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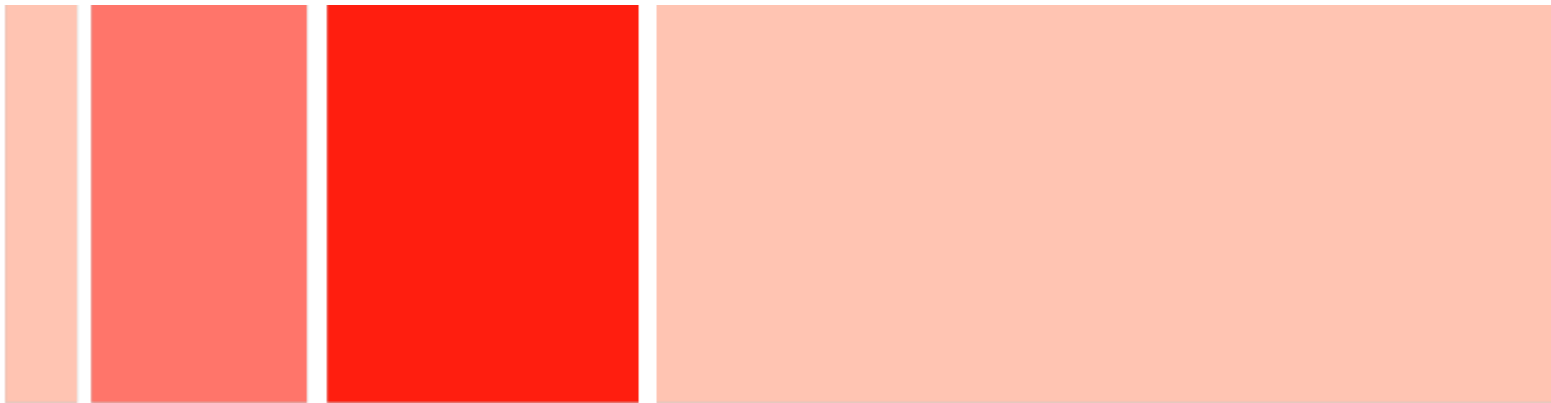
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Learner Voice Wales Survey 2015

Summary of results 2013-15



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Welsh Government

Learner Voice Wales Survey 2015

Summary of results 2013–15

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

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Related documents

Learner Voice Wales Survey: 2015 results (Welsh Government, 2015)

Learner Voice Wales Survey: 2014 results (Welsh Government, 2015)

Learner Voice Wales survey: 2013 Results (Welsh Government, 2013)

Further Education Learner Voice Survey 2009 (Welsh Government, 2010)

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Introduction

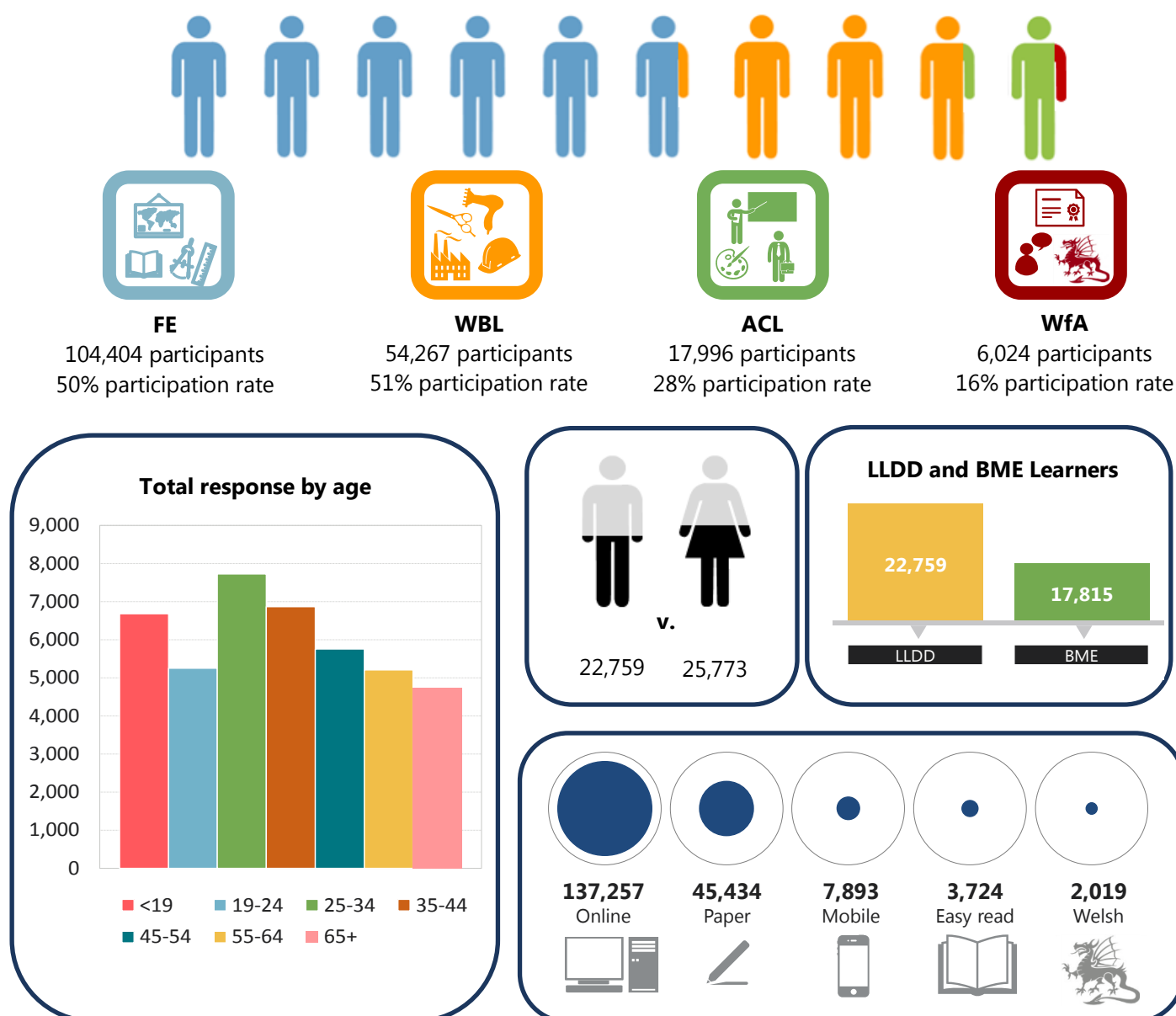
Learner Voice Wales is the **largest post-16 learner survey** undertaken in Wales. Between 2013-2015, a total of **182,691 learners took part** in the core surveys across the Further Education (FE), Work-Based Learning (WBL), Adult Community Learning (ACL) and Welsh for Adults (WfA) sectors.

The survey took place annually between December and February and gave learners the chance to provide **anonymous feedback about their experiences** of education and training.

The results of the Learner Voice Wales survey have been used to **inform Estyn inspections** of post-16 learning providers and to help **drive improvement in the sector**, as a key part of the Welsh Government's Quality and Effectiveness Framework.

In any one year, between **40% and 48% of all in scope learners in Wales** took part in the Learner Voice Wales survey. The charts below show the breakdown of participants by sector, gender, method of completion and shows Black or Minority Ethnic (BME) participants and Learners with Learning Difficulties or Disability (LLDD).

Figure 1. Overview of participation in Learner Voice Wales



Overview: overall ratings, what learners like best, and areas of improvement

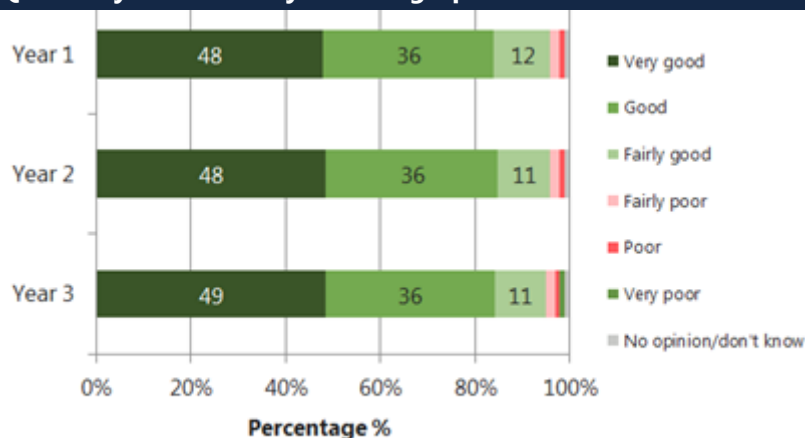
Rating overall learner experience

Learners across Wales are **very positive** about their learning experience. Across all sectors combined, **close to half of learners** rated their overall experience as '**very good**' (48%-49%) and more than a further third rated their college or provider as 'good' (36%). Consistently across every year of the survey, 85% of learners have rated their experience as either 'good' or 'very good'.

Given the degree of positivity, the remainder of this report uses the proportion of learners rating aspects of their experience as 'very good' as the key differentiator between results.

