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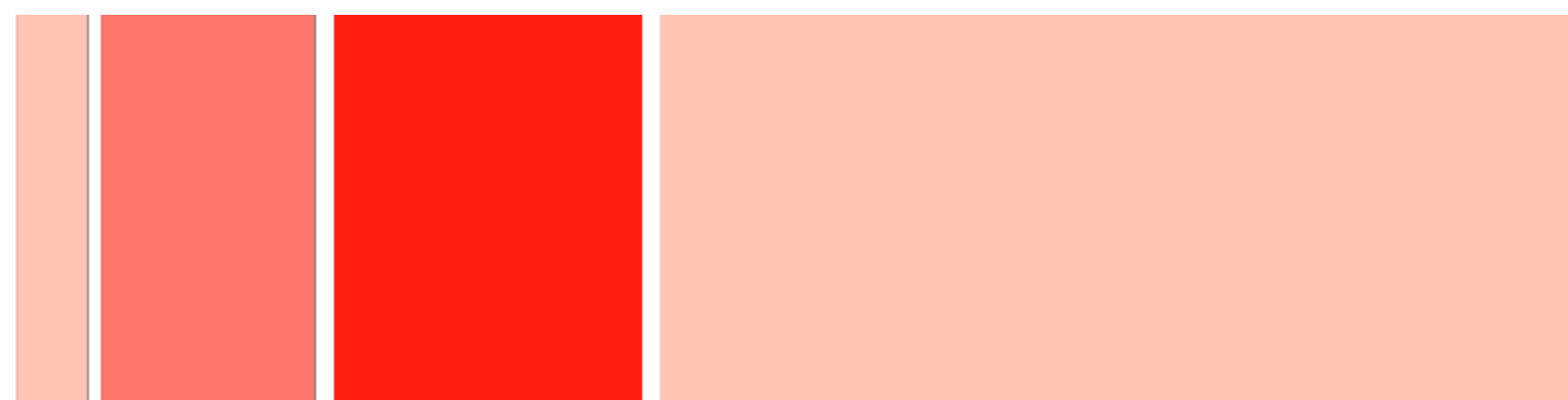
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# Learner Voice Wales Survey

## 2015 results



# Learner Voice Wales Survey – 2015 results

Ipsos MORI



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

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## Glossary

Acronym/Key word	Definition
Adult Community Learning (ACL)	Adult community learning is defined as flexible learning opportunities for adults, delivered in community venues to meet local needs. ACL funded by the Welsh Government covers a diverse range of provision. It embraces learning opportunities which are offered by further education institutions and local authorities.
Base (size)	The 'base' is the number of responses given to a particular question in the survey.
Benchmark/benchmarking	Benchmarks are used to compare the results of different groups of learners. They compare the percentage of learners giving one answer from group A to the percentage of learners giving the same answer in group B.
Black and Minority Ethnic (BME)	Black and Minority Ethnic is the terminology normally used in the UK to describe people of non-white descent. This sub-group includes learners from Black, Asian, Mixed, and Other ethnic backgrounds as defined by the census and LLWR.
Census	A census is a study of every eligible participant in a given population.
Composite scores	The composite scores are a sum of the responses to each theme in the survey ( <b>information and advice; teaching and training; responsiveness; help and support; and health and well-being</b> ). Components of each theme sum to a total of 100. A detailed explanation of how the composite scores are

	calculated can be found in the technical report.
Data weighting	A process to adjust the profile of the survey sample (i.e. those who took part in the survey) so that it is representative of the real learner population (i.e. everyone who could take part).
Easy Read/ Easy Read Survey	A separate, Easy Read version of the survey was trialled in 2014. This was designed to increase participation in the survey among learners with learning difficulties or disabilities (LLDD), learners whose first language was not English or Welsh, and learners with low numeracy and/or literacy skills. The Easy Read paper-only survey contained fewer questions, simplified wording and used a different response scale than the core survey, meaning that the data cannot be combined and Easy Read results need to be reported separately. Use of the Easy Read survey was at the discretion of providers, who were advised only to adopt it for learners who could not complete the relevant sector survey without significant support. It was not used by all learners with learning difficulties or disabilities, whose first language was not English or Welsh or had low numeracy and/or literacy skills.
Further Education (FE)	Post-compulsory vocational and academic learning provided by further education institutions.
In-scope learners	Refers to Welsh Government-funded learners who were in learning during administration of the Learner Voice Wales survey.
Learning programme	The type of course/training undertaken by a learner in Work-Based Learning (WBL), for example an Apprenticeship or Traineeship.

