

### Post-16 Learner Voice Wales survey results, 2014

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

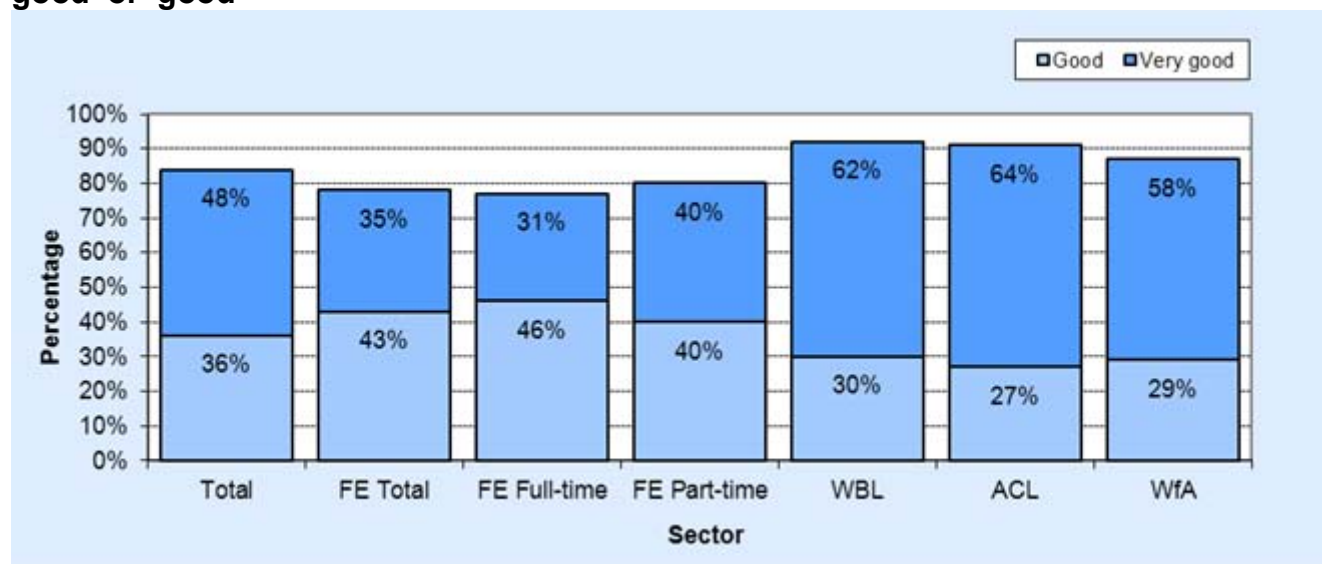
The survey took place between 9 December 2013 and 21 February 2014. Learners were asked to rate various aspects of their experience relating to information and advice; support; teaching and learning; wellbeing; responsiveness; and overall satisfaction.

The latest figures show that:

- 84% of learners responding to the core survey rated their overall experience as 'very good' or 'good'
- 98% of learners responding to the easy read survey rated their overall experience as 'very good' or 'quite good'
- Work-based and adult community learners continue to be the most positive group of learners

#### Summary

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



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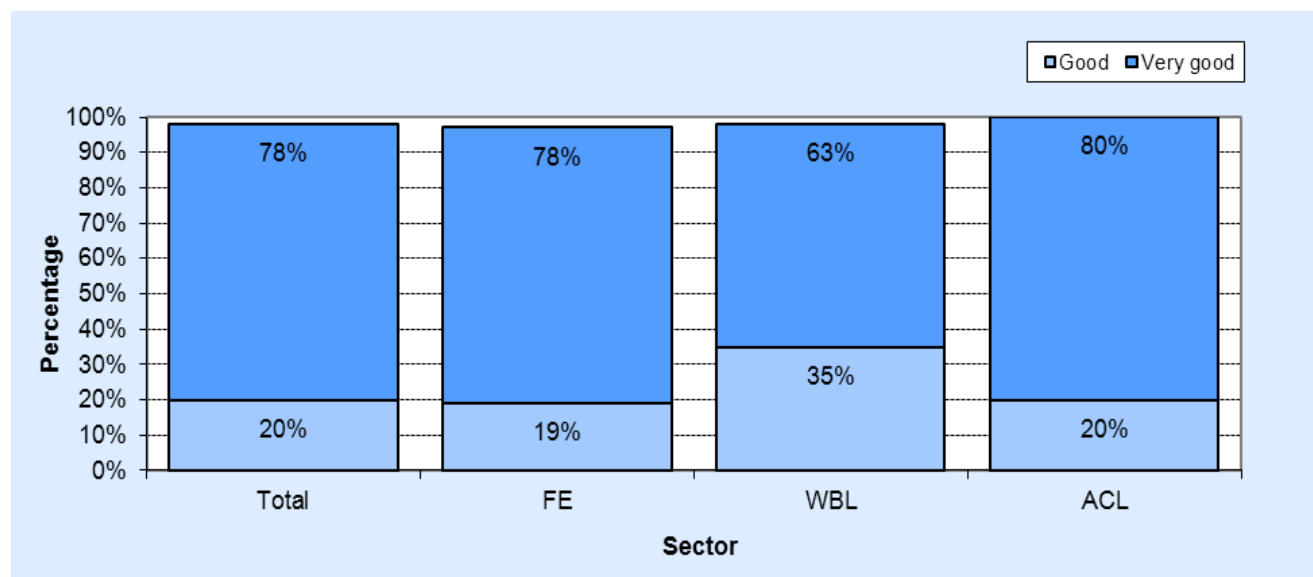
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**Chart 2: Easy Read - Percentage of learners rating their overall experience as 'very good' or 'quite good'**