Figure 2. Overall provider rating

Q. Could you now rate your college/provider overall?



Base: Year 1 (53,564); Year 2 (66,382); Year 3 (61,621)

Source: Ipsos MORI

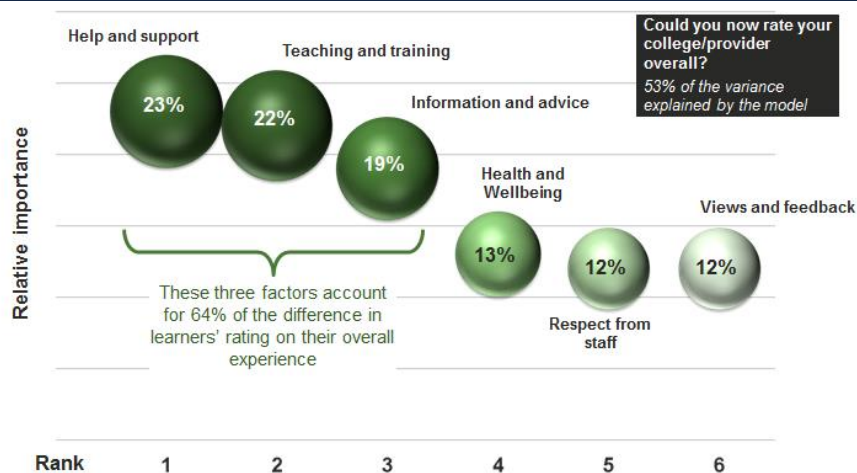
In the first year of the survey, Key Drivers Analysis (KDA) was conducted on the question "Please can you rate your college/provider overall" to identify which aspects of learner experience were the biggest drivers of a positive rating overall. The analysis was conducted on 33,534 responses.

The KDA shows that 64% of the difference in learners' overall rating is explained by three aspects: **help and support, teaching and training, and information and advice**. This means that these are the areas that providers should prioritise to improve overall ratings of learner experience.

The top three areas of most significance within **help and support** were: extra learning support, informing learners where to go for support, and specific help and support (for example, with personal issues).

The top three drivers within teaching and training were: explaining the work learners have to do, listening to learners, and giving feedback on how to improve.

Figure 3. Overview of Key Drivers Analysis (KDA) from Year One



Base (33,534 learners from Year 1). The number of drivers was reduced using factor analysis.

Source: Ipsos MORI

What do learners like best?

As part of the survey, learners were asked an open question about **what they like best about their course or training**. A total of **66,635** learners submitted a response; these responses have been analysed – using machine learning and natural language processing – into key themes. Learners are most likely to mention their course and progress in learning, and the help and support they receive as the things they like best.

Further information about the analysis method is provided on the subsequent page.

Figure 4. Overview of what learners like best about their course/training

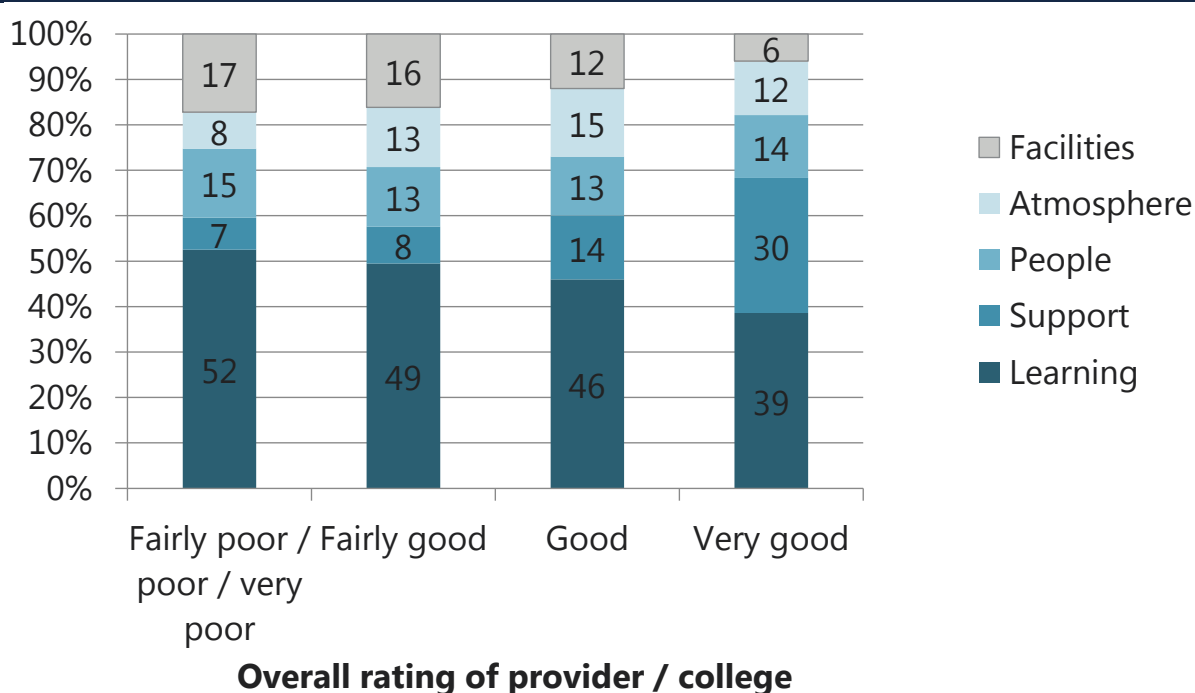


When compared with the ratings that learners gave their college or provider overall, it is clear that learners who give the **most positive ratings** are also more likely to cite the **support they receive** as the thing **they like the most** about their learning experience. For example, 30% of those who gave a rating of 'very good' cited support as the thing they liked most, compared to just seven per cent of those giving a rating of 'fairly poor', 'poor' or 'very poor' overall.

Furthermore, learners giving a rating of '**very good**' are also **less likely** to say they like their **learning** or the **facilities** at their college or provider the most.

This data supports the findings of the Key Drivers Analysis, for which help and support was the top driver of an overall positive rating.

Figure 5. Comparison of overall college/provider rating with individual factors
Q. What do you like most about your college/provider?



Base: 70,558 open ended responses across Years 1-3

Source: Ipsos MORI

Comments provided by learners were processed using machine learning and natural language processing. The first stage of this method was to manually identify themes within the data and then manually code a sample of responses into these themes. These decisions to allocate responses are observed by a computer, which then identifies patterns between the choices made by the analyst and the words used by learners in their responses. Based on these word associations, the computer then trains itself to code the full dataset into one of the themes chosen by the analyst.

What do learners think could be improved?

Learners were also asked what they felt could be improved about their college or provider. A total of **49,242** learners submitted a response across the three years of the survey, though **12%** of those who did comment said they felt **nothing could be improved**. These responses have been analysed – using machine learning and natural language processing – into key themes.

45% of learners suggested that the **teaching and learning** they receive could be improved. This was largely in relation to the quality of teaching; however learners were also keen to improve the design and availability of courses, and the feedback and support they receive to improve their work.

41% of learners felt that the **facilities** at their college or provider could be improved. This was largely in relation to improving the range, healthiness and cost of food and refreshments. A smaller proportion of learners mentioned the need for improvements in computers and Wi-Fi access, parking and bus shelters, gym and sports facilities and the upkeep of toilet facilities.

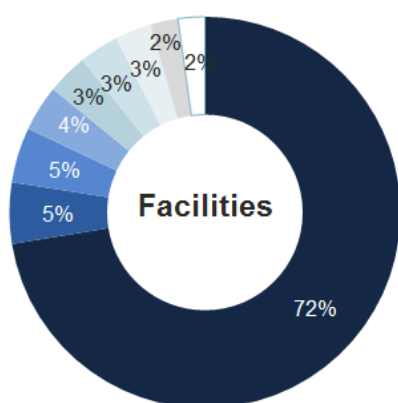
Three per cent of learners also felt that the **treatment of learners** could be improved, including the respect shown to them by staff.