Learning sector	One of Further Education (FE), Work-Based Learning (WBL), Adult Community Learning (ACL) or Welsh for Adults (WfA).
LLDD	Learners with learning difficulties and/or disabilities.
Lifelong Learning Wales Record (LLWR)	The LLWR is a system used to collect data on learners, their learning activities and achievements across further education, work-based learning and adult community learning. This data is used as the basis for planning, funding and measuring the performance of post-16 learning funded by the Welsh Government.
LLWR matching	The identification (ID) code entered by learners during the survey was 'matched' where possible to their relevant ID code on the LLWR database. This allowed for analysis of a range of variables included in the LLWR database but not collected in the survey.
Rim-weighting	The most common form of data weighting (see above), as used on the Learner Voice Wales survey. 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. A cap is applied on how far any one individual's responses are weighted, so as to avoid unduly distorting any data.
Score	'Score' is used throughout this report to refer to the percentage of learners giving a response – typically the top 'Very good' rating.



Sector Subject Area (SSA)	All regulated qualifications are assigned a Sector Subject Area code by the Awarding Organisation. These classifications can be used to group qualifications together into one of fifteen areas (such as Social Sciences, or Health, Public Services and Care) for the purposes of analysis.
Themes/Learning themes	The five topics covered within the survey questions: <b>information and advice; teaching and training; responsiveness; help and support; and health and well-being</b> . See also Composite scores.
Work-Based Learning (WBL)	Learning delivered by an FE college, local authority or other training provider to up-skill existing employees in the workplace, or support unemployed individuals to gain employment. The learning programmes include: Apprenticeships; Flexible learning; Traineeships; and Work Ready programmes.
Welsh for Adults (WfA)	Learning provision delivered through six Welsh language centres across Wales, offering Welsh language courses as a specific part of adult community learning (ACL) provision.

# 1. Executive Summary

## Research aims and objectives

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

## Methodology

- 1.4 The third year of the survey was administered to learners by providers between 1 December 2014 and 20 February 2015. A total of 63,859 learners took part in the 2015 Learner Voice Wales survey including 1,966 learners taking part in the Easy Read survey.
- 1.5 The survey was available in English and Welsh. Learners were able to complete the core survey online or on paper, although the Easy Read survey was only available in paper format.
- 1.6 Learners were asked to rate their provider on a number of questions, split into five themes:
  - i. information and advice
  - ii. help and support
  - iii. responsiveness
  - iv. health and well-being
  - v. teaching and training
- 1.7 Learners were also asked about their overall experiences, whether their

course met their expectations; what they liked best about their provider; and what they thought their provider could improve. A series of questions were also asked about Welsh medium and bilingual opportunities and skills.

## Key findings

- 1.8 In line with the previous surveys, 85 per cent of all respondents rated their overall experience as 'good' or 'very good', compared with 84 per cent in 2014 and 2013. In more detail, half (49 per cent) rated their overall experience as 'very good' and just over a third (36 per cent) said it was 'good'. Only a very small proportion (three per cent in total) said that their overall experience was 'fairly poor', 'poor' or 'very poor'.
- 1.9 There has been a positive improvement in overall experience across all sectors, most notably among FE full-time, FE part-time, and WfA learners. Each of these groups showed a three percentage point increase in the proportion of learners who rated their overall experience as 'very good' (from 31 per cent to 34 per cent, from 40 per cent to 43 per cent and from 58 per cent to 61 per cent respectively). WBL learners also registered a two percentage point increase on this measure (from 62 per cent to 64 per cent).
- 1.10 While all groups of learners were more positive than in 2014, ACL and WBL learners continued to be the most positive across all of post-16 provision; 65 per cent and 64 per cent rated their overall experience as 'very good' respectively. In comparison, 37 per cent of learners in FE rated their overall experience as 'very good'.
- 1.11 The results from the third year of the survey suggest that the gap in the rating of composite scores<sup>1</sup> between full-time and part-time FE provision is increasing. For example, the gap in the proportion of full and part-time learners who rated teaching and training as 'very good' was 12

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

percentage points this year; up from five percentage points in 2013.