## Key Results

A total of 68,658 learners took part in the 2014 Learner Voice Wales survey including 1,759 learners taking part in the Easy Read survey. Learners taking part in the core survey (66,899) represent 43.4% of all in-scope learners across Wales, up from 40.0% in 2013. Among those sampled to take part in the survey, a participation rate of 67.9% was achieved (compared to 67.7% in 2013). A total of 688 learners completed the core survey in Welsh and a further 6 learners completed the Easy Read survey in Welsh. Nine in ten respondents (89.9%) were successfully matched to the Lifelong Learner Wales Record (LLWR) which is a significant improvement from 74% in 2013.

Table 1a shows the participation rate for the core survey by sector and mode of study, and Table 1b shows the participation rate for the easy read survey by sector only.

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

	Further Education learners						Overall total
	Total	Full-time (b)	Part-time (b)	WBL	ACL	WfA	
Total in-scope learners population	77,153	41,327	35,826	38,663	26,461	12,008	154,285
Total sample of in-scope learners	50,284	41,327	8,957	38,663	6,615	3,002	98,564
Total completes	37,917 (c)	28,945	8,502	20,496	6,229	2,257	66,899
Online	34,406	27,750	6,284	13,555	1,522	1,378	50,861
Paper	3,511	1,195	2,218	6,941	4,707	879	16,038
Response in Welsh	169	114	39	94	212	213	688
Participation rate (% of all in-scope population)	49.1%	70.0%	23.7%	53.0%	23.5%	9.4%	43.4%
Participation rate (% of total sample)	75.4%	70.0%	94.9%	53.0%	94.2%	18.8%	67.9%
Match Rate to LLWR (% of completes)	95.6%	98.1%	87.8%	93.2%	70.3%	95.5% (d)	89.9% (e)

(a) 16 FE institutions, 22 WBL providers/providers/consortia, 19 ACL partnerships, 6 WfA language centres took part in the survey.

(b) These figures relate to learners successfully matched to the LLWR or who provided this information during the survey; unmatched FE learners who could not provide this information during the survey were not assigned a mode of study but are included in the 'Total' – see note 'c' below.

(c) This figure includes 470 learners who cannot be identified as full-time or part-time because they could not be matched to the LLWR and could not provide this information in the survey.

(d) Match rate for WfA relates only to learners from Gwent WfA Centre as no LLWR data was submitted by other WfA Centres.

(e) The match rate is based on all learners even though there is no LLWR data for some WfA learners. Excluding WfA learners without LLWR data increases the match rate to 92.4%.

**Table 1b: Response for Easy Read questionnaire, by sector (a)**

	FE	WBL	ACL	WfA	Overall total
Total completes (all paper)	979	110	670	0	1,759
English	973	110	670	0	1,753
Welsh	6	0	0	0	6

(a) 10 FE institutions, 2 WBL providers/consortia, and 13 ACL partnerships, took part in the Easy Read survey. No Welsh for Adults Centres participated in the Easy Read survey in 2014

The results to the core survey show that:

- In line with the 2013 survey, 48% of all respondents rated their overall experience as 'very good' and 36% as 'good'. Only a very small proportion (three per cent in total) said that their overall experience was 'fairly poor', 'poor' or 'very poor'.
- Close to nine in ten learners said that their course either met (50%) or exceeded (39%) their expectations.
- Learners remain most positive about:
  - The respect shown to learners by provider's staff (62% 'very good', 28% 'good'), and teachers and trainers treating everyone fairly (57% 'very good', 29% 'good').
  - Feeling safe whilst on their learning programme (57% 'very good', 34% 'good').
  - The help they receive to settle into their provider or course (51% 'very good'; 35% 'good')
  - (For WBL learners only) ensuring the training they receive is relevant to their work (64% 'very good', 28% 'good') and staff giving learners enough one-to-one support (61% 'very good', 26% 'good'). Both of these measures have seen an improvement of two percentage points from 2013 (from 62% 'very good' and 59% 'very good' respectively).
- Questions that elicited comparatively less positive responses from learners (although still with very high levels of satisfaction) relate to:
  - The information and advice offered to learners about the different options available to them once they have completed the course (34% 'very good', 40% 'good').
  - The ability for learners to give their views, for example through student council, surveys or questionnaires (38% 'very good', 37% 'good'). There has also been a one percentage point increase in the proportion saying 'very good' compared to 2013.
  - Telling learners what has happened as a result of the views they have given (32% 'very good', 32% 'good'). Again, there has been a one percentage point increase in the proportion of learners rating 'very good' compared with 2013. However, 16% of learners said they 'did not know' how to rate their provider on this measure, suggesting that providers could do more to raise learners' awareness of how they are responding to learners' views and input.
  - (For FE and WBL learners only) the support given to learners to help them have a healthy lifestyle (30% 'very good', 34% 'good').
- The results for 2014 are broadly in line with the 2013 survey results; there are some modest differences relating to teaching and learning. Though these remain among the most positive measures, the proportion of learners rating their experience 'very good' has fallen by two percentage points in the following areas: explaining the work you have to do (from 57% to 55%); making good use of learners' time (from 56% to 54%); and delivering the course in a way that keeps learners interested (from 53% to 51%).
- Work-based and adult community learners continue to be the most positive group of learners, with 62% and 64% rating their overall experience as 'very good' respectively. In comparison, 35% of learners in further education rate their overall experience as 'very good'.
- As was the case in 2013, older learners were more likely to be positive about their overall experience. Similarly, females are more likely to be positive than males.

- Just under half of learners were given the opportunity to learn in Welsh or in both Welsh and English (45%). When asked, one in ten learners said they would prefer to learn in Welsh or in a mixture of both Welsh and English (10%).

The results to the Easy Read survey show that:

- Almost all learners completing the Easy Read survey reported a positive learning experience: 78% rate their experience as 'very good' and a further 20% rate their experience as 'quite good'.
- Questions that elicited particularly positive responses relate to:
  - The respect learners receive from staff, with 84% rating this as 'very good'.
  - More than eight in ten (82%) rate the safety on the course as 'very good'.
  - A similar proportion (82%) feel the support they receive from staff is 'very good'.
- Questions that elicited comparatively less positive responses from learners relate to:
  - The information they received about the course, with 69% rating this as very good
  - Seven in ten (70%) rated that the help provided specifically for reading, writing and maths as 'very good'
  - Similarly, 70% of learners rated the chance they get to say what they think as 'very good'.

## Tables

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

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

	FE Learners					
	Total	Full-time	Part-time	WBL	ACL	WfA
	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
Total number of responses (b)	37,917	28,945	8,502	20,496	6,229	2,257
<u>Information and advice</u>						
Very good	29	26	31	48	51	40
Good	43	45	40	38	33	37
<u>Support</u>						
Very good	35	33	37	53	58	53
Good	40	41	38	34	28	29
<u>Responsiveness</u>						
Very good	33	30	36	55	59	51
Good	36	40	32	32	25	21
<u>Health and wellbeing (c)</u>						
Very good	39	35	42	56	n/a	n/a
Good	38	39	36	32	n/a	n/a
<u>Teaching and learning (d)</u>						
Total number of responses (e)	57,469	48,152	8,715	20,498	6,230	2,257
Very good	44	40	51	62	72	67
Good	37	39	33	28	21	22

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

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

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

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

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

**Table 2b) Easy Read Survey - Learners rating each question 'very good' or 'quite good' by sector (a)**

	Total	FE	WBL	ACL
	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
Total number of responses (b)	1,759	979	110	670
<u>Information you got about your course</u>				
Very good	69	69	59	72
Quite good	26	27	38	24
<u>Help you got to settle into your course</u>				
Very good	77	76	70	78
Quite good	22	22	30	20
<u>Support you get from staff</u>				
Very good	82	82	64	84
Quite good	17	16	36	15
<u>Help you get for reading, writing or maths, if you need it</u>				
Very good	70	71	57	70
Quite good	26	27	31	24
<u>Respect you get from staff</u>				
Very good	84	82	78	86
Quite good	16	17	22	12
<u>Chances you get to say what you think about your course</u>				
Very good	70	67	76	74
Quite good	26	29	76	23
<u>Safety on your course</u>				
Very good	82	80	80	84
Quite good	16	18	19	13
<u>Staff at explaining the work you have to do</u>				
Very good	80	78	79	84
Quite good	19	21	21	16
<u>Feedback you get on how to improve</u>				
Very good	71	71	69	71
Quite good	26	25	31	25
<u>Thinking about everything, how good or bad do you think your course is</u>				
Very good	78	78	63	80
Quite good	20	19	35	20

(a) 10 FE institutions, 2 WBL providers/providers/consortia, and 13 ACL partnerships, took part in the Easy Read survey. No Welsh for Adults Centres participated in the Easy Read Survey in 2014. Attempts should not be made to compare the Easy Read survey results between sectors. Not all providers took part in the Easy Read survey, and learner participation was at the discretion of providers. The results are therefore not representative of each sector.