Figure 6. Overview of suggested improvements: Facilities, and Teaching and learning

Facilities

(19,833 responses – 41% of total)

■ Food
■ Transport
■ General facilities
■ IT
■ Leisure facilities
■ Toilet cleanliness
■ Other
■ Building layout
■ Equipment



“The canteen is very expensive and doesn’t sell salad”

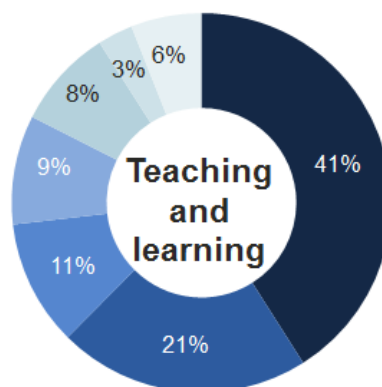
“More computers to be available, even though there are laptops they are sometimes all booked”

“Leaving the car park – more exits and less severe speed bumps”

Teaching and learning

(38,537 responses – 45% of total)

■ Quality of teachers
■ Resources
■ Work in lessons
■ Other
■ Design of course
■ Feedback and support
■ Innovation



“Tutor needs to take into account some students work a lot faster than others”

“I don’t always find the e-learning website easy to use”

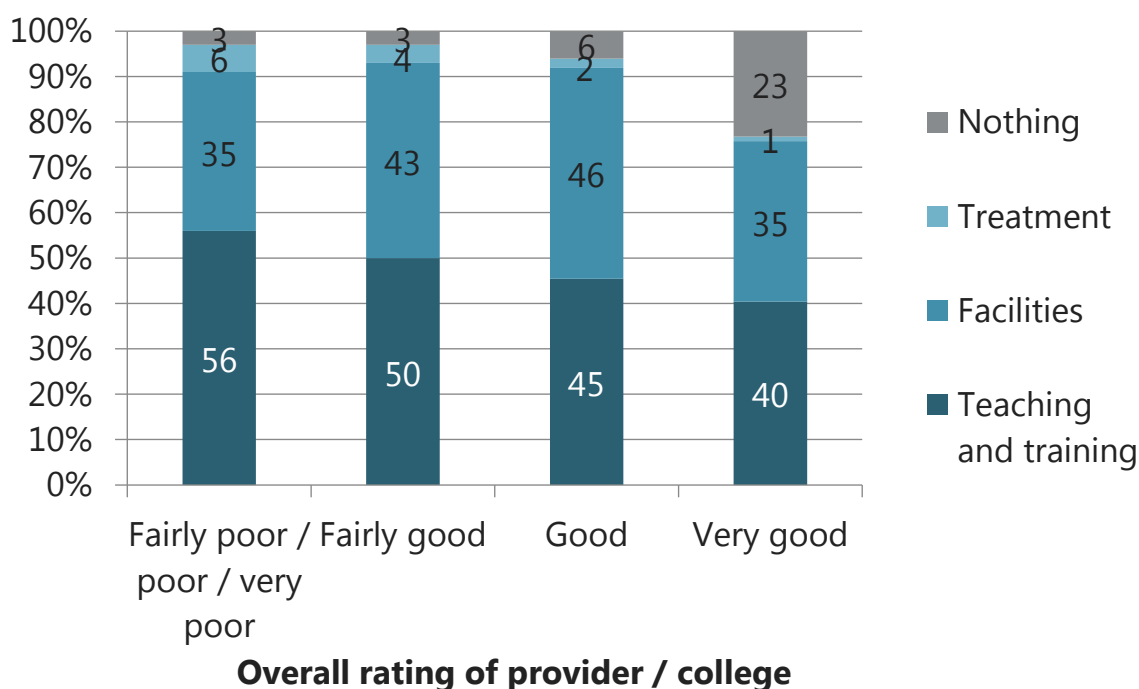
“More personal feedback and revision sessions surrounding each subject”

When compared with the ratings that learners gave their college or provider overall, it is clear that learners who give the **least positive ratings** are more likely to ask **that teaching and training** should be improved.

More specifically, those giving a rating of 'fairly poor', 'poor', or 'very poor' are more likely to state that the **quality of teaching** requires improvement (54% of their comments about teaching and learning), compared with those who give a rating of 'very good' (of whom 43% suggest that this needs to be improved).

Facilities were just as likely to be mentioned by those giving a poor rating overall as those giving a rating of 'very good'; however, comments relating to the need to **improve catering facilities** specifically were more prevalent among those who gave a rating of 'fairly poor', 'poor' or 'very poor'.

Figure 7. Comparison of overall rating with individual factors to be improved
Q. What, if anything, would you improve about this college/provider?



Base: 52,665 open ended responses across Years 1-3

Source: Ipsos MORI

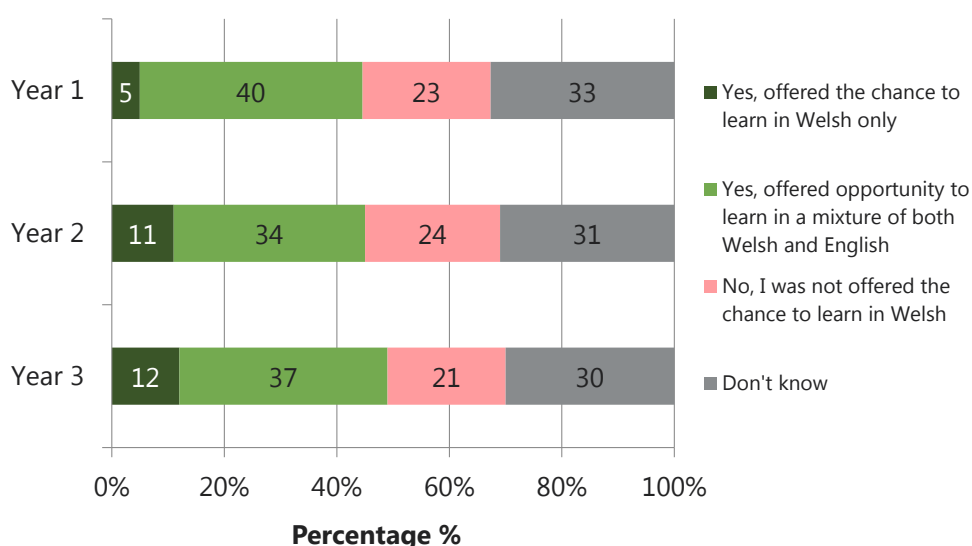
Learning through the medium of Welsh

Learners in Further Education, Work-Based Learning and Adult Community Learning were also asked about their language preferences and opportunities for learning in Welsh.

Across each year of the survey, **one per cent** of learners stated that they would prefer to **learn in Welsh only**, a further **nine to ten per cent** preferred to learn in a **mixture** of Welsh and English.

The proportion of learners who were offered the **opportunity to learn in either Welsh or bilingually had risen** over the course of the survey, from 45% in Years 1 and 2, to 49% in Year 3.

Figure 8. Overview of opportunity to learn in Welsh
Q. Did your college/provider offer you the chance to learn through Welsh?



Base: Year 1 (50,604); Year 2 (63,327); Year 3 (59,134)

Source: Ipsos MORI

In the final year of the survey, among those who **preferred to learn in Welsh only**, just over half (53 per cent) were **given the opportunity** to learn in Welsh.

A similar proportion (53 per cent) of those who **preferred to learn in a mixture of English and Welsh** were **given an opportunity** to learn bilingually.

Across all years of the survey, just over ten per cent (11-12%) of learners in the **FE sector** stated they would like to learn in Welsh or bilingually. Close to half (44-45%) of learners were given the **opportunity to learn** in Welsh or bilingually.

Again, around ten per cent (eight to ten per cent) of **WBL learners** stated they preferred to learn in Welsh or bilingually. The proportion who were offered the **opportunity to learn** in Welsh or bilingually rose from 58% in Year 1 to 64% in Year 2.

In **ACL**, between eight to thirteen per cent of learners stated a preference to learn in Welsh or bilingually. Again, the **opportunity to do so** rose from 27% in Year 1 to 35% of learners in Year 3.

**Sector stories: FE, WBL, ACL, WfA
and easy read**

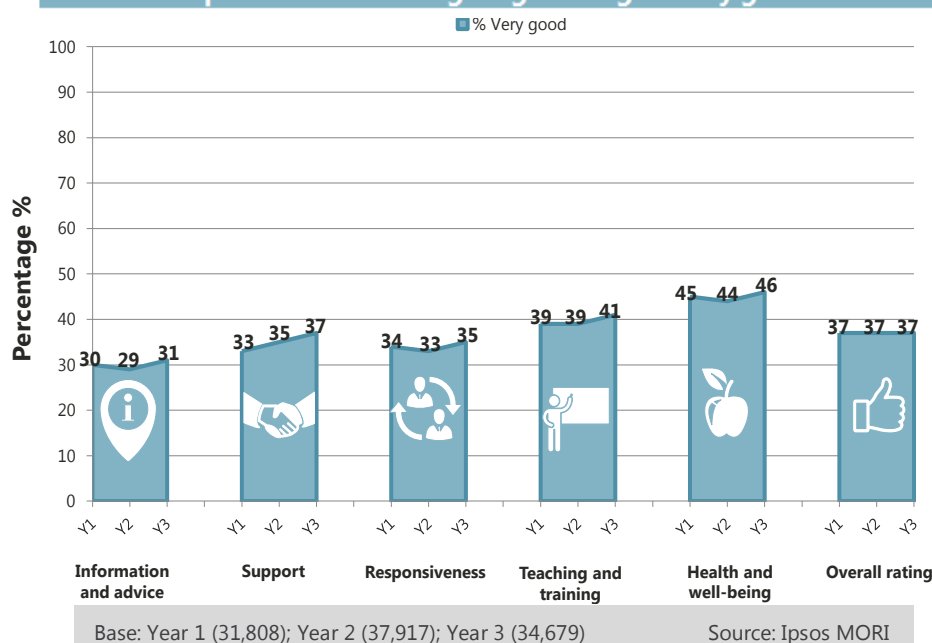
Further education



104,404 learners in Further Education took part in the survey over three years. The overall rating remained constant, with **37%** of learners rating their college as 'very good'.