1.12 The findings also suggest that WBL apprentices were consistently more positive about their providers than those on employability programmes.

1.13 Reflecting an increase from 2014, around half of learners were given the opportunity to learn in Welsh or in both Welsh and English (49 per cent compared with 45 per cent previously in 2014).

## **2. Background and Methodology**

### **Overview**

- 2.1 Learner Voice Wales is the largest post-16 learner survey undertaken in Wales, carried out by Ipsos MORI on behalf of the Welsh Government. The survey takes place annually between December and February and gives learners the opportunity to provide feedback about their experiences of post-16 education and training, across the further education (FE), work-based learning (WBL), adult community learning (ACL) and Welsh for Adults (WfA) sectors. Learners' responses are presented anonymously to learning providers and the Welsh Government. Eligibility is restricted to DfES-funded learners (full-time and part-time) undertaking a course during the survey window.
- 2.2 The third year of the survey was administered to learners by providers between 1 December 2014 and 20 February 2015. It was available in English and Welsh, and learners were able to complete the core survey online or on paper. The Easy Read survey was only available in paper format.
- 2.3 Prior to the start of the survey, providers were issued with a guidance document outlining the key dates and actions that providers needed to take regarding survey administration. Providers were given the option of administering the survey online or on paper, and were able to choose the most appropriate method according to their setting. The process ranged from IT labs, administering paper surveys to learners during tutor time, and using tablets on visits. They were also given advice on how to maximise participation and how to track their response rates.
- 2.4 Learners were asked to rate their provider on a number of areas:

- the **information and advice** provided to them, both when choosing their course and on the options available to them on completing the course;
- the **help and support** provided, including: help to settle in, where to go for support, the provision of help for personal issues, the provision of extra learning support services, the supply of right equipment and materials;
- provider **responsiveness**, including the respect shown by staff, and asking for and responding to the views of learners ;
- **health and well-being**, including feeling safe, supporting healthy lifestyles and respecting people from different backgrounds;
- quality of **teaching and training**, including explaining learning aims and work tasks, listening to views, giving feedback, making sure learners are not disturbed, that time is used appropriately, and that learning is interesting and relevant;
- and overall satisfaction.

2.5 Learners were also asked about their language preference and opportunity to learn in Welsh or Bilingually.

2.6 In addition to the core survey, learning providers could also choose to add questions from a selection of 37 additional ‘Question Bank’ questions to the online survey. The results of responses to the Question Bank are not included in this report, but have been provided directly to providers.

## Participation

2.7 A total of 63,860 learners took part in the 2015 Learner Voice Wales survey including 1,966 learners taking part in the Easy Read survey (see Table 1). Learners taking part in the core survey (61,894) represent 48 per cent of all in-scope learners across Wales, up from 43 per cent in 2014 and 40 per cent in 2013. Among those sampled to take part in the survey, a participation rate of 68 per cent was achieved. This was consistent with the rate achieved in 2014 and 2013.