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

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

	Total (c)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (e)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your college overall	37,782	35	43	16	3	1	1	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	37,059	33	43	19	2	1	1	1	728
Information and advice offered about the different options available to you once you have completed your course(s)	36,322	25	43	22	4	2	1	2	1,394
<u>Support</u>									
Helping you settle into your college	37,706	40	42	14	2	1	*	1	n/a
Informing you where to go for support	37,650	33	40	19	4	2	1	2	n/a
Providing extra learning support e.g. reading, writing or maths	32,041	32	39	19	4	2	1	3	5,776
Making sure you have the right equipment and materials	37,668	35	40	18	4	2	1	1	n/a
Providing support for personal issues that help you stay on your course, e.g. finance, childcare, transport and health issues	33,173	34	38	17	4	2	2	3	4,647
<u>Responsiveness</u>									
The respect shown to you by all staff within the college	37,761	50	34	12	2	1	1	1	n/a
Asking you to give your views about the college	37,717	26	40	18	4	2	1	10	n/a
Telling you what has happened as a result of your views	37,634	23	34	17	6	3	2	14	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	36,648	48	40	9	1	1	*	1	1,166
Supporting you to have a healthy lifestyle	33,430	24	33	20	9	5	4	4	4,350
Helping you understand and respect people from different backgrounds	35,350	39	39	14	3	2	1	2	2,384
<u>Teaching and learning (d)</u>									
Talking about your learning aims	57,401	44	41	11	2	1	*	1	n/a
Explaining the work you have to do	57,370	45	38	12	2	1	*	1	n/a
Listening to you and what you need to help you learn	57,356	45	37	13	3	1	*	1	n/a
Giving you feedback on how to improve	57,364	48	35	12	3	1	*	1	n/a
Making sure that other learners do not disturb your work	57,326	35	38	17	5	2	1	2	n/a
Treating everyone fairly	57,355	47	35	12	3	1	1	1	n/a
Making good use of your time e.g. starting and finishing on time	57,358	45	38	12	2	1	1	1	n/a
Delivering the course in a way that keeps you interested	56,733	43	36	14	3	1	1	1	n/a

(a) This table presents responses for all FE learners i.e. all FE FT learners matched to the LLWR (see table 2c for a more detailed breakdown), all FE PT learners matched to the LLWR (see table 2d for a more detailed breakdown), plus 407 FE learners that could not be matched to the LLWR

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

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

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

(e) To allow for a more robust comparison between questions, sectors and providers, 'this does not apply to me' are not included in the question base. Percentages are calculated on all those giving a valid response, either very good – very poor or 'don't know'.



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

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (d)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your college overall	28,886	31	46	17	3	1	1	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	28,561	29	46	19	2	1	1	1	289
Information and advice offered about the different options available to you once you have completed your course(s)	28,308	23	44	23	5	2	1	2	492
<u>Support</u>									
Helping you settle into your college	28,895	38	44	15	2	1	*	*	n/a
Informing you where to go for support	28,836	32	42	20	4	1	1	1	n/a
Providing extra learning support e.g. reading, writing or maths	25,475	30	41	21	4	2	1	2	3,399
Making sure you have the right equipment and materials	28,843	31	40	20	4	2	1	1	n/a
Providing support for personal issues that help you stay on your course, e.g. finance, childcare, transport and health issues	26,588	33	40	18	4	2	2	2	2,289
<u>Responsiveness</u>									
The respect shown to you by all staff within the college	28,868	42	38	15	3	1	1	*	n/a
Asking you to give your views about the college	28,848	25	43	21	4	1	1	4	n/a
Telling you what has happened as a result of your views	28,799	22	39	20	7	3	2	6	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	28,380	45	42	11	1	1	*	1	515
Supporting you to have a healthy lifestyle	27,085	23	34	21	9	5	4	3	1,767
Helping you understand and respect people from different backgrounds	27,982	38	40	15	3	2	1	2	859
<u>Teaching and learning (c)</u>									
Talking about your learning aims	48,134	41	43	12	2	1	*	1	n/a
Explaining the work you have to do	48,109	41	40	14	3	1	*	1	n/a
Listening to you and what you need to help you learn	48,094	41	40	14	3	1	1	1	n/a
Giving you feedback on how to improve	48,109	45	37	13	3	1	*	1	n/a
Making sure that other learners do not disturb your work	48,106	31	39	20	5	2	1	1	n/a
Treating everyone fairly	48,100	42	37	14	4	2	2	1	n/a
Making good use of your time e.g. starting and finishing on time	48,114	41	40	13	3	1	1	1	n/a
Delivering the course in a way that keeps you interested	47,881	38	38	16	4	1	1	1	n/a

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

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

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

(d) To allow for a more robust comparison between questions, sectors and providers, 'this does not apply to me' are not included in the question base. Percentages are calculated on all those giving a valid response, either very good – very poor or 'don't know'.

