.Q4.9.L*  
  [Welsh language standards] should be encouraged on to FE.  
- *C.T2.Q4.10.L*  
  [Welsh language standards] to be proud of it.  
- *C.T3.Q4.9.L*  
  There should be more Welsh medium schools. Needs to be at least half and half.  
- *C.T5.Q4.7.L*  
  Think it would be beneficial in learning for those who want to.  
- *C.T5.Q4.8.L*  
  Should have opportunities to speak Welsh outside.  
- *C.T8.Q3.3.L*  
  Would have been nice to have had choice to learn.  
- *C.T9.Q4.2.L*  
  Welsh speakers should be allowed to learn via medium of Welsh.  
- *C.T9.Q4.7.L*  
  Very important Welsh is history, needs to be categorised for the benefits for the future.  
- *C.T9.Q4.8.L*  
  Importance of Welsh to Welsh speakers – learn through the medium of Welsh. |
**Themes** | **Views of Learners** | **Views of Professionals**
---|---|---
**Importance of learning / studying in Welsh** | **Positive comments about importance of learning / studying in Welsh:**
- *D.T5.Q4.2.L*
  Welsh language needs to be more valued as a skill for the workplace.
- *D.T7.Q4.3.L*
  Some bilingual training would be useful.
  Would like the chance to learn more Welsh.
- *D.T3.Q4.3.L*
  Uni – wish learnt more Welsh in school.
- *D.T7.Q4.2.L*
  Important because it’s needed.
- *D.T7.Q4.4.L*
  Should be encouraged but should be an option for the individual.
- *D.T7.Q4.5.L*
  Should be offered everywhere as an option. Understand that some technical 
  apprenticeships can’t always be offered bilingually.
- *D.T10.Q4.2.L*
  Some have experience of not being successful in job interviews because of not being able 
  to speak Welsh so opportunity to learn is crucial.
- *C.T3.Q4.6.L*
  Take the option away. Make it mandatory like maths.

**Neutral / mixed opinions about importance of learning / studying in Welsh:**
- *D.T8.Q4.3.L*
  The importance of studying in Welsh depends on the career path you wish to take.
- *C.T1.Q4.8.L*
  Learners feel as though the language of Welsh should be optional not compulsory in 
  school.
- *C.T2.Q4.3.L*
  Mixed opinion. Her sister’s daughter goes to a Welsh school but she is really struggling with 
  English.
- *C.T2.Q4.5.L*
  Some jobs are not going to ask for Welsh speakers.

**Neutral / mixed opinion comments about importance of learning / studying in Welsh:**
- *D.T8.Q4.5.P*
  [In response to D.T8.Q4.4.L] Maybe the case in coastal areas, 
  but in land and not with the older population.
### Importance of learning / studying in Welsh

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<td>Neutral / mixed opinions about importance of learning / studying in Welsh:</td>
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<tr>
<td>-</td>
<td>Will travel anyway and work outside of Wales because of employment opportunities.</td>
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<td>-</td>
<td>Welsh important? No – depending on what future career is – Welsh teacher?</td>
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<td>-</td>
<td>Not many people speaking Welsh in my area.</td>
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<td>-</td>
<td>School by school basis – majority of population do not care about being taught in Welsh, however, it is culture and heritage of Wales – balance required</td>
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<td>-</td>
<td>They should have the opportunity but should consider English too because it is such a commonly spoken language.</td>
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<td>-</td>
<td>You should be able to study any course at any institution in Welsh. Currently, a feeling that you have to study a limited choice of courses at a specific institutions to be able to do this.</td>
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<td>-</td>
<td>Some young people said schools told them their choices will be limited by not knowing Welsh.</td>
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<td>-</td>
<td>Is the ‘quality’ of teacher more important (knowledge of subject), than being able to speak Welsh?</td>
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<tr>
<td>-</td>
<td>So long as Welsh is respected, don’t mind. Aware that not all tutors are bilingual and not all learners are speakers of Welsh.</td>
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<td>-</td>
<td>Could be a barrier in some trades – but is definitely important.</td>
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<tr>
<td>-</td>
<td>Shouldn’t be compulsory – useful but not necessary. More important to learn about the Welsh heritage than the language. Important, but not too intense.</td>
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</table>
### Importance of learning / studying in Welsh

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<tbody>
<tr>
<td><strong>Neutral / mixed opinions about importance of learning / studying in Welsh:</strong></td>
<td>- C.T3.Q4.4.L Pressure of Welsh language is stepping up massively. Doubling cost of work, doubling timescales. Do we leave it as this level and let it grow? Or do we force it further onto people? Being made to do a full course GCSE can push people the other way.</td>
<td></td>
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<td></td>
<td>- D.T8.Q4.4.L The Welsh language is not seen as being important to learn as there are very few opportunities to speak Welsh – so why should it be used?</td>
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<tr>
<td></td>
<td>- C.T1.Q4.1.L Welsh was just a compulsory lesson, learner felt they did not want to be forced to sit Welsh and would have liked to drop it in Year 9.</td>
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<td></td>
<td>- C.T1.Q4.2.L They felt on the table Welsh was a ‘dying language’.</td>
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<td></td>
<td>- C.T1.Q4.6.L Some feel it can hold them back by learning in the mode of Welsh on making decisions to go to university in England.</td>
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<tr>
<td></td>
<td>- C.T7.Q4.1.L One learner resistant to having to speak / learn Welsh. Felt he was treated differently for wanting to use English and forced to learn Welsh. Through working with Welsh speakers, start to recognise Welsh words.</td>
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<tr>
<td></td>
<td>- C.T9.Q4.1.L Forced to take Welsh, rather be forced to take a different language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- C.T1.Q4.5.L Learners experience of going to a Welsh school; struggle when they go to college as they struggle with their English.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- C.T7.Q4.3.L One learner has fluent Welsh but finds things easier to do in English.</td>
<td></td>
</tr>
</tbody>
</table>
**ANNEX 6 – Welsh language in PCET**

Key for comment coding reference:  
- D/C (Deganwy / Cardiff event)  
- Tx (Table number)  
- Qx (Question number)  
- Z (Comment identifier)  
- L/P (Learner / Professional)