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

	Further Education learners			Work-Based Learning			ACL	WfA	Overall total
	Total	Full-time (b)	Part-time (b)	Total	Apprenticeship (c)	Employability programmes (c)			
Total in-scope learner population	67,748	41,480	26,268	37,531	31,485	4,706	12,041	12,231	<b>129,551</b>
Total sample of in-scope learners	48,047	41,480	6,567	37,531	31,485	4,706	3,010	3,058	<b>91,646</b>
Total completes	34,679 (d)	28,419	6,001	20,535 (e)	17,366	2,669	4,728	1,952	<b>61,894</b>
Online	32,821	27,660	4,930	13,295	10,954	1,899	942	1,080	<b>48,138</b>
Paper	1,858	759	1,071	7,240	6,412	770	3,786	872	<b>13,756</b>
Response in Welsh	112	97	15	163	159	3	118	283	<b>676</b>
Participation rate (% of all in-scope)	51%	69%	29%	55%	55%	57%	39%	16%	<b>48%</b>
Participation rate (% of total sample)	72%	69%	91%	55%	55%	57%	157%	64%	<b>68%</b>
Match rate to LLWR (% of complete)	84%			96%			45%	82 (g)	<b>82% (h)</b>

(a) 13 FE institutions, 20 WBL providers providers/consortia, 18 ACL partnerships, 6 WfA language centres took part in the survey.

(b) These figures relate to FE learners successfully matched to the LLWR or who provided information regarding mode of study 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 (d) below.

(c) These figures relate to WBL learners successfully matched to the LLWR or who provided this information during the survey; unmatched WBL 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 (e) below.

- (d) This figure includes 259 FE 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.
- (e) This figure includes 500 WBL learners who cannot be identified as studying on the Apprenticeships or Employability Programmes frameworks because they could not be matched to the LLWR and could not provide this information in the survey.
- (f) Match rate data is only currently available at the 'total sector' and 'overall total' level
- (g) Match rate for WfA relates only to learners from Gwent WfA Centre as no LLWR data was submitted by other WfA Centres.
- (h) 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 84%.



- 2.8 More than eight in ten learners (82 per cent) were successfully matched to the Lifelong Learner Wales Record (LLWR), which represented a fall from 90 per cent in 2014, but remained higher than the 74 per cent achieved in 2013.
- 2.9 A total of 676 learners completed the core survey in Welsh and a further seven learners completed the Easy Read survey in Welsh.
- 2.10 The results reported here were based on a census of work-based and full-time FE learners and a 25 per cent sample of part-time FE, ACL and WfA learners. Within this population, providers were asked to achieve a minimum response rate of 50 per cent and a representative sample of learners by age, gender, qualification level and course type (full- or part-time). There was no population information on learners eligible for the Easy Read survey, as the population of respondents was selected by providers, who were advised to offer the Easy Read survey only if a learner was unable to complete the main questionnaire with supervision.
- 2.11 Where possible, online responses were 'live' matched to learner data held in the Lifelong Learning Wales Record (LLWR). Where this was not possible (including for paper responses) learners were asked to specify their age, gender, ethnicity, and course level /programme type for analysis.

## **Data processing**

- 2.12 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 data freeze taken in February 2015. Further information on LLWR

including user support manuals can be found at:

<http://gov.wales/topics/educationandskills/learningproviders/datacollection/llwr09/?lang=en>

- 2.13 The data was quality checked to remove duplicate responses and to apply edits to the paper survey where either invalid responses had been given, or multiple responses had been given to single code-answers.
- 2.14 Weighting was applied to the main questionnaire at three levels to ensure that the data was 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 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.
- 2.15 Where figures do not add to 100%, this is due to rounding.
- 2.16 Data for Gower College Swansea WBL was weighted to match its learner profile as of February 2014; this was in line with latest data available for this provider through the LLWR<sup>2</sup>. For all other providers, data has been weighted to the 2014/15 statistical freeze of the LLWR taken in February 2015.

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<sup>2</sup> Data from the LLWR revealed no learners had been submitted for Gower College Swansea, for the WBL provision in 2014/15. In order to produce results which are representative, raw data is weighted to reflect learner profiles of each institution, which is based on data taken from the LLWR. The survey data for Gower College Swansea WBL provision was therefore weighted to the most recent learner profile available (2013/14).

- 2.17 The Easy Read survey data was unweighted because there was no population information for eligible learners.
- 2.18 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.