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

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (c)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your college overall	8,445	40	40	15	2	1	1	2	n/a
<u>Information/support</u>									
Information you were given when choosing your course	8,059	36	40	18	3	2	1	1	417
Information and advice offered about the different options available to you once you have completed your course(s)	7,592	27	41	20	4	3	2	3	864
<u>Support</u>									
Helping you settle into your college	8,360	42	40	13	2	1	*	1	n/a
Informing you where to go for support	8,363	34	38	18	4	2	1	3	n/a
Providing extra learning support e.g. reading, writing or maths	6,186	34	37	17	4	2	1	4	2,262
Making sure you have the right equipment and materials	8,375	38	38	16	3	2	1	1	n/a
Providing support for personal issues that help you stay on your course, e.g. finance, childcare, transport and health issues	6,213	35	35	16	5	3	2	4	2,242
<u>Responsiveness</u>									
The respect shown to you by all staff within the college	8,438	57	30	9	1	1	*	1	n/a
Asking you to give your views about the college	8,416	27	36	15	3	2	1	16	n/a
Telling you what has happened as a result of your views	8,385	24	29	14	5	3	2	23	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	7,829	51	38	8	1	1	*	1	629
Supporting you to have a healthy lifestyle	5,991	26	32	18	8	5	4	6	2,445
Helping you understand and respect people from different backgrounds	6,959	42	37	13	3	2	1	3	1,458
<u>Teaching and learning</u>									
Talking about your learning aims	8,681	50	36	10	1	1	*	2	n/a
Explaining the work you have to do	8,675	53	34	10	2	1	*	1	n/a
Listening to you and what you need to help you learn	8,676	53	32	10	2	1	*	1	n/a
Giving you feedback on how to improve	8,668	54	31	10	2	1	*	1	n/a
Making sure that other learners do not disturb your work	8,637	42	35	14	4	1	1	3	n/a
Treating everyone fairly	8,668	55	30	10	2	1	1	1	n/a
Making good use of your time e.g. starting and finishing on time	8,662	52	33	10	2	1	1	1	n/a
Delivering the course in a way that keeps you interested	8,313	51	32	12	3	1	1	1	n/a

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

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

(c) To allow for a more robust comparison between questions, sectors and providers, 'this does not apply to me' are not included in the question base. Percentages are calculated on all those giving a valid response, either very good – very poor or 'don't know'.

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

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (c)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your provider overall	20,388	62	30	7	1	*	*	1	n/a
<u>Information/support</u>									
Information you were given when choosing your training	19,949	52	37	9	1	1	*	1	486
Information and advice offered about the different options available to you once you have completed your training	19,362	45	38	11	2	1	1	2	1,042
<u>Support</u>									
Helping you settle into your training	20,431	60	31	7	1	*	*	*	n/a
Informing you where to go for support	20,386	52	35	10	1	1	*	1	n/a
Providing extra learning support e.g. reading, writing or maths	17,146	49	35	11	2	1	*	1	3,253
Making sure you have the right equipment and materials	20,355	52	34	10	2	1	1	1	n/a
Providing support for personal issues that help you stay on your training e.g. finance, childcare, transport and health issues	15,723	51	34	10	2	1	1	2	4,616
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	20,414	70	25	4	*	*	*	*	n/a
Asking you to give your views about the provider	20,374	50	36	8	1	*	*	5	n/a
Telling you what has happened as a result of your views	20,302	44	34	8	2	1	1	10	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your training	18,815	65	30	4	*	*	*	*	1,589
Supporting you to have a healthy lifestyle	14,789	44	34	12	3	2	1	3	5,351
Helping you understand and respect people from different backgrounds	17,789	56	33	8	1	1	*	2	2,337
<u>Teaching and learning</u>									
Talking about your learning aims	20,425	62	31	5	1	*	*	*	n/a
Explaining the work you have to do	20,407	66	26	6	1	*	*	*	n/a
Listening to you and what you need to help you learn	20,405	65	27	6	1	*	*	*	n/a
Giving you feedback on how to improve	20,395	63	28	6	1	*	*	1	n/a
Making sure that other learners do not disturb your work	20,332	52	31	9	1	1	*	6	n/a
Treating everyone fairly	20,375	66	26	5	1	*	*	2	n/a
Making good use of your time e.g. starting and finishing on time	20,378	61	29	6	1	*	*	3	n/a
Giving enough one-to-one time	19,718	61	26	8	2	1	1	1	n/a
Ensuring the training is relevant to the work you do or wish to do	19,675	64	28	6	1	*	*	1	n/a

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

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

(c) To allow for a more robust comparison between questions, sectors and providers, 'this does not apply to me' are not included in the question base. Percentages are calculated on all those giving a valid response, either very good – very poor or 'don't know'.