Learners were **most positive** about the **health and well-being** services provided at their college. However, the proportion of learners rating the **support** they receive as 'very good' **increased by four percentage points** across the three years.

Figure 9. Scores by theme
Proportion of learners giving a rating of 'very good'



The highest scoring individual measures across the three years:

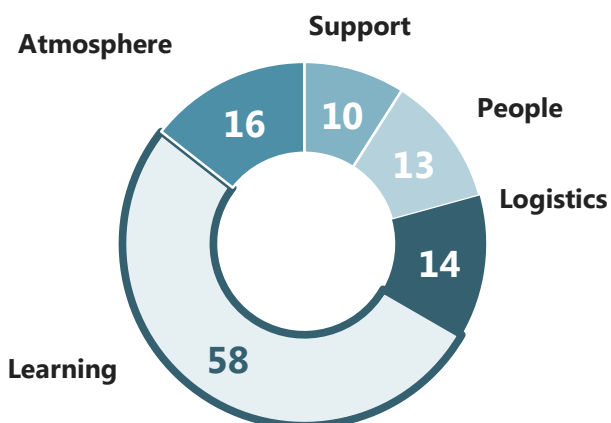
- **50-51%** rated the '**respect** shown by all staff within the college' as 'very good'.
- **48-51%** rated 'making sure learners **feel safe** whilst on their course' as 'very good'.

The least positive individual measures:

- **25-28%** rated the **information and advice** offered about the different options available once learners have completed their course(s) as 'very good'.
- **24-27%** rated the support received to promote a **healthy lifestyle** as 'very good'.

Figure 10. What FE learners like best

Learners were asked what they **liked best** about their college; 45,656 learners in FE gave a response. Learners in FE were the more likely than any other sector to mention aspects of their **course and progress in learning**.



“ I like the support system within the classroom and outside of the classroom. I like the way the tutors support and want you do to the best of your ability”

“ I enjoy the atmosphere between classmates and tutors and I learn what I need to know whilst enjoying it ”

“ I enjoy each lesson from my tutors as they all make it so I enjoy each of them, I enjoy how the work is presented and I actually enjoy the work I have to do ”

Figure 11. Individual measures with the most improvement (FE)

There were eight measures which saw an **increase of two percentage points** across the three years of the survey:

Information and advice about options post-course	Help with settling in to college	Asking for views about the college	Relaying actions as a result of learner feedback
Ensuring learners feel safe	Listening to learners' needs	Minimising disturbances to learners	Delivering courses in an interesting way

Learners were asked what, if anything, they would **improve** about their college. Five per cent of FE learners said that they **wouldn't improve anything**. Learners in FE were **far more likely** to mention **facilities** than any other sector.

Figure 12. Areas for improvement for FE learners

Facilities (16,821 mentions – 52%)	Teaching and learning (23, 065 mentions – 40%)
- Food was mentioned over 12,400 times. Comments included things like the lack of healthy food, unreasonable prices and the quality of the canteens. - More than 850 mentions focused on IT, such as the Wi-Fi, out-of-date software and computers. - Transport was mentioned over 650 times, by learners noting the parking facilities, for example. - On more than 620 occasions, learners mentioned leisure facilities, including their colleges' sports facilities and gyms.	- The quality of the teaching was mentioned over 9,100 times, with learners complaining about teachers being unapproachable or giving lessons that could be more interesting. - Over 5,200 mentions were about the design of the courses. Some learners wanted lessons to focus more on exam technique, whereas others felt that they had to do too many tests.

“ I would improve the internet access for mobile phones/tablets because sometimes there are no computers to use when you need them ”

“ I am learning to drive, so I would like free parking facilities for when I pass my test ”

“ Food in the canteen should be healthier, not processed sandwiches that are basically made out of salt and preservatives ”

“ Structure to the lessons is vital. I would much prefer if I knew what to expect. ”

“ The way the course is taught and the choice of staff that teach the class, because I find the tutors that we have are not up to standard and do not know how to control a class ”

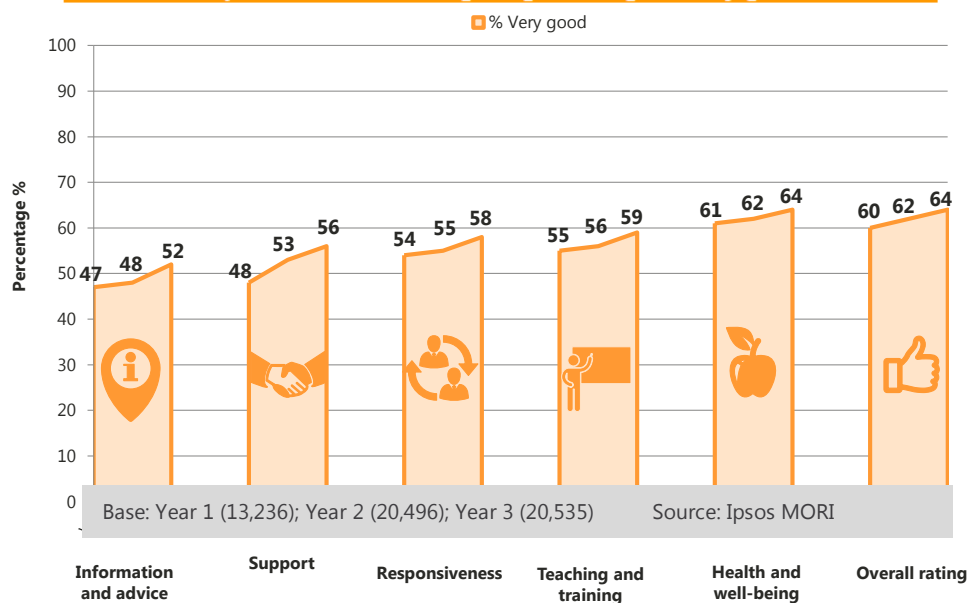
Work-based learning



54,267 work-based learners took part in the survey over three years. The overall rating increased, from **60%** of learners rating their provider as 'very good' in the first year to **64%** in the final year.

Learners were **most positive** about the **teaching and training** on their course; however, the rating for **support** received the biggest increase – **eight percentage points** – over the three years of the study.

Figure 13. Scores by theme
Proportion of learners giving a rating of 'very good'



The highest scoring individual measures across the three years:

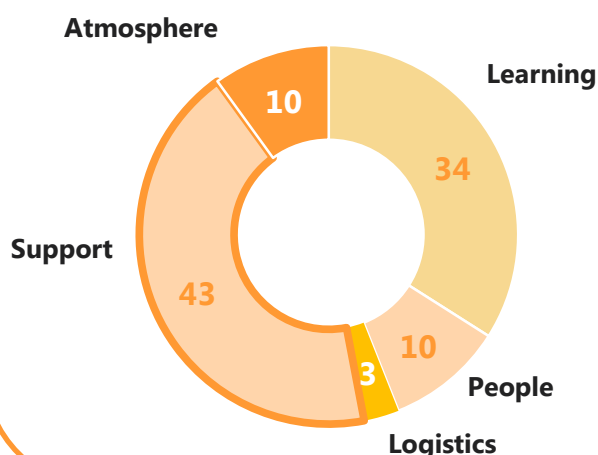
- **69-73%** rated the '**respect** shown by all staff within the college' as 'very good'.
- **69-70%** rated 'treating everyone **fairly**' as 'very good'.

The least positive individual measures:

- **44-49%** rated the feedback **and** advice following course completion as 'very good'.
- **42-48%** rated the support for leading a healthy lifestyle as 'very good'.
- However, both measures saw notable increases over three years

Figure 14. What WBL like best

Learners were asked what they **liked best** about their provider. Work-based learners were almost **twice as likely** than any other sector to mention the help and **support** they received.