### 3. All Wales Analysis

#### Overview

3.1 Overall, 61,894 learners took part in the core Learner Voice Wales survey in 2015. More than four in five (85 per cent) of all learners rated their overall experience as 'good' or 'very good', in line with previous surveys. As was the case in 2013 and 2014, nine in ten learners said that their course either met (50 per cent) or exceeded (40 per cent) their expectations.

#### Review of key themes

3.2 As in previous years, learners in FE, ACL and WfA remained the most positive about the **teaching and training** they received, with 52 per cent of learners who rated this as 'very good.' Learners were comparatively less positive about the **information and advice** they received, however this has seen an improvement from 38 per cent of learners who rated this as 'very good' in 2014, up to 40 per cent in 2015 (see Figure 1).

3.3 All other composite measures have also seen an increase in the proportion of learners who rated them as 'very good' compared to 2014:

- **Teaching and training** for FE, ACL and WfA learners has increased from 51 per cent to 52 per cent 2015. For WBL learners, this has also increased from 62 per cent to 64 per cent.<sup>3</sup>
- **Health and wellbeing** for FE and WBL learners has increased from 44 per cent to 47 per cent in 2015.<sup>4</sup>

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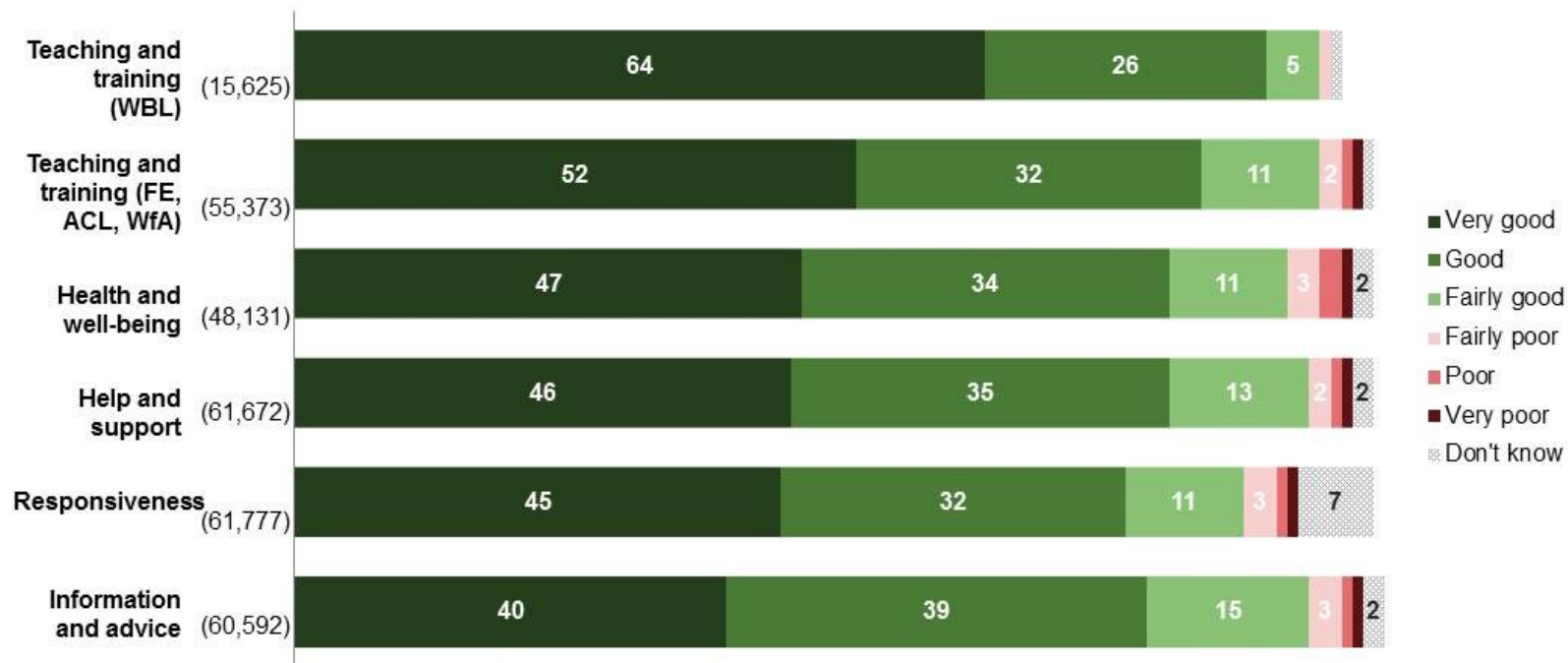
<sup>3</sup> WBL learners were asked two different questions relating only to WBL provision in the **teaching and training** battery of questions, and thus data is presented separately from FE, ACL and WfA provision.