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

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (c)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your provider overall	5,975	64	27	7	1	1	*	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	5,607	55	32	9	2	1	1	1	462
Information and advice offered about the different options available to you once you have completed your course(s)	4,986	49	34	11	2	1	1	3	993
<u>Support</u>									
Helping you settle into your course	5,900	67	25	5	1	1	*	1	n/a
Informing you where to go for support	5,653	51	31	10	2	1	1	5	n/a
Providing extra learning support e.g. reading, writing or maths	3,209	53	29	10	2	1	1	3	2,689
Making sure you have the right equipment and materials	5,773	61	28	6	1	1	1	2	n/a
Providing support for personal issues that help you stay on your course e.g. finance, childcare, transport and health issues	3,095	55	27	9	2	1	1	4	2,815
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	6,038	80	17	2	*	*	*	1	n/a
Asking you to give your views about the provider	5,879	53	32	6	1	1	*	7	n/a
Telling you what has happened as a result of your views	5,775	43	27	7	2	1	1	19	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	5,028	70	24	4	*	*	*	1	969
<u>Teaching and learning</u>									
Talking about your learning aims	5,989	68	26	4	*	*	*	1	n/a
Explaining the work you have to do	6,017	75	20	4	*	*	-	*	n/a
Listening to you and what you need to help you learn	5,990	74	20	4	*	*	*	*	n/a
Giving you feedback on how to improve	5,971	71	23	4	1	*	*	1	n/a
Making sure that other learners do not disturb your work	5,909	63	26	6	1	*	*	2	n/a
Treating everyone fairly	6,012	78	18	3	1	*	*	*	n/a
Making good use of your time e.g. starting and finishing on time	6,004	74	20	4	*	*	*	*	n/a
Delivering the course in a way that keeps you interested	5,966	75	19	5	1	*	*	*	n/a

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

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

(c) To allow for a more robust comparison between questions, sectors and providers, 'this does not apply to me' are not included in the question base. Percentages are calculated on all those giving a valid response, either very good – very poor or 'don't know'.

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

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (c)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your provider overall	2,237	58	29	8	2	1	*	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	2,079	44	37	13	3	1	*	1	173
Information and advice offered about the different options available to you once you have completed your course(s)	1,798	35	35	14	3	2	2	8	439
<u>Support</u>									
Helping you settle into your course	2,228	64	25	7	1	1	1	1	n/a
Informing you where to go for support	2,205	49	30	13	2	2	1	4	n/a
Providing extra learning support e.g. reading, writing or maths	1,243	47	29	13	3	1	1	5	1,003
Making sure you have the right equipment and materials	2,209	53	30	11	2	1	*	3	n/a
Providing support for personal issues that help you stay on your course e.g. finance, childcare, transport and health issues	879	48	25	11	3	2	2	10	1,356
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	2,248	82	15	2	*	*	*	1	n/a
Asking you to give your views about the provider	2,239	43	29	8	2	1	1	15	n/a
Telling you what has happened as a result of your views	2,215	27	18	9	5	3	2	37	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	1,607	72	21	3	*	*	*	2	633
<u>Teaching and learning</u>									
Talking about your learning aims	2,246	59	28	9	2	1	*	2	n/a
Explaining the work you have to do	2,237	70	22	6	1	*	*	*	n/a
Listening to you and what you need to help you learn	2,243	68	21	7	2	1	*	1	n/a
Giving you feedback on how to improve	2,243	62	25	9	2	1	*	1	n/a
Making sure that other learners do not disturb your work	2,226	55	27	7	1	*	*	8	n/a
Treating everyone fairly	2,242	79	18	3	*	*	*	*	n/a
Making good use of your time e.g. starting and finishing on time	2,246	74	18	6	1	1	*	*	n/a
Delivering the course in a way that keeps you interested	2,241	73	18	7	2	*	*	*	n/a

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

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

(c) To allow for a more robust comparison between questions, sectors and providers, 'this does not apply to me' are not included in the question base. Percentages are calculated on all those giving a valid response, either very good – very poor or 'don't know'.