Help and advice they give me, support whenever I needed it, always had time for any questions I had or concerns



I am enjoying learning again and am finding my work very interesting

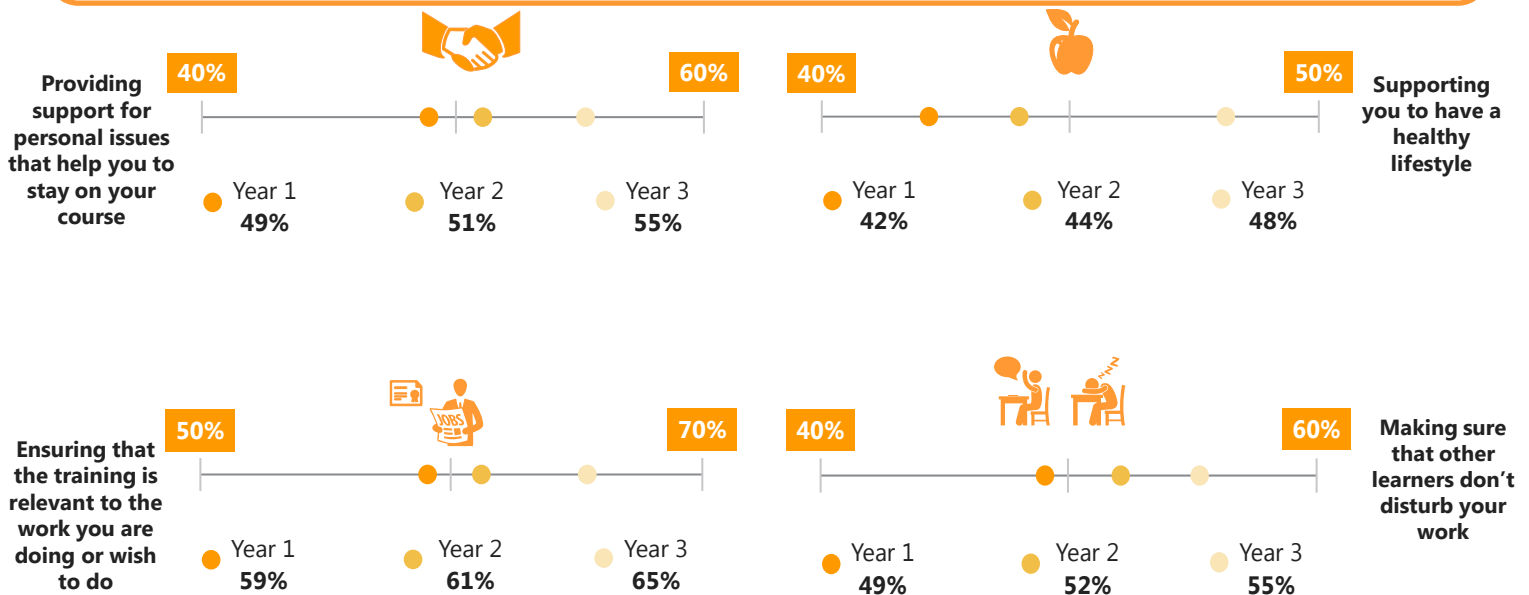


I really enjoy being here and I get along with the people and my tutors and I really have improved lots of things



Figure 15. Individual measures with the most improvement (WBL)

Ratings for a number of measures improved considerably over the three years of the survey. Most notably, four areas experienced an increase of **six percentage points** in the proportion of learners rating them as 'very good'.



Learners were asked what, if anything, they would **improve** about their provider. Work-based learners were **more likely** to say that **nothing needed improving (30%)** than learners in any other sector.

Figure 16. Areas for improvement for work-based learners

Facilities
(1,727 mentions – 17%)

- Food was mentioned over **1,100** times and learners typically mentioned the need for hot food, more vending machines and facilities to heat up food brought from home.
- More than **80** mentions related to available equipment that needed updating to help learners do their best on their courses.

Teaching and learning
(8,281 mentions – 51%)

- Over **3,200** comments referred to the quality of the teaching. Learners felt that the learner to staff ratio was too high and others felt that some teachers were quite inexperienced.
- Over **1,500** comments related to course design, such as the amount of written work.
- Feedback and support accounted for over **1,000** mentions, where learners wanted to be more involved in course content.

“Vending machines or hot food available to buy on site at reasonable prices”

“Ensuring workshop equipment is up to date with modern and working equipment which is ready to use, not ready to use once we have left”

“10 Hours of academic work is a bit intense. The provider needs to understand feedback from learners that the timescale is a bit too long”

“I do feel before signing up to the course we were led to believe that there wasn't much written work at all which isn't the case”

“The amount of teachers, maybe we could have more as there are too many learners and more start every week, sometimes it's hard for them to get around everyone”

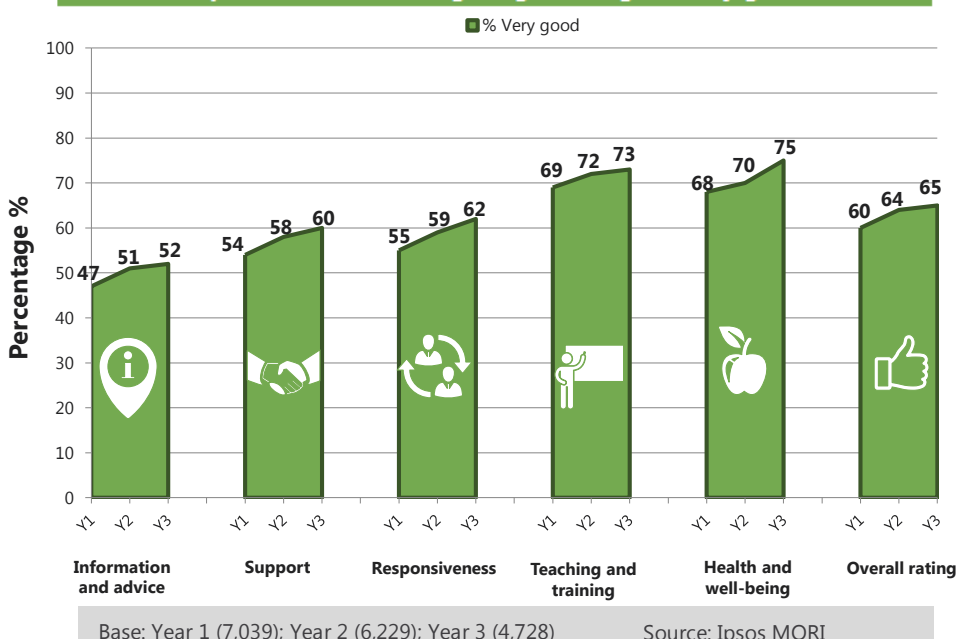


Adult community learning

17,996 adult community learners took part across the three years of the survey. The overall rating **increased**, with **60%** of learners rating their provider as 'very good' in Year 1 and **65%** in Year 3.

Learners were most positive about the **responsiveness** of their providers and the **health and well-being support** available – both measures saw a seven **percentage point increase** over the three years of the survey.

Figure 17. Scores by theme
Proportion of learners giving a rating of 'very good'



The highest scoring individual measures across the three years were:

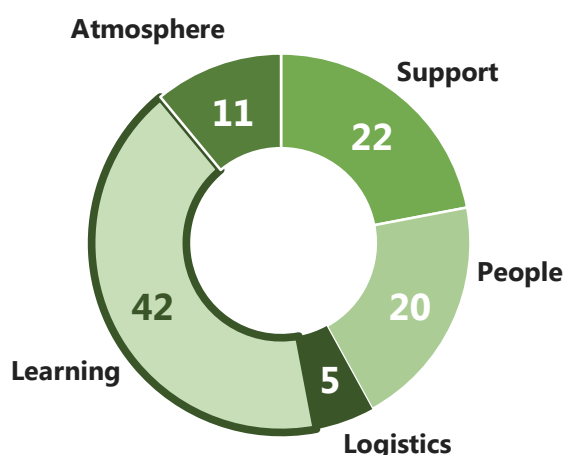
- **78-81%** rated 'the **respect** shown by all staff within the provider as 'very good'
- **77-79%** rated '**treating everyone fairly**' as 'very good'

The least positive individual measures:

- **44-50%** rated the **information and advice** received about options after course as very good
- **47-53%** rated information on where to go for **support** as 'very good'.

Figure 18. What ACL learners like best

Learners were asked what they **liked best** about their provider. ACL learners were most positive about their course content and **learning experience**.



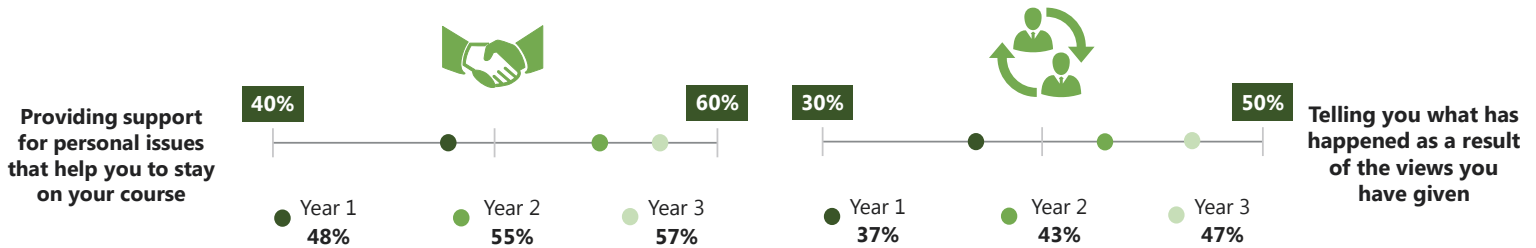
“Very understanding, and patient, when I have to ask questions. Also, provides everyday examples of information we are learning so that we understand the technical terms. Look forward to every lesson”

“Support and explanations regarding coursework are delivered in a non discriminatory manner and does not make you feel silly in any way when you make mistakes”

“The friendly atmosphere, and knowledge given by the tutor and students are second to none”