<table>
<thead>
<tr>
<th>Themes</th>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunities to learn through medium of Welsh</strong></td>
<td><strong>Positive comments about opportunities available:</strong></td>
<td><strong>Positive comments about opportunities available:</strong></td>
</tr>
<tr>
<td></td>
<td>They try to include Welsh in the college.</td>
<td>Noted following question to learners around the table – 2/6 learners partial Welsh speakers. 5/6 learners were offered the opportunity to study in Welsh.</td>
</tr>
<tr>
<td></td>
<td>- <em>D.T3.Q4.1.L</em></td>
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</tr>
<tr>
<td></td>
<td>FE / Welsh medium options are available 6th form.</td>
<td></td>
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<tr>
<td></td>
<td>- <em>D.T5.Q4.3.L</em></td>
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<tr>
<td></td>
<td>Some of our college courses are provided bilingually but only if our tutor speaks Welsh.</td>
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<tr>
<td></td>
<td>- <em>C.T1.Q4.4.L</em></td>
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<tr>
<td></td>
<td>Learner offered a choice of having some lessons in Welsh in college.</td>
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<tr>
<td></td>
<td>- <em>C.T2.Q4.4.L</em></td>
<td></td>
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<tr>
<td></td>
<td>Option is there to speak Welsh.</td>
<td></td>
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<tr>
<td></td>
<td>- <em>C.T3.Q4.1.L</em></td>
<td></td>
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<tr>
<td></td>
<td>Option was always available in uni to learn in Welsh. Also with training provider.</td>
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<tr>
<td></td>
<td>- <em>C.T6.Q4.1.L</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Welsh speaker at primary and secondary and have been given opportunity to study at Cardiff and Vale College bilingually. Lots of ways / opportunities for people to learn Welsh.</td>
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<tr>
<td></td>
<td>- <em>C.T3.Q4.3.L</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are plenty of opportunities to learn Welsh and to learn in Welsh.</td>
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<tr>
<td></td>
<td><strong>Neutral / mixed opinions about opportunities available:</strong></td>
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<tr>
<td></td>
<td>- <em>D.T1.Q4.3.L</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Depends on the area within Wales.</td>
<td></td>
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<tr>
<td></td>
<td>- <em>D.T2.Q4.2.L</em></td>
<td></td>
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<tr>
<td></td>
<td>It was felt that there was provision if learners wanted it but for example, at Airbus, the primary language is English.</td>
<td></td>
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<tr>
<td></td>
<td>- <em>D.T8.Q4.10.L</em></td>
<td></td>
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<tr>
<td></td>
<td>Equal opportunities – yes. Are these accessible for all? No – limited Welsh language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <em>C.T2.Q4.7.L</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT – don’t know if they offer courses in Welsh.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <em>C.T8.Q4.1.L</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In school (Caerphilly) not all students able to take Welsh – those who speak Welsh fluently are unable to use / study in English as not sure of translation.</td>
<td></td>
</tr>
</tbody>
</table>

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## Opportunities to learn through medium of Welsh

### Neutral / mixed opinions about opportunities available:
- **D.T4.Q4.7.L**
  More informal opportunities to speak and practice Welsh.
- **D.T8.Q4.2.L**
  Told that if my Welsh was not good enough at speaking Welsh, then studying through Welsh is not an option.
- **D.T10.Q4.1.L**
  One learner was given an opportunity to learn Welsh as part of her course, but lessons clashed with lectures as part of the course.
- **C.T3.Q4.13.L**
  Some boroughs have different levels of Welsh language.

### Negative comments about opportunities available:
- **D.T4.Q4.1.L**
  Options not really equal. Even though you can do the assignments in Welsh – the course isn’t in Welsh. Makes it awkward – did it in English in the end.
- **D.T4.Q4.3.L**
  Not offered - no choice. First language Welsh speaker disadvantaged by English language courses.
- **D.T5.Q4.1.L**
  Our apprenticeships are not available in Welsh.
- **D.T2.Q4.3.L**
  Staff at Airbus would struggle if Welsh was first language.
- **C.T3.Q4.10.L**
  A lot of trainers come from other UK countries, subject specialists, and can’t provide training in Welsh language.
- **D.T6.Q4.3.L**
  Not offered in high school which disadvantaged some.
- **D.T6.Q4.4.L**
  Not enough Welsh language opportunities.
  Not enough Welsh in schools. Consider geographical aspects – living in north west Wales, there are students from England and Wales.

### Neutral / mixed opinions about opportunities available:
- **D.T11.Q4.2.P**
  Universities offer some courses the medium of Welsh but there is a lack of staff who are bilingual to assess.

### Negative comments about opportunities available:
  No continuation after compulsory education in Welsh.
- **D.T11.Q4.1.P**
  Open university – predominantly English
### Opportunities to learn through medium of Welsh

**Negative comments about opportunities available:**
- **D.T7.Q4.1.L**
  - Not an option in some providers.
- **D.T10.Q4.3.L**
  - One learner who wanted to submit assignments in Welsh faced difficulties: course material all English, reading lists only featured English language books, and Welsh language assessments had to be submitted 2 weeks before the equivalent assessment in English.
- **D.T10.Q4.4.L**
  - Other experiences of being told you can have resources in Welsh, but when actually requested the material wasn’t available.
- **C.T3.Q4.2.L**
  - Issue in university, I opted to learn in Welsh, but the assignments could be written in Welsh – but the examiner has to have it translated into English.
- **D.T10.Q4.5.L**
  - Also, one learner told that they weren’t allowed to submit assignments in Welsh and shouldn’t speak Welsh on their course.
- **D.T10.Q4.7.L**
  - Responsibility on institutions to proactively provide materials and resources in both languages so that learners can choose which language they would like to study in, rather than have to constantly ask for materials in Welsh, and sometimes to find out that those materials are not available.
- **C.T2.Q4.1.L**
  - Didn’t get the support to speak Welsh (ACT).
- **C.T4.Q4.1.L**
- **C.T5.Q4.3.L**
  - I would like opportunities to learn Welsh but never offered.
- **C.T6.Q4.2.L**
  - Not given option in school to learn Welsh. Find languages difficult, feel disadvantaged re: priorities given to Welsh speakers.
- **C.T6.Q4.3.L**
  - At Cardiff and Vale College I don’t have the option to learn Welsh alongside what I’m studying.
### Opportunities to learn through medium of Welsh