<sup>4</sup> ACL and WfA learners were only asked one of the three questions related to **health and well-being**, and thus are not included in this composite score.

- **Help and support** for all learners has increased from 45 per cent to 46 per cent.
- **Responsiveness** has also increased from 44 per cent to 45 per cent.

Figure 1: Composite scores for all learners across FE, WBL, ACL and WfA learners

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



<sup>5</sup> The composite scores are a sum of the responses to each theme in the survey. Where figures do not add to 100%, this is due to rounding. WBL learners were asked two different questions relating only to WBL provision in the **teaching and training** battery of questions, and thus data is presented separately from FE, ACL and WfA provision.

3.4 Figure 2 shows that while **teaching and training** received the most positive feedback from learners as a whole, looking across all individual measures learners remained most positive about:

- Q4a, The respect shown to learners by provider's staff (63 per cent 'very good', 27 per cent 'good');
- Q6f, Teachers and trainers treating everyone fairly (59 per cent 'very good', 28 per cent 'good');
- Q5a, Feeling safe whilst on their learning programme (59 per cent 'very good', 32 per cent 'good').

3.5 WBL provision has seen continued improvement in its most positive measures, with both 'ensuring the training they receive is relevant to their work' (Q6j) and 'staff giving learners enough one-to-one support' (Q6i) receiving an increase over three or more percentage points in the proportion of learners who rated them 'very good' (from 64 per cent in 2014 to 67 per cent in 2015, and from 61 per cent to 65 per cent respectively).

3.6 Encouragingly, there has also been modest improvement in the areas seen as comparatively less positive.

- The **information and advice** offered to learners, both when choosing a course (Q1) and the different options available to them once they have completed the course (Q2), has seen an increase in the proportion who rated this as very good (up from 42 per cent to 43 per cent, and from 34 per cent to 36 per cent respectively).
- The ability for learners to give their views (Q4b), for example, through student council, surveys or questionnaires has seen a year-on-year increase in the proportion who rated this as 'very good' (up from 37 per cent in 2013, to 38 per cent in 2014 and 40 per cent in 2015).
- Again, there has been a year-on-year increase in the proportion of learners who rated the feedback they received as a result of the