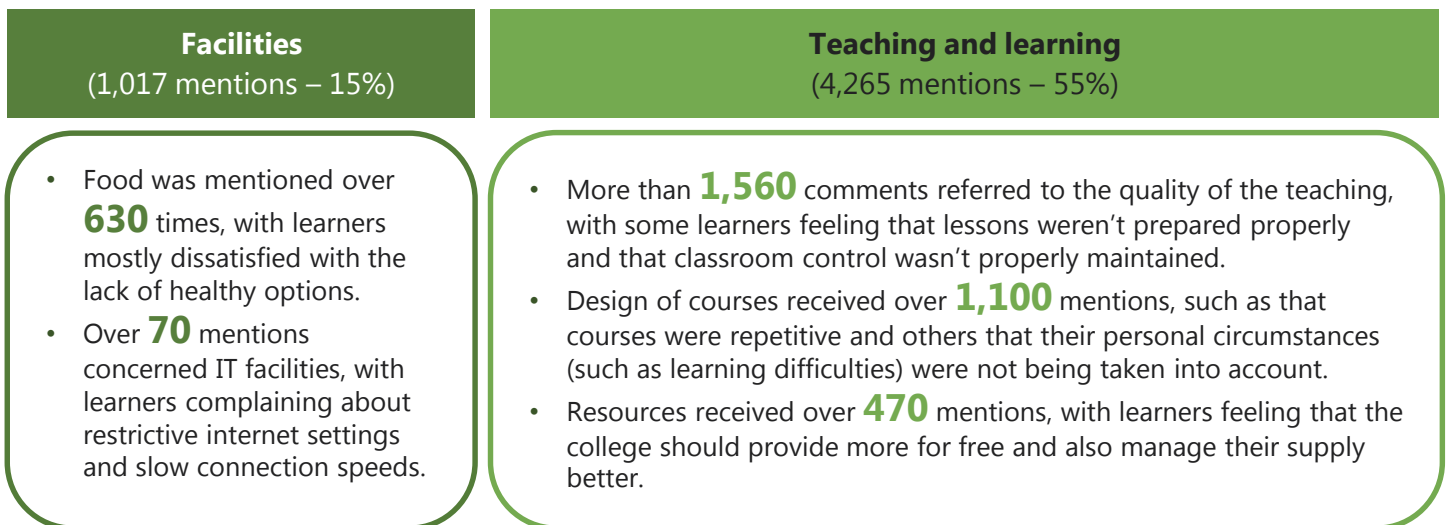
Figure 19. Individual measures with the most improvement (ACL)

All but one individual measure (delivering courses in a way that keeps learners interested) showed an increase in the proportion of learners giving a rating of 'very good'. Most notably, two measures experienced an increase of **seven percentage points**.



Learners were asked what, if anything, they would **improve** about their provider. A fifth (20%) of those who did submit a response said that there was **nothing that needed improving**. However over half of those giving a response stated that improvements could be made in aspects of **teaching and learning**.

Figure 20. Areas for improvement for adult community learners



“More powerful computers or - not hampered by network restrictions and infantile internet”

“Plan resources better - rooms & facilities not used according to class size.”

“I sometimes feel that the units of the courses are repetitive and lacking in content and incentives.”

“This college has a terrible canteen selection, no nutrient value, fat, fat, fat”

“More teachers and with more experience with different type of students, sometimes the classes are a complete mess”

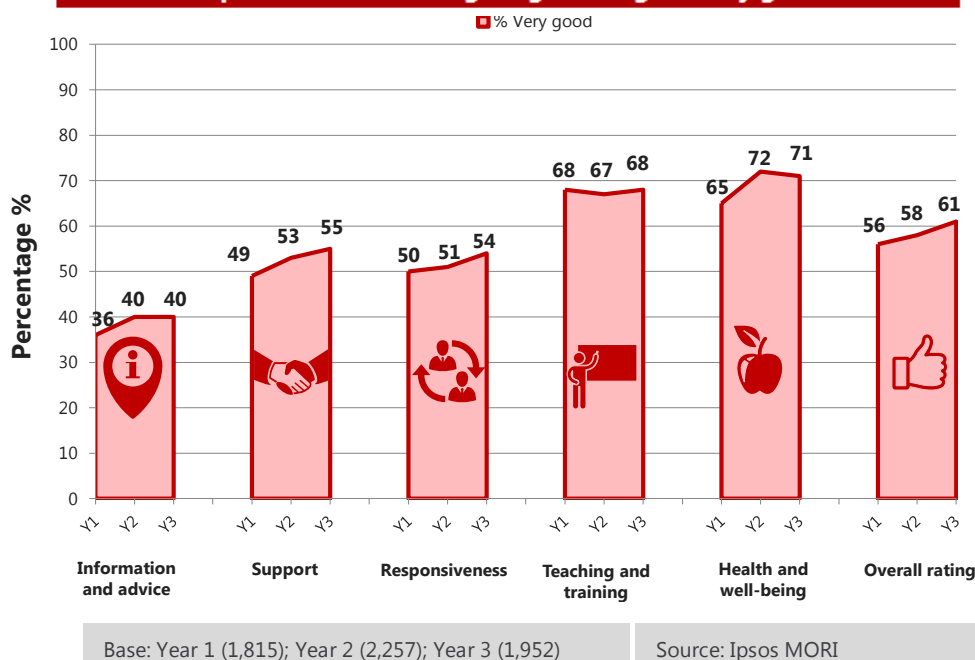
Welsh for Adults



6,024 learners in the Welsh for Adults programme took part in the survey. Overall, the proportion rating their provider as 'very good' increased from **56%** to **61%** across the three years.

Learners were the most positive about **health and well-being**, which scored the most highly and saw a **six percentage point increase**. Learners reported that the **support** shown by staff had also increased by the same margin.

Figure 21. Scores by theme
Proportion of learners giving a rating of 'very good'



The highest scoring individual measures across the three years:

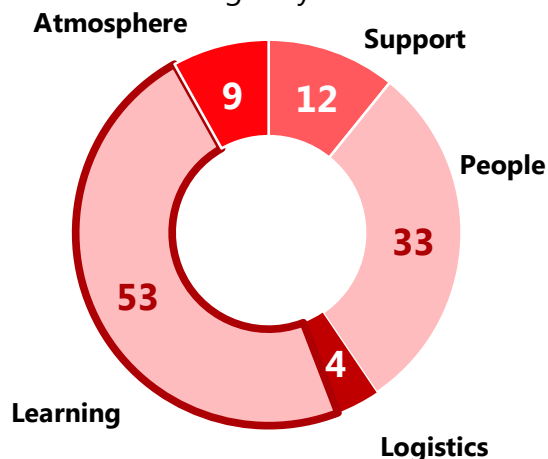
- **83-85%** rated the '**respect** shown by all staff within the provider' as 'very good'.
- **74-75%** rated 'delivering the course in an **interesting**' as 'very good'.

The least positive individual measures:

- **24-27%** rated **listening to learners' views** as 'very good'.
- **24-27%** rated the support for a **healthy lifestyle** as 'very good'.

Figure 22. What WfA learners like best

Learners were asked what they **liked best** about their provider. WfA learners were **more likely** to mention **people** than any other sectors. Half mentioned their course and progress in learning as the thing they liked best.