<table>
<thead>
<tr>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Negative comments about opportunities available:</strong></td>
<td></td>
</tr>
<tr>
<td>Another learner wasn’t offered the opportunity to learn Welsh at school as had to go to additional support classes.</td>
<td>A young person on the table has achieved a grade B in GCSE Welsh but does not feel comfortable / confident in speaking Welsh? What has the education achieved?</td>
</tr>
<tr>
<td>Too many opportunities.</td>
<td>Review the way Welsh education is taught.</td>
</tr>
<tr>
<td>More work needs to be done outside of the education setting with communities being more inclusive i.e. being kinder – helping to include English speakers.</td>
<td>Confidence of Welsh speakers to gain a job.</td>
</tr>
</tbody>
</table>

### Quality / Relevance of current Welsh language teaching

<table>
<thead>
<tr>
<th>Views of Learners</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Conversational Welsh:</strong></td>
<td></td>
</tr>
<tr>
<td>More Welsh classes easier – compulsory. Level of teaching Welsh was variable. Focus on conversational Welsh should be stronger.</td>
<td>A young person on the table has achieved a grade B in GCSE Welsh but does not feel comfortable / confident in speaking Welsh? What has the education achieved?</td>
</tr>
<tr>
<td>Welsh language teaching is focused on passing the exam rather than conversational Welsh and as a language for conversation and communication.</td>
<td>Review the way Welsh education is taught.</td>
</tr>
<tr>
<td>The way the Welsh language is taught from primary to secondary schools does not prepare young people to learn and speak Welsh.</td>
<td>Confidence of Welsh speakers to gain a job.</td>
</tr>
</tbody>
</table>

**Workplace Welsh:**

- D.T4.Q4.9.L
  Those moving out of school – don’t have Welsh language for work.
- D.T3.Q4.6.L
  Welsh in the workplace type content [is] better. What is being taught? Is it sufficient?
- C.T1.Q4.10.L
  If learners were made aware of future job opportunities they would have taken the subject of Welsh more seriously in school.
- D.T3.Q4.5.L
  Welsh NVQ more relevant [than] GCSE.
### Annex 6 – Welsh Language in PCET

**Key for comment coding reference:**
- D/C (Deganwy / Cardiff event)
- Tx (Table number)
- Qx (Question number)
- Z (Comment identifier)
- L/P (Learner / Professional)

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<th>Views of Professionals</th>
</tr>
</thead>
</table>
| Quality / Relevance of current Welsh language teaching | **Workplace Welsh:**  
- C.T7.Q4.5.L  
  Public facing organisations expect staff to be bilingual to support customers in their chosen language.  
- C.T6.Q4.4.L  
  Feel discriminatory that some jobs are for Welsh speakers only.  

**General comments about quality / relevance of Welsh language teaching:**
  The way Welsh is taught needs to be revised.  
- D.T1.Q4.4.L  
  Welsh is not taught in schools to help you in the future.  
- C.T3.Q4.16.L  
  GCSE Welsh is taught differently than A’ Level.  
- C.T4.Q4.7.L  
  Teachers aren’t engaged in teaching Welsh.  
- C.T4.Q4.8.L  
- D.T10.Q4.6.L  
  Lecturers should introduce basic Welsh terms into courses so that people can learn key terminology in both languages.  
  Welsh needs to be made more interesting [e.g. Welsh culture]. Just learnt for exams.  
- D.T6.Q4.5.L  
  Mandatory opportunities are spoon-fed, needs to be fun!! |

| Improving the opportunities to learn in Welsh, and engagement with these opportunities | **Funding / resources for Welsh language learning:**
- C.T2.Q4.13.L  
- C.T3.Q4.11.L  
  Commission should give more funding opportunities for staff to be able to deliver. Financial incentives.  
- D.T11.Q4.3.L  
  Lack of resources both learning and revising in respect of the Welsh language.  

|                                           | **Funding / resources for Welsh language learning:**
|-------------------------------------------|---------------------------------------------------|
|                                           | D.T2.Q4.4.P  
  Some universities offer financial support if students study modules through the medium of Welsh.  |
### Improving the opportunities to learn in Welsh, and engagement with these opportunities

#### Funding / resources for Welsh language learning:
- **C.T4.Q4.3.L**
  Get resources – teachers who can deliver subjects in Welsh.
- **C.T9.Q4.4.L**
  Providing in Welsh is a hardship, funding, lack of tutors.
- **D.T5.Q4.4.L**
  We need more funding for vocational and FE courses through the medium of Welsh.
- **D.T1.Q4.8.L**
  May not be financially viable.
  Funding being used for Welsh – proportion?
  Money spent on Welsh, people forced to do it.
  Set money aside, if it’s not used, re-invest money.
- **C.T10.Q4.1.L**
  Amount of money put into Welsh language is disproportionate to those that speak it.
- **C.T10.Q4.3.L**
  Too much money spent on ensuring all courses available in Welsh when learners are struggling in other subjects.

#### Provision:
- **C.T4.Q4.2.L**
  Options of Welsh placements.
- **D.T3.Q4.4.L**
  Wish more teaching done in Welsh if appropriate.
- **D.T9.Q4.3.L**
  Include Welsh in multi-language course.
- **D.T6.Q4.11.L**
  A Welsh-speaking college (not only Welsh schools).
- **D.T3.Q4.2.L**
  Access to learning language.

#### Views of Learners

#### Views of Professionals

#### Funding / resources for Welsh language learning:
- **C.T7.Q4.2.P**
  Lack of Welsh speaking tutors to deliver courses e.g. PCET. Difficult when a small organisation where only one tutor per subject and they are not bilingual. Important that whole course is available through Welsh, not just modules. Not enough resources or tutors available in Welsh.