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

	Age				Gender		Ethnicity		Disability	
	Under 19	19-24	25-44	45 or older	Male	Female	White	BME	Yes	No
Total number of learners (b)	28497	14887	14001	9252	30639	35998	62284	3447	6087	56959
<u>Information and advice</u>										
Very good	26	40	46	50	35	41	38	38	40	38
Good	46	38	35	34	42	38	40	39	38	40
<u>Support</u>										
Very good	32	47	53	56	40	48	45	43	47	45
Good	42	35	31	30	38	33	35	36	34	36
<u>Responsiveness</u>										
Very good	31	47	53	55	41	47	44	41	47	44
Good	41	33	26	23	35	30	32	35	31	32
<u>Health and wellbeing FE, WBL (c)</u>										
Very good	35	49	55	59	40	48	44	43	46	45
Good	40	34	31	31	38	34	36	35	34	36
<u>Health and wellbeing ACL (d)</u>										
	<u>Under 25</u>									
Very good	62		73	72	66	73	71	64	74	70
Good	30		21	24	28	22	24	28	21	25
<u>Health and wellbeing WfA (e)</u>										
	<u>Under 25</u>									
Very good	79		74	70	69	74	73	69	70	73
Good	17		19	24	25	20	21	23	24	21
<u>Teaching and learning FE, ACL and WfA (f) (g)</u>										
Very good	38	51	65	69	46	54	51	48	54	51
Good	41	33	24	22	36	30	33	35	31	33
<u>Teaching and learning WBL (h)</u>										
Very good	47	63	71	71	54	68	62	64	54	62
Good	38	27	21	21	33	23	28	27	31	27

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

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

(c) This battery of questions was tailored for learners from different sectors. The score refers to all FE and WBL learners. Direct comparisons can not be made with ACL and WfA sectors. See the following tables for a sector breakdown by question

(d) This battery of questions was tailored for learners from different sectors. The score refers to all ACL learners. Direct comparisons can not be made with WBL and FE sectors. See the following tables for a sector breakdown by question

(e) This battery of questions was tailored for learners from different sectors. The score refers to all WfA learners. Direct comparisons can not be made with WBL and FE sectors. See the following tables for a sector breakdown by question

(f) This battery of questions was tailored for learners from different sectors. The score refers to all FE, ACL and WfA learners. Direct comparisons can not be made with WBL. See the following tables for a sector breakdown by question

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

(h) This battery of questions was tailored for learners from different sectors. The score refers to all WBL learners. Direct comparisons can not be made with FE, ACL and WfA sectors. See the following tables for a sector breakdown by question

**Table 2j) Easy Read Survey - overall satisfaction by learner demographics, all learners (a)**

	Age			Gender		Ethnicity	
	Under 25	25-44	45+	Male	Female	White	BME
Total number of learners (b)	670	616	773	773	908	1473	190
<u>Thinking about everything, how good or bad do you think your course is</u>							
Very good	71	82	82	76	80	78	84
Quite good	26	17	17	22	19	21	14

(a) 10 FE institutions, 2 WBL providers providers/consortia, and 13 ACL partnerships, took part in the Easy Read survey. No Welsh for Adults Centres participated in the Easy Read Survey in 2014

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

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

	Total (a)	Sector						Language Preference		
		FE Total	FE Full-time	FE Part-time	WBL	ACL	WfA	Welsh	Bilingual	English
Total number of responses (a)	63327	37750	28864	8432	20314	5263	n/a	547	5804	56747
Yes, I was offered the chance to learn in Welsh only	11	10	11	9	14	10	n/a	41	14	10
Yes, I was offered the chance to learn in a mixture of both English and Welsh	34	34	38	29	45	18	n/a	29	53	32
No, I was not offered the chance to learn in Welsh	24	24	20	28	17	37	n/a	20	21	24
Don't Know	31	33	31	35	24	35	n/a	9	12	33

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

## Notes

### 1. Data sources

Learner Voice Wales is an annual learner satisfaction survey carried out by Ipsos MORI on behalf of the Welsh Government; this is the second year of the survey.

The survey covers active DfES-funded learners enrolled at Welsh providers of post-16 education or training and took place between 9 December 2013 and 21 February 2014. Learners were asked to rate various aspects of their experience relating to information and advice; support; teaching and learning; wellbeing; responsiveness; and overall satisfaction.

An Easy Read version of the paper questionnaire was made available this year, specifically designed to increase participation in the survey among learners with learning difficulties and/or disabilities, learners whose first language is not English or Welsh, and learners with low numeracy and literacy skills. The Easy Read survey contains fewer questions and uses a different response scale and thus the results are not directly comparable to the core questionnaire.

The survey was available in English and Welsh. Learners were able to complete the core survey online or on paper, the Easy Read survey was only available in paper format.

There were a small number of changes to the core questionnaire for 2014 to reduce duplication between questions. To allow for more robust comparison between providers and sectors, percentages are based on valid responses (i.e. learners giving an answer of 'very good' to 'very poor', or 'don't know'). The responses for 'this does not apply to me' have been recorded but excluded from the base.