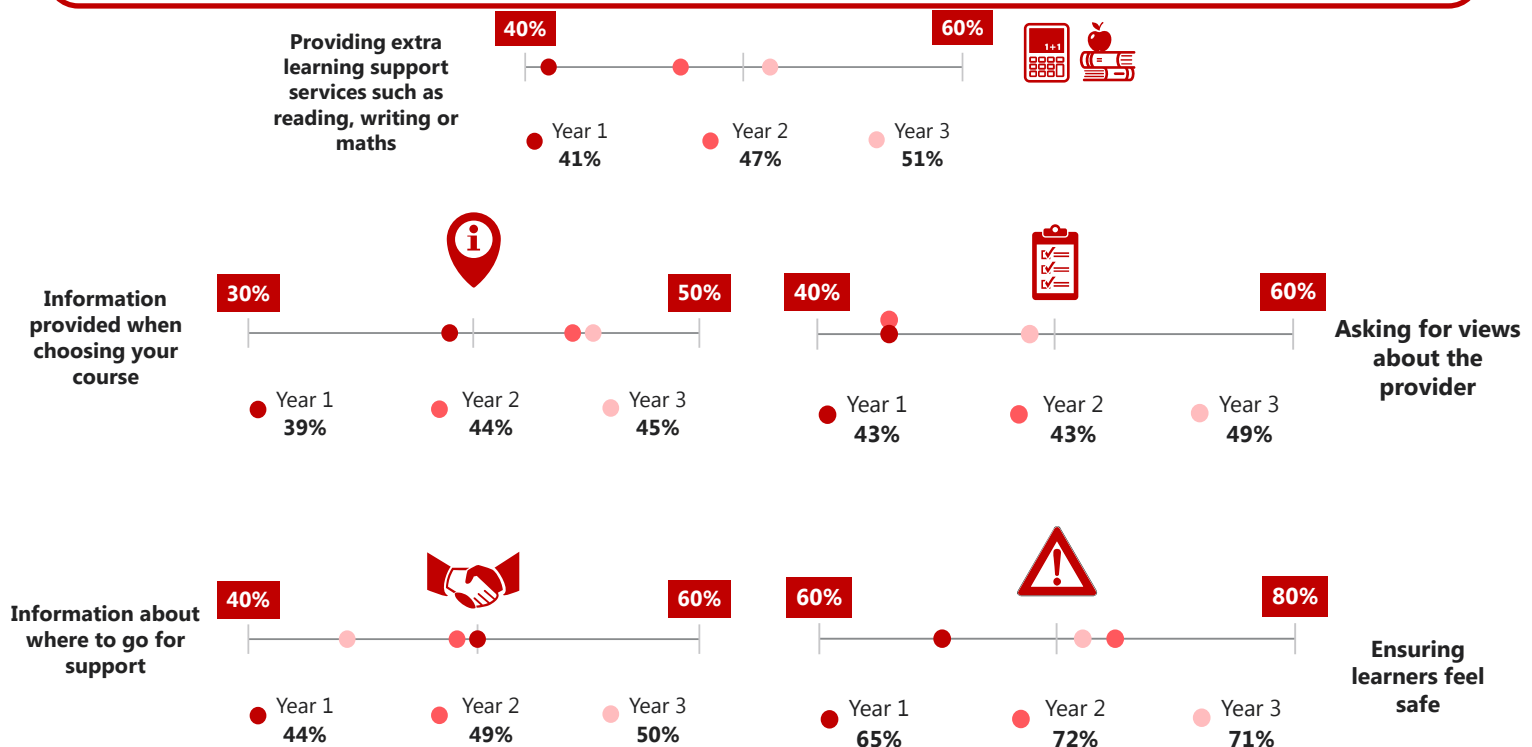
“My tutor has been very supportive and is an excellent ambassador for the provider”

“The tutors and other learners are enthusiastic and motivated, and passionate about learning”

“I have enjoyed and learnt so much of local history, and continue to do so, long may it continue!”

Figure 23. Individual measures with the most improvement (WfA)

Ratings for a number of measures improved considerably over the three years of the survey. Most notably five areas experienced an increase of six percentage points in the proportion of learners rating them as 'very good'.



Learners were asked what, if anything, they would **improve** about their provider. Welsh for Adults learners were **more likely** to mention **teaching and learning** as a proportion of their comments than any other sector.

Figure 24. Areas for improvement for Welsh for Adults learners

Facilities (268 mentions – 15%)

- Refreshments was mentioned more than **180** times. They suggested longer lunch breaks, better provision of hot drinks and more regular coffee breaks between lessons.

Teaching and learning (2,299 mentions – 74%)

- On more than **1,090** occasions, learners mentioned the quality of the teaching, for example lack of organisation, speaking too much in English and the quality of supply teachers.
- Course design received more than **380** mentions, such as too much emphasis on grammar and not enough conversational Welsh, and repetition of topics.
- Over **170** comments were about feedback and support, such as more information about where to access support services and more formalised feedback procedures.

“No facilities for hot drinks in the break (evening course after work, so a wee coffee in the break would be appreciated). Some people bring their flasks, not feasible for me as I directly come from work”

“There are times when the course seems a little unfocused, where we are repeating content already well known and practised. Tightening up in this one area would make better use of our time.”

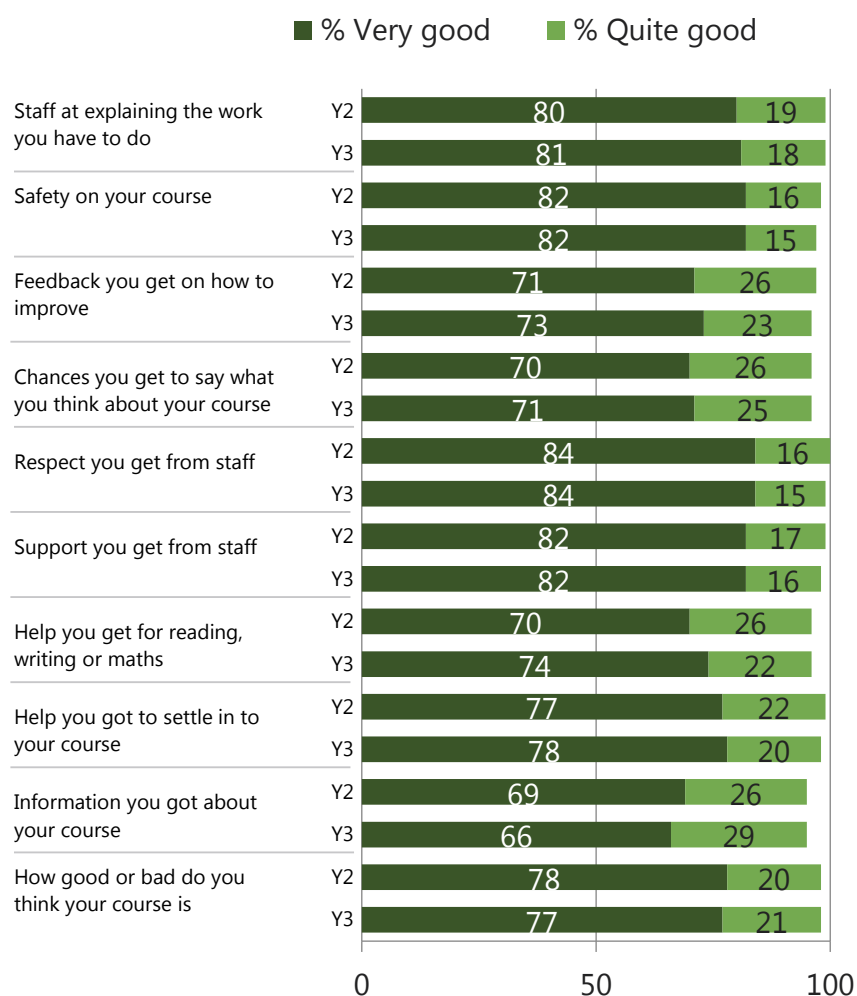
“Feedback is in the class, so if you miss a class you do not know if it is correct or not.”

Easy Read

A separate, Easy Read version of the Learner Voice Wales survey was introduced in 2014. This was designed to **increase participation** in the survey among learners with learning difficulties or disabilities (LLDD), learners whose first language was not English or Welsh, and learners with low numeracy and/or literacy skills. The Easy Read paper-only survey contained fewer questions, simplified wording and used a different response scale than the core survey, meaning that the data cannot be combined and Easy Read results need to be reported separately.

In total, **3,724 learners** took part in the Easy Read survey in 2014 and 2015.

Figure 25. Summary of easy read results



Base: Year 2 (1,759), Year 3 (1,965)

Source: Ipsos MORI

In line with the results from the main survey, learners who took the Easy Read survey were very positive about their learning experience. Across the two years, **more than three quarters** (77% in Year 3 and 78% in Year 2) of learners rated their experience as 'very good', with a further fifth (21% - 20%) who rated their experience as 'quite good'.

Across both years, questions that elicited particularly positive responses related to the respect learners received from staff, the safety on the course and the support received from staff. Areas that received slightly less positive scores were the information received about the course, the chance learners got to have their say on the course and the feedback learners got on how to improve.

Investigations: ethnicity, LLDD and longitudinal analysis

Ethnicity

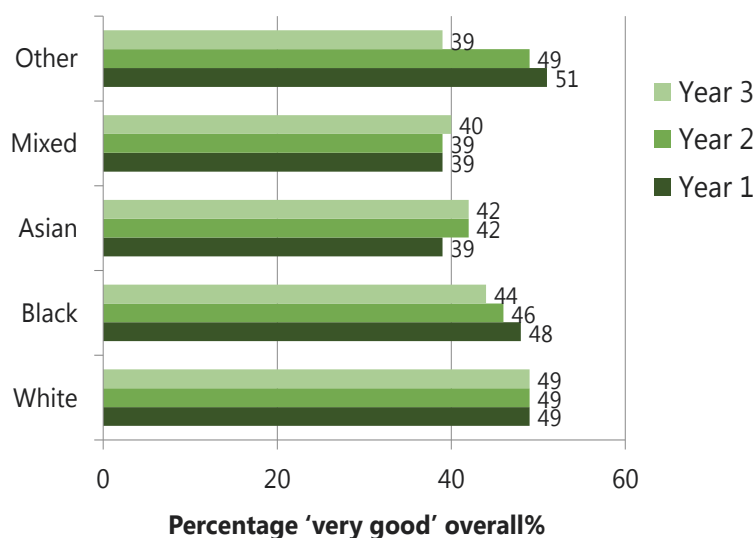
Since Year 1, overall ratings for colleges and providers have remained consistent among White participants who make up the overwhelming majority of learners. However, ratings among those who belong to some minority ethnic groups have been consistently lower, and in some cases these ratings have fallen since Year 1, particularly among those who belong to 'other' ethnic groups (i.e. not Black, Asian, or Mixed). This section explores the reasons for difference in overall ratings between ethnic groups.