#### Provision:
- **D.T8.Q4.11.P**
  Use of fully immersive opportunities to use Welsh.
- **C.T3.Q4.7.P**
  If Welsh language is integral, it would grow naturally.
### Improving the opportunities to learn in Welsh, and engagement with these opportunities

<table>
<thead>
<tr>
<th>Themes</th>
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<th>Views of Professionals</th>
</tr>
</thead>
</table>
| **Provision:**                  | - **D.T6.Q4.7.L**  
Welsh language needs to be consistent, not intermittent.  
- **C.T3.Q4.5.L**  
Why do some do full course and others do short course?                                                                                                                                                                                                 | **Promotion of Welsh language:**  
- **D.T8.Q4.8.P**  
Need for greater awareness and promotion through parents to promote Welsh language.  
- **C.T9.Q4.3.P**  
Adult learner do not see demand in Cardiff to teach in Welsh.                                                                                                                                                                                                 |
| **Promotion of Welsh language:** | - **C.T4.Q4.4.L**  
Advertising – opportunities in Welsh.  
- **D.T11.Q4.4.L**  
It is necessary for the Commission to promote the Welsh language – the opportunities and the advantages of being bilingual.                                                                                                                                                                                                 |                                                                                                                                                                                                 |
| **Age:**                        | - **D.T1.Q4.5.L**  
We are brought up speaking English and not Welsh from an early age unlike Germany.  
- **D.T4.Q4.4.L**  
Promote more classes to learn Welsh. Need to do it at an early age.  
- **D.T6.Q4.8.L**  
Needs to be from an early age.  
- **D.T9.Q4.4.L**  
Welsh pre-school.  
- **C.T3.Q4.8.L**  
16+ is a bit late to introduce.                                                                                                                                                                                                 |                                                                                                                                                                                                 |
| **Duration of classes:**        | - **D.T1.Q4.7.L**  
Only taught in the Welsh lesson in school not in other lessons.  
- **D.T6.Q4.10.L**  
More time in the week (more than 1 hour a week).  
- **C.T3.Q4.15.L**  
There needs to be more – an hour a week is not enough.                                                                                                                                                                                                 |                                                                                                                                                                                                 |
### Improving the opportunities to learn in Welsh, and engagement with these opportunities

<table>
<thead>
<tr>
<th>Themes</th>
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<th>Views of Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- C.T5.Q4.9.L Should have more help or offered more. Made me feel quite low after results in school. Had to find my own way.</td>
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<tr>
<td></td>
<td>- C.T5.Q4.2.L When I moved no one helped me to understand Welsh.</td>
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<tr>
<td></td>
<td>- C.T9.Q4.11.L Benefit if Welsh is spoken elsewhere.</td>
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<tr>
<td></td>
<td>- C.T5.Q4.6.L Difficult learning Welsh in school; speak it, but not at home.</td>
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<tr>
<td><strong>Standards:</strong></td>
<td>- D.T11.Q4.5.L Establish the standards and review this.</td>
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<td></td>
<td>- C.T3.Q4.12.L Would like to see the Commission embedding Welsh.</td>
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<td></td>
<td>- C.T6.Q4.5.L New government standards – unfair / fines. More difficult to communicate if not a Welsh speaker. We have to send all comms to be translated, takes time.</td>
<td>Consultation:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- C.T9.Q4.14.L Opinions should be further consulted once Commission is complete.</td>
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</tbody>
</table>
### ANNEX 6 – Welsh language in PCET

<table>
<thead>
<tr>
<th>Themes</th>
<th>Views of Learners</th>
<th>Views of Professionals</th>
</tr>
</thead>
</table>
| **Comment unclear / unsure how to categorise for evaluation** | - C.T2.Q4.2.L  
  It came in compulsory after a year she left.  
- C.T4.Q4.5.L  
  [Welsh] compulsory in school.  
- D.T6.Q4.13.L  
  Know French better than Welsh – not good.  
- D.T8.Q4.7.L  
  Issue with a number of people moving into Wales from England.  
- C.T5.Q4.1.L  
  Natural thing to speak or hear Welsh.  
- C.T5.Q4.5.L  
  Wouldn’t [work] for me personally. |
ANNEX 7

Transcripts from audience feedback sessions at the events
Deganwy Event – 4 October 2017

Iorwerth Griffiths – Llywodraeth Cymru

Un neu ddau beth daeth allan o’r sgwrs ddiwethaf yna, o’r bwrdd yma, oedd, mai’n bwysig iawn os oes darpariaeth Cymraeg bod hefyd yr adnoddau ar gael ar yr un pryd yn y Gymraeg. A hefyd mae’n bwysig iawn i'r Gomissiwn newydd osod safonau o ran darpariaeth Gymraeg ond hefyd sicrhau bod hynny’n digwydd. ‘Da ni’n cael esiamplau yn fan hyn o gyrsiau yn cael ei chynnig yn y Gymraeg ond wedyn pobl yn dweud ‘O well, medru ni ddim asesu fe yn y Gymraeg, chi dal yn siŵr eich bod chi eisiau ei gwneud o yn y Gymraeg?’ Felly mae rhaid neud yn siŵr bod yna safonau o ran disgybliaeth Gymraeg ond sicrhau bod hynny’n digwydd. Ond hefyd, wedyn, ei bod yn cael ei arolygu rhyw ffordd neu'i gilydd i sicrhau bod o’n digwydd ar y llawr.

One or two things came out of the last conversation from this table, was, that it is very important, if there is Welsh provision, that the resources are also available in Welsh. It is also very important for the new Commission to set standards in terms of Welsh language provision but also to ensure that the standards happen. We get examples here of courses offered in Welsh but then people say 'Well, we can’t assess it in Welsh, are you sure you still want to do the course in Welsh?' So we have to make sure there are standards of what providers are expected to offer. But also, then, that the standards are being inspected somehow or another to make sure they are adhered to.

Head of Sixth Form, Prestatyn High

"I think one of the themes that came out strongly, particularly from the first question was financial barriers to further education and also having the right information at the right time. There’s a lot of ‘misinformation’ about the debts students get into, so they need to know the facts."