The results reported here are based on a census of work-based and full-time further education learners and a 25% sample of part-time further education, adult community and Welsh for Adults learners. Within this population, providers were asked to achieve a minimum response rate of 50% and a representative sample of learners by age, gender, qualification level and course type (full- or part-time). There is no population information on learners eligible for the Easy Read survey. Providers were advised to offer the Easy Read survey only if a learner was still unable to complete the main questionnaire with supervision.

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

LLWR data is collected by the Department for Education and Skills (DfES) to inform funding allocations, monitor performance and outcomes and to inform strategy development. The data provides the official source of statistics on post-16 learners in Wales (excluding Higher Education Institutions (HEIs) and school sixth forms). This release uses data from a statistical freeze taken in February 2014.

Further information on LLWR including user support manuals can be found at:  
[www.learnerdata-wales.org.uk/LLWR-Inform/info/Documents.aspx](http://www.learnerdata-wales.org.uk/LLWR-Inform/info/Documents.aspx)

### 2. Definitions

#### 2.1. Terminology

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



## 2.2. Cohort of learners

The cohort underpinning the 2014 Learner Voice Survey comprises of active DfES-funded learners enrolled at a Welsh provider of post-16 education or training between 9 December 2013 and 21 February 2013. The cohort does not include non-DfES funded learners or learners at higher education institutes or sixth forms.

## 3. Rounding

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

## 4. Key Quality information

### 4.1. Relevance

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

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

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

[Programme for Government](#)

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

[Quality and Effectiveness Framework](#)

### 4.2. Accuracy

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

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

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

The Easy Read survey data is unweighted because there is no population information for eligible learners. A review is planned at the end of year 2 to assess whether a more structured sample design is feasible for year 3.

Learners were able to complete the core survey online or on paper, the Easy Read survey was only available in paper format. This year, a pilot was undertaken to test the presence of "mode effect" whereby learners' responses are affected by the survey mode they used. The pilot was conducted in three FE institutions and involved a random allocation of online and paper completion between learners

in the same class. In total 1,089 learners took part in the pilot, 558 paper and 532 online. Data from the pilot was weighted by age, gender, level of course and Sector Subject Area. The results show minimal difference between the two methods of completion and demonstrate that there is no systematic mode effect. Further details of the pilot experiment can be found in the Technical Report due to be published in Summer 2014.

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

The release has been published within eight weeks of the fieldwork window closing; this balances timeliness against the need for accurate data-quality. The statistics in this release use data derived from the 2013/14 statistical freeze of the LLWR taken in February 2014, to maximise the matching of respondents to detailed LLWR data.

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

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

### **4.5. Comparability**

The results from the core survey are not directly comparable with findings from the Easy Read survey. This is because the Easy Read survey uses a different response scale and question wording. Moreover, attempts should not be made to compare the Easy Read survey results between sectors. Not all providers took part in the Easy Read survey, and learner participation was at the discretion of providers. The results are, therefore, not representative.

The survey questions and methodology employed in 2013 and 2014 Learner Voice Wales are different to that of the provider-led learner voice pilots in 2009 and 2010. Questions were designed in consultation with providers and cognitively tested with learners. Four versions of the questionnaire were created, with tailored question wording for the different learning context in FE, WBL, ACL and WfA.

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

The Learner Voice Wales 2014 data can be compared to the 2013 data collected in year 1 of the survey, with a number of exceptions:

- The former Q3c 'providing specific help and support with course related issues' has been removed in the 2014 questionnaire. As a result, it is not possible to compare the composite score for 'help and support'.
- At Q6e, the wording has been changed from 'treating you fairly and with respect' to 'treating everyone fairly'. As a result, it is not possible to compare the composite score for 'teaching and learning'.
- At Q7a,b and c, the question wording and response options have been revised based on further cognitive testing. As a result, it is not possible to compare the data with Q7 in 2013.
- At Q10, the question wording has been changed to ask learners what they would like to improve about their 'provider'.
- The response code 'This does not apply to me' was removed as a response option for questions 3a, b and d.

To allow for a more robust comparison between questions, sectors and providers, 'this does not apply to me' responses have been excluded from the question base. Percentages are calculated on all those giving

a valid response only (i.e. 'very good' to 'very poor' or 'don't know'). The data for 2013 has been re-calculated using this method to allow for direct comparison between 2013 and 2014 data.

It should also be noted that two additional providers took part in the 2014 Learner Voice Wales survey: Coleg Gwent and T2 Marr corporation. The inclusion of these providers has had minimal impact on trend data – both at the 'sector' and 'all Wales' level results.

#### **4. Additional information**

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

A more detailed all-Wales report will be available on the Welsh Government website in Summer 2014.

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

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

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