The proportion of **White learners** who rate their college or provider as 'very good' has **remained unchanged** (49% in both Years 1 and 3). However, ratings are lower across minority ethnic groups and in some cases these have fallen.

- **Fewer Black learners** rated their college or provider as 'very good' in Year 3 than Year 1. Although this fall is not great enough to be statistically significant, the decline in ratings among those of a Black African background is significant (from 59% in Year 1 to 37% in Year 3).
- Those of a **mixed ethnic background** have been **consistently less likely** to rate their college or provider as 'very good'. Asian learners have also generally given lower ratings.
- There has been a **significant fall** in 'very good' ratings among those in '**Other**' ethnic groups.

Figure 26 Overall rating by ethnicity

Q. How do you rate your college / provider overall?



Base: Year 1 (53,564), Year 2 (66,382), Year 3 (61,621)

Source: Ipsos MORI

Some of the declines in ratings across minority ethnic groups may be explained by changes in how they view specific aspects of their college or course. For example, those of a Black African background in Year 3 were **significantly less likely** than in Year 1 to give a 'very good' rating to the level of **respect** from college or provider staff (down from 73% to 57%) and for whether **their views** on the college or course are sought (down from 50% to 31%).

Among those of 'Other' ethnic backgrounds, there has been a **fall in ratings** for a wide range of aspects, especially those to do with **teaching and learning**, the second strongest driver of overall ratings. Fewer learners from 'Other' ethnic backgrounds in Year 3 gave a rating of very good for a number of elements of teaching and training compared to Year 1:

- Talk about the **aims** of the learning (down from 58% to 46%)
- **Listen** to learners' needs (down from 62% to 50%)
- Get **feedback** on how to improve (down from 60% to 47%)
- Ensure other learners do not **disturb** them (down from 53% to 43%)
- Maintain **interest** in the course (down from 56% to 46%).

Learners of an 'other' ethnicity are also less happy with the **quality of information**, with fewer who say they had 'very good' information on their choice of course (down 49% to 41%) or about their options once they had completed the course (down from 38% to 31%) than in Year 1. Fewer learners also say their college or provider is 'very good' at providing them with the **right equipment** (down from 49% to 36%), which may be important because help and support has been shown to be the strongest single driver of overall ratings for colleges and providers.

Although learners of mixed ethnicity give consistently lower overall ratings to their college or provider, there is little consistent change in how they rate specific aspects across the three years of the survey.

As part of the Learner Voice Wales survey learners were asked **what they think could be improved**. Analysis of the comments made by learners across three years of the survey suggests that learners from black and minority ethnic (BME) backgrounds **broadly cite the same issues** in need of improvement as those from White backgrounds. This includes comments about quality of teaching, provision of computers, canteen and refreshment facilities. However, BME learners who give an overall rating of their college or provider as 'poor' or 'very poor' tend to comment mostly about the need to improve facilities.

Cheaper food, bigger canteen, cleaner outdoor areas, more equipment in the workshop

To have a common room, an ATM, canteen open longer for people that have late lunches

I would want the library open until my course finishing time. Also the Student Section should be open during my course time so if I need anything from them then I don't need to book time off my work and come in the day time

Learners with learning difficulties and/or disabilities

Almost half of learners with a learning difficulty and/or disability (LLDD) (48%) rate their college or provider as 'very good', which is line with learners overall (49%). However, LLDD are less likely to say this than in Year 1 (a fall of four percentage points from 52%). This section explores the reason for this decline.

The decline in overall rating among LLDD is **unlikely** to be attributed to issues regarding the **help and support** they receive. There has been little or no change in the proportion of LLDD rating their college or provider as 'very good' on a number of aspects of support. Where there has been significant change of opinion, this has been in a positive direction:

- Provision of support for **personal issues** (up from 35% rating this as 'very good' in Year 1 to 45% in Year 3)
- Provision of **extra learning support** (up from 38% to 43%)

The explanation for decline may lie in falling satisfaction with **some aspects of teaching and learning**, which is the second strongest driver of overall ratings. Compared with Year 1, LLDD are less likely to rate teachers and tutors as 'very good' at how well they:

- **Explain** the work that has to be done (down from 58% to 54%)
- **Listen** to learners about their needs (down from 59% to 55%)
- Give **feedback** to learners on how to improve (down from 57% to 54%)
- Keep learners **interested** in the course (down from 56% to 51%)

On the other hand, not all changes in attitudes to **teaching and learning** have been negative. Those with learning difficulties and disabilities in the work-based learning sector are more likely than in Year 1 to say their teacher or tutor is very good at giving them enough **one-to-one time** (up from 47% to 58%) and ensuring that the **training is relevant** (up from 52% to 61%).

There have been few changes for other aspects of the learning experience, such as the level of **support or the information given** to learners. However, fewer LLDD say their college or provider has been 'very good' at helping them **settle in** (down from 55% to 52%) and at ensuring **respect** is shown by all staff within the college (down from 63% to 60%).

In those cases where ratings have fallen, it is generally across all sectors with the exception of **adult community learning**, where ratings are actually often better than Year 1.

When asked what LLDD **would like to improve** about their provider or college, many of the comments **mirror** comments from learners without a learning difficulty or disability.

For example, many comments cite the need to improve eating facilities, sports facilities and the quality of teaching and training.

“ Certain teachers show a lack of respect for students and forget we're adult learners ”

“ Healthy options in the canteen...Water dispensers in the corridors would be appreciated ”

“ Tutors should not repeat things so many times and assume we know nothing; talk to us more and listen to us ”

However, there are some common areas among LLDD who feel that their college or provider is 'poor'. Many of the comments are about the **level of support and attitude towards learners who have specific needs**; along with comments on more tangible areas such as having the right equipment and materials for the course/training.

“ Support with personal issues and issues within college. And, dyslexia testing and diagnosis! ”

“ I have dyslexia and I should have a 1 to 1 and more help but I don't have anything, only a bit of help in my exams, and when I went to find someone to talk about it nobody knew where I was going so I had no help all year...My school sent everything telling them I needed help and I haven't had anything ”

“ Support was promised as 'available' before I enrolled and paid for the course. Still waiting four months later, I will not be able to sit the exam without access/ extra time ”

“ Help students more on their learning difficulties like, for example, I have a speech and language disorder and no-one had a clue how to support me because they didn't know what it is or even existed ”

“ There are major issues with the way that they treat learners with difficulties, such as dyslexia. I had to contact ILM myself to get help for one of my team. They have not considered the needs of the business and have not made any attempt to learn. I am a director and am talked to like a child who knows nothing. Very disappointed ”

Longitudinal analysis

A total of 1,946 learners completed the Learner Voice Wales survey in all three years at the same provider. Unweighted data was run to compare how ratings of their learner experience may have changed between Years 1 and 3. For the purpose of this chapter, learners who have been included in this data set are referred to as 'longitudinal learners'.

The **overall rating** among longitudinal learners remained broadly consistent between Years 1 and 3 of the survey, with between 36%-39% of learners rating their provider or college as 'very good' overall. However, views of how courses compared to initial expectations changed between Years 1 and 3. In Year 1, 38% of learners reported that they felt their course had been '**better than expected**'; 50% said the course was 'about what they expected'. In Year 3, the proportion who felt their course or training was 'better than expected' fell to 33%, whilst the proportion of learners who felt their course was about what they expected increased to 56%. This may reflect a growing awareness among learners of what to expect from their course the more they undertake of it.

There have also been notable improvement in experience across a number of measures.

Both **information and advice** measures improved. Appreciation of the quality of information received at the start of their course increased from 33% rating this as very good in Year 1 to 38% in Year 2. Information received about what learners can do at the end of their course also increased from 27% rating this as 'very good' to 33%.

The proportion rating **additional learning services** as 'very good' also increased from 31% in Year 1 to 35% in Year 3. This may show a better understanding of need among providers and awareness of support among learners as they progress through their course.

Although perceptions of the **respect** shown by staff remains unchanged, longitudinal learners are more likely to give a rating of 'very good' for the way in which their **provider asks for the views** of learners (from 28% to 34%) and in telling learners **what has happened** as a result (up from 25% to 31%).

Ratings for **how safe learners feel** during their course, and how well providers promote **cohesion** among learners from different backgrounds remain broadly constant between Years 1 and 3. However, the proportion rating their provider as 'very good' for promoting **healthy lifestyles** increased from 25% to 30%.

Longitudinal learners are also more likely to give a rating of 'very good' in Year 3 for a number of aspects of **teaching and training**: talking about learning aims (up from 43% to 49%), making sure work is not disturbed (up from 33% to 37%) and making good use of time (up from 43% to 47%).

Longitudinal learners also said that they were given an increasing opportunity to **learn in Welsh only**. The proportion who said that they were offered the chance doubled from six per cent in 2013 to 13% in 2015.