Unknown

“There were a lot of great opinions on this table. The one discussion we had was about support for choices. The young people on our table felt that it’s really important to have information in order to make informed choices, but they weren’t totally certain that the Commission would be the best place or organisation to do that – because it wouldn’t be personal enough perhaps.”
Jack, Learner

“"I think our table’s main point really was that the Commission probably would not be the best place to advise people because it’s too large an organisation to advise such a massive amount of people, and that the information given probably wouldn’t be sufficient. That task would probably have to be delegated elsewhere, where it could be better performed. You would have to establish that within schools or local education authorities. As a Commission, maybe they should inform and guide, but not necessarily instruct. They should also fund, especially more deprived areas of Wales.”

Jacob, Learner

"I think one of the best places to go for information is Careers Wales."

Unknown

"One of the key things that came out of our discussions was about the information that goes through to young people, and virtually everybody agreed that they would like that much earlier in their academic lives – so not waiting until they’ve already made their option choices. Their feeling is that sometimes a GCSE is the ‘be all and end all’ and everything hangs on the success or failure of GCSEs, but would like to know that that’s OK and to choose the ones that shape you – with a lot more interest in the person and less focus on the statistics that go with it so that they can be informed and make the right choices for themselves."

Nick, Learner

"I feel that the student engagement within the year – the actual service that you are trying to provide would be a lot more important if students were engaged in the research. We need to have an informed decision on what we’re going to be doing in the future. More of a ‘learner’s voice’.”

Ellen, NUS Wales President

"A lot of discussion on this table was about parity of esteem between vocational study and university and that apprenticeships are given the right pathways during school making sure that they are given the same high esteem as university is – as it’s not always the best place to go."
"We had a really interesting conversation about apprenticeships – about the information that young people are given about the reality check of where their careers will take them in 5 to 10 years’ time if they take that route rather than just ‘this is the entry requirement’ but the destination as well. That would be really useful. “

"It’s about ‘early information’. Choices that young people make in Year 9 going forward. It’s these young people that need to know about apprenticeships and traineeships. It’s not given to them early enough I don’t think. It’s got to be there for them.”

"I think that guest speakers from companies and organisations could be allocated as a job to go into schools and talk about the different positions that are available for students when they’re pursuing their career paths. I think that maybe the Commission could fund those jobs."

"Just to echo the previous comments – maybe the Commission’s role could be to facilitate a bit more. We talked about more individualised guidance and maybe mentoring. Maybe the Commission could play more of that kind of role."

"A lot of discussion on our table has been about jobs and what we want to do and why. I want to be an artist and I think a job should be about why you want to do to be happy and not about the money. You’ve got to be happy to have the job you want."
Cardiff Event – 12 October 2017

Martin Reed, Learner Services Officer, Adult Learning Wales

“One of the things that came out of our table discussions was around concerns over some of the things that have been pulled such as some of the advice from Careers Wales that is or was available in schools which seems to been pulled away and also the inconsistency across Wales in terms of what might be provided through school provision advice and guidance and the skills of teachers to be able to provide some of the support that learners might need to progress onwards.”

John Gates, Learner

“If this is such a good idea, why isn’t it going to be repeated. We are here today to give our views, but from then on, the Commission is going to disappear and I think that’s terrible. If we are good enough for you to listen to us today, then you need to listen to us again in 6 months and 12 months’ time.”

Hildegard Schindler, Adult Community Learning, Cardiff County Council

“Both young and adult learners are the people who should be consulted because they are there. They have good opinions, they have good suggestions. The support for learners should sit with the Commission but should also start in school at an early age. Someone asked “Why don’t I get assigned an adviser from the age of 12/13 who could follow me through my career? Maybe electronically? We could have a system of some sort?” In terms of the Welsh language, there should be a distinction between a ‘natural Welsh speaker’ or being a Welsh learner. There was also a question around proportionality to do with funding.

Karen Bennett. Adult Community Education Manager, Blaenau Gwent

“Young people are finding, particularly those that are coming out of school, not getting the results that they wanted, not being able to do the things that they wanted – there’s not a lot of support out there. And they are finding that they are ending up on courses that perhaps aren’t suitable for them, that they wouldn’t have chosen had they had better advice and it’s something that us in adult community learning are aware of. We pick up people who have had those kinds of experiences, who are 20 years down the line when they’ve been out of education and it’s more difficult to get people back into education after 20 years than it is to keep them there in the first place. This should be one of the main concerns of the Commission.”
Sian Northey, Parent Network, Caerphilly

“With Communities First ending, there is a worry that there won’t be the same opportunities to engage in different courses, whether they’re structured courses or informal ones.”

Aqsa, Learner, Severn Road

“If there could be something to make Adult Learning more approachable. For me, when I started I had no idea that there was this whole world going about adult learners. I’ve got children in school, so to me the easiest way to get to the parents would have been through the schools. If we had an invitation letter or posters or some awareness that there are adult learning centres within our communities, that would make it really good for more people to aware that facility is there in your community that you’re probably walking past every day without realising it – which I did and I regret that I hadn’t started a long time ago and gone back into education. It was only through the Jobcentre that I was told ‘you need to do this and you need to do that and you have to go there’. There needs to be more awareness raising about adult learning to parents, because if we’re taking our children to school every day, it’s such a good place where you can approach parents and tell them about adult learning. It improves your life, your health, your confidence, standard of life, everything – and you can progress to building a better future for yourself which is going to help you give your children a better future as well.”

Peter Alan, Learner, Dysgu Bro, Lampeter

As an English man you feel not enough thought is given toward the English man. Give more thought to the English man, please!

Jo Snaith, Welsh Government

“In terms of the Welsh Commission, it shouldn’t just be about ensuring the quality of courses and learning opportunities, but the important role the training providers play in offering pastoral care, helping learners to overcome barriers to learning and entering employment. There’s certainly a need for this care to be improved upon and continue and that is a role that the Commission will have to play.”
Chris Prescott, Community Education Officer, Cardiff

“A plea for Adult Education please, because we’ve talked about barriers to further and higher education. Please don’t forget the adult learners in their 40s, 50s and 60s. Our funding is under threat every year. Every year, we never know whether we’ll get the funding. It’s very hard to sustain programmes and to progress people who might eventually go on to college or university. There are plenty of adult learners in Wales – so please don’t forget about us in these discussions.”

Unknown

“In line with what was said earlier about streamlining, I think it would be really helpful for learners to have a lot more information available in one place – on a website or something, so there’s a standard set of information.”
ANNEX 8

Event forms – comments delegates wish to feed in to the consultation
<table>
<thead>
<tr>
<th>D / C</th>
<th>Ref</th>
<th>L / P</th>
<th>Organisation</th>
<th>Any other comments to feed in to the consultation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>1</td>
<td>L</td>
<td></td>
<td>To help in any way that they can.</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>P</td>
<td>Self employed</td>
<td>Emphasis should be on what the individual student feels in needed.</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>L</td>
<td>Glyndwr University Wrexham</td>
<td>It would be useful to facilitate these types of consultations in respect of policy implementation including the general public.</td>
</tr>
<tr>
<td>D</td>
<td>10</td>
<td>L</td>
<td>Deeside College - Student voice</td>
<td>Need to focus on the key areas that being the students voice and their opinions!!!!</td>
</tr>
<tr>
<td>D</td>
<td>14</td>
<td>L</td>
<td>Coleg Cambria</td>
<td>Don't let this be the last time you consult us.</td>
</tr>
<tr>
<td>D</td>
<td>22</td>
<td>L</td>
<td>Ysgol Uwchradd Bodedern</td>
<td>Ehangu'n fwy ar bwriad a strategathau yr ymgynghoriad. Elaborate more on the consultation's purpose and strategies.</td>
</tr>
<tr>
<td>D</td>
<td>25</td>
<td>L</td>
<td>Addysg Oedolion Cymru</td>
<td>Rwyn teimlo bod hwn yn mynd i fod yn broses hir ac nid wyf yn obeithiol bydd llawer yn newid. Da cael rhywun o'r llywodraeth yn barod i wrando. I feel this is going to be a long process but I'm not certain a lot will change. It's good to have someone from the Government who's ready to listen.</td>
</tr>
<tr>
<td>D</td>
<td>26</td>
<td>L</td>
<td>The Children Foundation</td>
<td>Will we be informed at each process/feedback? Will it be open to review periodically as we're not going to get it right first time.</td>
</tr>
<tr>
<td>D</td>
<td>30</td>
<td>L</td>
<td>Prestatyn High</td>
<td>Hoffwn weld y Comisiwn yn datblygu'r cynogi a sonwyd yn y trafodaethau. I'd like to see the Commission develop the ideas mentioned in the discussion</td>
</tr>
<tr>
<td>D</td>
<td>35</td>
<td>L</td>
<td>Prestatyn High</td>
<td>Ensure that the commission actually achieves what it sets out to do.</td>
</tr>
<tr>
<td>D</td>
<td>36</td>
<td>L</td>
<td>Prestatyn High</td>
<td>Ensure absence of bureaucracy - don't restrict choice by forcing students etc.</td>
</tr>
<tr>
<td>D</td>
<td>40</td>
<td>L</td>
<td>Airbus UK</td>
<td>Funding for university was a big topic. Information provided to schools need to be more clear and precise in relation to qualifications for further studies.</td>
</tr>
<tr>
<td>D</td>
<td>41</td>
<td>L</td>
<td>Airbus UK</td>
<td>Interact with schools more to ensure there is a more consistent approach and advice system for learners across the country.</td>
</tr>
<tr>
<td>D / C</td>
<td>Ref</td>
<td>L / P</td>
<td>Organisation</td>
<td>Any other comments to feed in to the consultation?</td>
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</tr>
<tr>
<td>D</td>
<td>42</td>
<td>L</td>
<td>Airbus UK</td>
<td>I feel that apprenticeship are very under-represented and it would be great to see the commission work to help guide people into further education.</td>
</tr>
<tr>
<td>D</td>
<td>45</td>
<td>L</td>
<td>Coleg Llandrillo</td>
<td>I am very glad I attended this event, as I now am aware of some issues facing students that in my position as Student Union President for Llandrillo College I can help solve.</td>
</tr>
<tr>
<td>D</td>
<td>46</td>
<td>L</td>
<td>Airbus UK</td>
<td>I think the commission should drive schools to provide more information and support around apprenticeships as opposed to just trying to push them into university.</td>
</tr>
<tr>
<td>D</td>
<td>47</td>
<td>L</td>
<td>Coleg Llandrillo</td>
<td>Students should be given more opportunities to voice their opinions like this event. They should be more informed in subjects that are important to them and their lives.</td>
</tr>
<tr>
<td>D</td>
<td>48</td>
<td>L</td>
<td></td>
<td>Students need to be given more information on finance e.g. grants, transport should be made more easily available as community ties can get in the way of post-compulsory education. You should be made to realise in year 9 your courses affect your future and LINC courses to other high schools should be offered.</td>
</tr>
<tr>
<td>D</td>
<td>50</td>
<td>L</td>
<td>Airbus UK</td>
<td>Good event to find out young people’s views on education and job opportunities. Also, I believe more information on job roles would be helpful, such as pensions, wages, work load, progression.</td>
</tr>
<tr>
<td>D</td>
<td>53</td>
<td>L</td>
<td>Airbus UK</td>
<td>Implement the Welsh language earlier.</td>
</tr>
<tr>
<td>D</td>
<td>54</td>
<td>L</td>
<td>Airbus UK</td>
<td>More information should be given for apprenticeships instead of forcing university upon students. Apprenticeships can even be the better option in the short and long term. Give students a perspective of how their choices will effect their lives in the next 5 years - salary, lifestyle etc.</td>
</tr>
<tr>
<td>D</td>
<td>57</td>
<td>L</td>
<td>Rhyl High School</td>
<td>There should be more detail when considering learner voice.</td>
</tr>
<tr>
<td>D</td>
<td>61</td>
<td>L</td>
<td>North Wales Training</td>
<td>It was helpful and will definitely effect a students life.</td>
</tr>
<tr>
<td>D</td>
<td>62</td>
<td>L</td>
<td>North Wales Training</td>
<td>It has helped many students and will help/effect their lives in the long run.</td>
</tr>
<tr>
<td>D</td>
<td>70</td>
<td>L</td>
<td>Coleg Llandrillo</td>
<td>Very well organised event, very interesting range of views.</td>
</tr>
<tr>
<td>D</td>
<td>78</td>
<td>P</td>
<td>GLLM</td>
<td>Please consider the different LEA roles/policies per county even different in areas such as transport.</td>
</tr>
<tr>
<td>D / C</td>
<td>Ref</td>
<td>L / P</td>
<td>Organisation</td>
<td>Any other comments to feed in to the consultation?</td>
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<td>-------</td>
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<td>---------------------------------------------------</td>
</tr>
<tr>
<td>D</td>
<td>80</td>
<td>P</td>
<td>Airbus UK</td>
<td>Careers advice to be given by specialist Careers Advisors not educators.</td>
</tr>
<tr>
<td>D</td>
<td>81</td>
<td>P</td>
<td>Rhyl High School</td>
<td>Consider how you are going to follow up the pupil voice from today? How will you act on this and feedback to young people. Invite these people to a follow up event of what will be done, why and how.</td>
</tr>
<tr>
<td>D</td>
<td>82</td>
<td>P</td>
<td>Prestatyn High School</td>
<td>The WG needs to put far more emphasis on higher level apprenticeships.</td>
</tr>
<tr>
<td>D</td>
<td>84</td>
<td>P</td>
<td>ALW</td>
<td>My main comment is that this was a really useful event to get opinions from 6th formers and school leavers. The voice of the adult wasn't really apparent. The older learner not studying for L3 and above really wasn't heard. I was also extremely surprised to note how many young people have caring responsibilities.</td>
</tr>
<tr>
<td>D</td>
<td>85</td>
<td>P</td>
<td>Ysgol Bryn Gwalia</td>
<td>The earlier children are engaged with careers and the world of work the better their prospects are.</td>
</tr>
<tr>
<td>D</td>
<td>86</td>
<td>P</td>
<td>Glyndwr University</td>
<td>Great feedback from the learners. Great suggestions to provide funding for tutors to visit schools to share info with teachers and learners.</td>
</tr>
<tr>
<td>D</td>
<td>87</td>
<td>P</td>
<td>Coleg Cambria</td>
<td>Constantly think about the needs and wants of the learners - they are our future!!</td>
</tr>
<tr>
<td>D</td>
<td>88</td>
<td>P</td>
<td>Coleg Cambria</td>
<td>This was mainly considering going into employment, not self employment - support for self employment must be made available in colleges and universities.</td>
</tr>
<tr>
<td>C</td>
<td>92</td>
<td>L</td>
<td>Coleg Gwent - Pontypool</td>
<td>After listening to others on the table, I believe advertisement, help and encourage, funding and support is the key for each learner. It is never too late to learn and the opportunity should also be in place for future learners.</td>
</tr>
<tr>
<td>C</td>
<td>93</td>
<td>L</td>
<td>Dysgubro</td>
<td>The discussion was open and everyone could have their say and bring up issues that need to be dealt with.</td>
</tr>
<tr>
<td>C</td>
<td>95</td>
<td>L</td>
<td>Parent Network</td>
<td>In my view, I believe more needs to be done at schools to educate pupils in life skills and to educate them on education whether that be financially.</td>
</tr>
<tr>
<td>C</td>
<td>97</td>
<td>L</td>
<td>RCT Council</td>
<td>More funding for higher education schemes (degree etc.). More information available online.</td>
</tr>
<tr>
<td>D / C</td>
<td>Ref</td>
<td>L / P</td>
<td>Organisation</td>
<td>Any other comments to feed in to the consultation?</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>C</td>
<td>100</td>
<td>L</td>
<td></td>
<td>Would like to see similar events, maybe consult current PGCE PCET students.</td>
</tr>
<tr>
<td>C</td>
<td>102</td>
<td>L</td>
<td>Dace, Swansea University</td>
<td>I would like to become more involved in further consultations.</td>
</tr>
<tr>
<td>C</td>
<td>110</td>
<td>L</td>
<td></td>
<td>I don't think courses being taught in Welsh should be a priority at the moment - instead more support for future careers should be provided.</td>
</tr>
<tr>
<td>C</td>
<td>114</td>
<td>P</td>
<td>ACT Training</td>
<td>For me, a massive gap is teacher and tutor training. Staff need to be equipped with the knowledge to provide the correct/meaningful support to their learners. Advice/guidance and pastoral care are a massive part of our jobs - more funding and training is needed.</td>
</tr>
<tr>
<td>C</td>
<td>115</td>
<td>L</td>
<td>Learner Severn Rd</td>
<td>Awareness of adult education, maybe through newspapers or brochures through letterboxes.</td>
</tr>
<tr>
<td>C</td>
<td>117</td>
<td>L</td>
<td></td>
<td>There should be learners as members of the commission. The questions were set by the organisation there were questions we wanted to ask.</td>
</tr>
<tr>
<td>C</td>
<td>118</td>
<td>L</td>
<td>Cardiff University</td>
<td>Dylai fod ddim hawl gyda Saeson rhoi barn am ddefnydd yr iaith Cymraeg heb unrhyw brofiad o'r iaith neu'r system yng Nghymru. Rwyf yn ymwybodol o'r ffaith fod nifer o bobl gymraeg yn pallu siarad yr iaith ond dylen ni cael y siawms i ddysgu yn ein iaith YNG NGHYMRU! Gormod ar y bwrdd am addysg yn Lloegr - heb adael i'r barn o rheini efo brofiad o'r addysg yng Nghymru. English peope shouldn't be allowed to give an opinion on the use of the Welsh language without any experience o the language or the system un Wales. I'm aware of the fact that a lot of Welsh people can't speak the language but we should have the chance to learn in our language IN WALES! Too much on the table about education in England - without allowing the opinions of those with experience of education in Wales.</td>
</tr>
<tr>
<td>Ref</td>
<td>Organisation</td>
<td>Any other comments to feed in to the consultation?</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>119</td>
<td>Cardiff University</td>
<td>Dyrlai fod ddim hawl gyda saeson sydd heb unrhyw brofiad o’r iaith Gymraeg neu addysg trwy gyfrwng y gymraeg rhannu eu barn. Dw i’n siarad Cymraeg ac wedi synu gydag agwedd eraill heddiw. (Sorry for the rant. The ignorance of others mildly irritates me.) English people who don't have experience of the Welsh language or learning through the medium of Welsh shouldn't be allowed to share their opinion. I'm a Welsh speaker and have been shocked by the attitude of others today. (Sorry for the rant. The ignorance of others mildly irritates me).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Cardiff University</td>
<td>I feel that opinions raised in these kinds of events should be weighted in their value and relevance - particularly with regards to Welsh speaking issues - surely it is their issue to talk about and ours to listen, not to hold higher opinions of our priorities. Also some of the questions/surveys felt a bit leading to get the statistics they wanted. But it certainly was interesting and I hope that our output is helpful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>Dace, Swansea University</td>
<td>I think that as the commission commences the work and put strategies in place there should be further consultations to ensure that the PCET learners input has been taken on board and whether further improvements need to be made. Also maybe look at contacting the smaller outreach/distance learning centres.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>123</td>
<td>Severn Road Adult Community</td>
<td>I am very curious to the end result. Hoping for a successful result.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>124</td>
<td>Yes, information for all learners should be more readily accessible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>127</td>
<td>ACT Training</td>
<td>I enjoyed this and think it is a great idea to provide more help and focus on all of what this event has covered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>128</td>
<td>ACT</td>
<td>High schools should make sure you’re on the path you want and have the further education course guaranteed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>129</td>
<td>ACT Training</td>
<td>Hopefully our opinions are heard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>130</td>
<td>Aneurin Leisure</td>
<td>Some of the questions were biased and guided you to an answer. Too much Welsh!! I don't speak Welsh and neither did anyone on my table. The voice of the translator was monotonous and inaudible and I don't think it was really needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D / C</td>
<td>Ref</td>
<td>L / P</td>
<td>Organisation</td>
<td>Any other comments to feed in to the consultation?</td>
</tr>
<tr>
<td>-------</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>C</td>
<td>131</td>
<td>L</td>
<td>Aneurin Leisure</td>
<td>Some questions were blinkered(?) Funding has reduced Adult Learning options.</td>
</tr>
<tr>
<td>C</td>
<td>137</td>
<td>L</td>
<td>Cardiff + Vale College</td>
<td>Whilst there was one question which invited discussion on the different pathways within education (question 3), I felt there was still far too much focus on FE/Adult learners returning to education or going to university. What about apprenticeships? There needs to be genuine ? of esteem in order for you to understand how beneficial apprenticeships are to everyone!</td>
</tr>
<tr>
<td>C</td>
<td>141</td>
<td>L</td>
<td>Cardiff + Vale College</td>
<td>It would be easier for all the learners if all the information was in the same place.</td>
</tr>
<tr>
<td>C</td>
<td>142</td>
<td>L</td>
<td>Cardiff + Vale College</td>
<td>They need to do something about e-tutorial. If students don't do e-tutorial then they get marked absent.</td>
</tr>
<tr>
<td>C</td>
<td>145</td>
<td>L</td>
<td>Coleg Gwent</td>
<td>Can you ensure that there will be improvement for learners of all ages?</td>
</tr>
<tr>
<td>C</td>
<td>153</td>
<td>P</td>
<td>The Parent Network</td>
<td>Real need for education skills and training at all levels. Soft skills, accreditation for well being. More put into adult education post 16.</td>
</tr>
<tr>
<td>C</td>
<td>155</td>
<td>P</td>
<td>Dysgu Bro</td>
<td>Don't forget adult learners and resourcing them properly. Learning doesn't stop at 25. Open up apprenticeships to older learners and those looking to change career path.</td>
</tr>
<tr>
<td>C</td>
<td>156</td>
<td>P</td>
<td></td>
<td>Hope to see a similar event repeated periodically to assess progress.</td>
</tr>
<tr>
<td>C</td>
<td>158</td>
<td>P</td>
<td>Cardiff Council ACL</td>
<td>New commission welcomed to cater for young and adult learners.</td>
</tr>
<tr>
<td>C</td>
<td>159</td>
<td>P</td>
<td>Cardiff Council</td>
<td>It was sometimes difficult to integrate younger and older learners into the discussion, They're needs are very different. Perhaps a separate event for adult learners might be considered.</td>
</tr>
<tr>
<td>C</td>
<td>160</td>
<td>P</td>
<td></td>
<td>There needs to be clear involvement of partnership stakeholders during the development of the new commission.</td>
</tr>
<tr>
<td>C</td>
<td>161</td>
<td>P</td>
<td>People Plus Cymru</td>
<td>Learners in WBL should not be made to feel second class citizens and WBL providers should be invited to all events along with unis etc.</td>
</tr>
<tr>
<td>D / C</td>
<td>Ref</td>
<td>L / P</td>
<td>Organisation</td>
<td>Any other comments to feed in to the consultation?</td>
</tr>
<tr>
<td>-------</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>C</td>
<td>163</td>
<td>P</td>
<td>ACT</td>
<td>I think a more open and central system of what is available is needed, as long as strong impartial advice at all levels.</td>
</tr>
<tr>
<td>C</td>
<td>164</td>
<td>P</td>
<td>Aneurin Leisure</td>
<td>In some cases, the questions were too narrow - needed further options or discussion. May not agree with question!</td>
</tr>
<tr>
<td>C</td>
<td>165</td>
<td>L</td>
<td>CITB</td>
<td>Careers advice is essential and currently looking across the board. There needs to be impartial advice and guidance at every level.</td>
</tr>
<tr>
<td>C</td>
<td>166</td>
<td>P</td>
<td></td>
<td>I feel this has been a good opportunity for learners to have a voice. I think we should have had longer to discuss each Q - felt a bit rushed.</td>
</tr>
<tr>
<td>C</td>
<td>167</td>
<td>P</td>
<td>RCT Council</td>
<td>Make sure a good split of learners for input.</td>
</tr>
</tbody>
</table>

**Key**

- **D** Deganwy
- **C** Cardiff
- **L** Learner
- **P** Professional