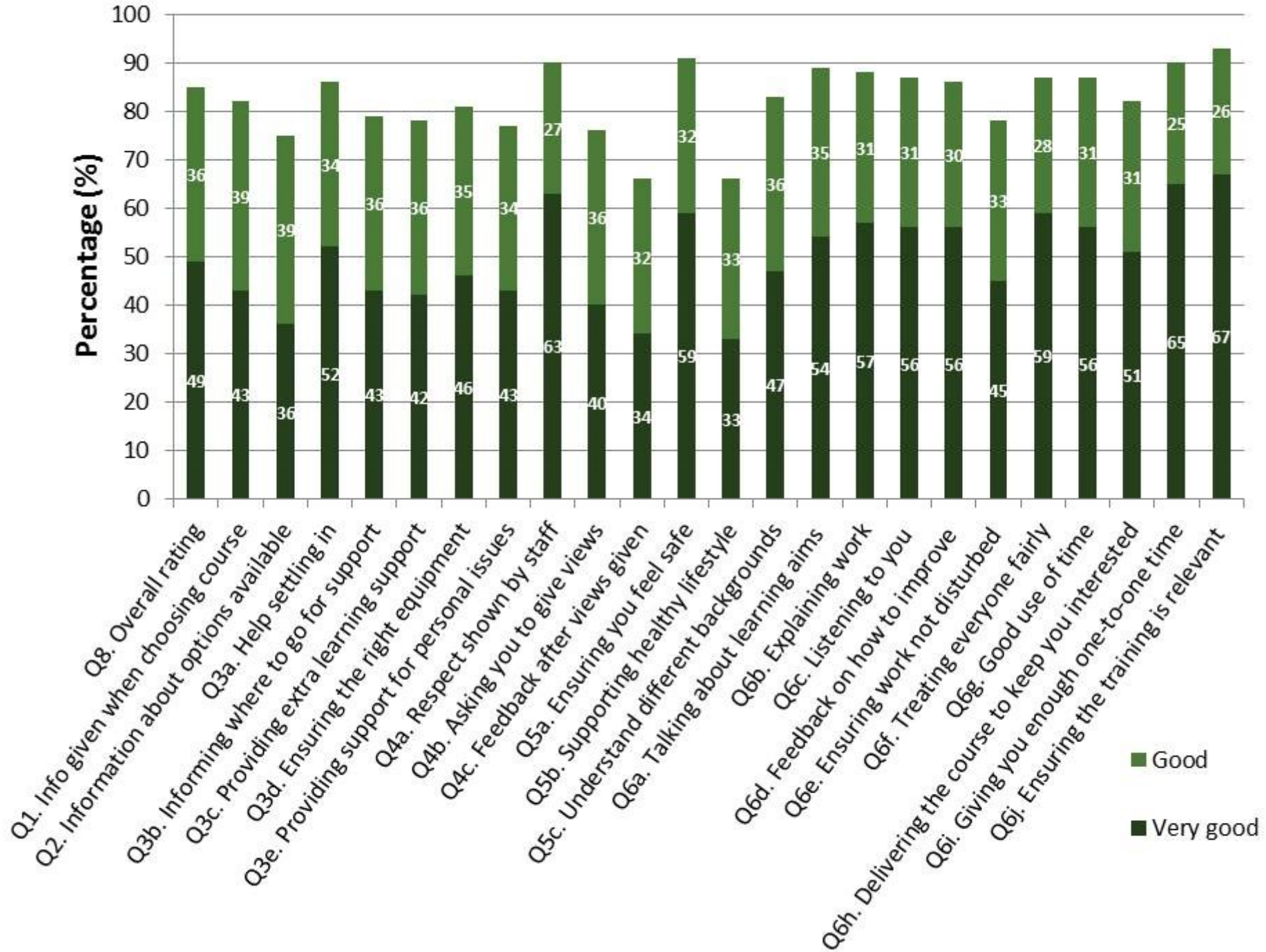
views they gave (Q4c) as 'very good' year on year (up from 31 per cent in 2013, to 32 per cent in 2014 and 34 per cent in 2015).

However, 14 per cent of learners said they 'did not know' how to rate their provider on this measure, suggesting that providers could still do more to raise learners' awareness of how they respond to learners' views and input.

- For FE and WBL learners, the proportion who rated the support given to help them have a healthy lifestyle (Q5b) as 'very good' has also increased three percentage points from 30 per cent in 2014.



Figure 2: Overview of responses per question, all learners (% very good and good)



## **Learning through the medium of Welsh**

3.7 One in ten learners said they would prefer to learn in Welsh or in a mixture of both Welsh and English (11 per cent). Reflecting an increase from 2014, around half of learners were given the opportunity to learn in Welsh or in both Welsh and English (49 per cent compared with 45 per cent previously).

3.8 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.

## **Easy Read**

3.9 A total of 1,966 learners took part in the Easy Read survey across nine FE institutions, six WBL providers/consortia and 10 ACL partnerships. No WfA Centres took part in the Easy Read survey in 2015.

3.10 As per last year, almost all learners who completed the Easy Read survey reported a positive learning experience: 77 per cent rated their experience as 'very good' with a further 21 per cent who rated their experience as 'quite good' (see Figure 3).

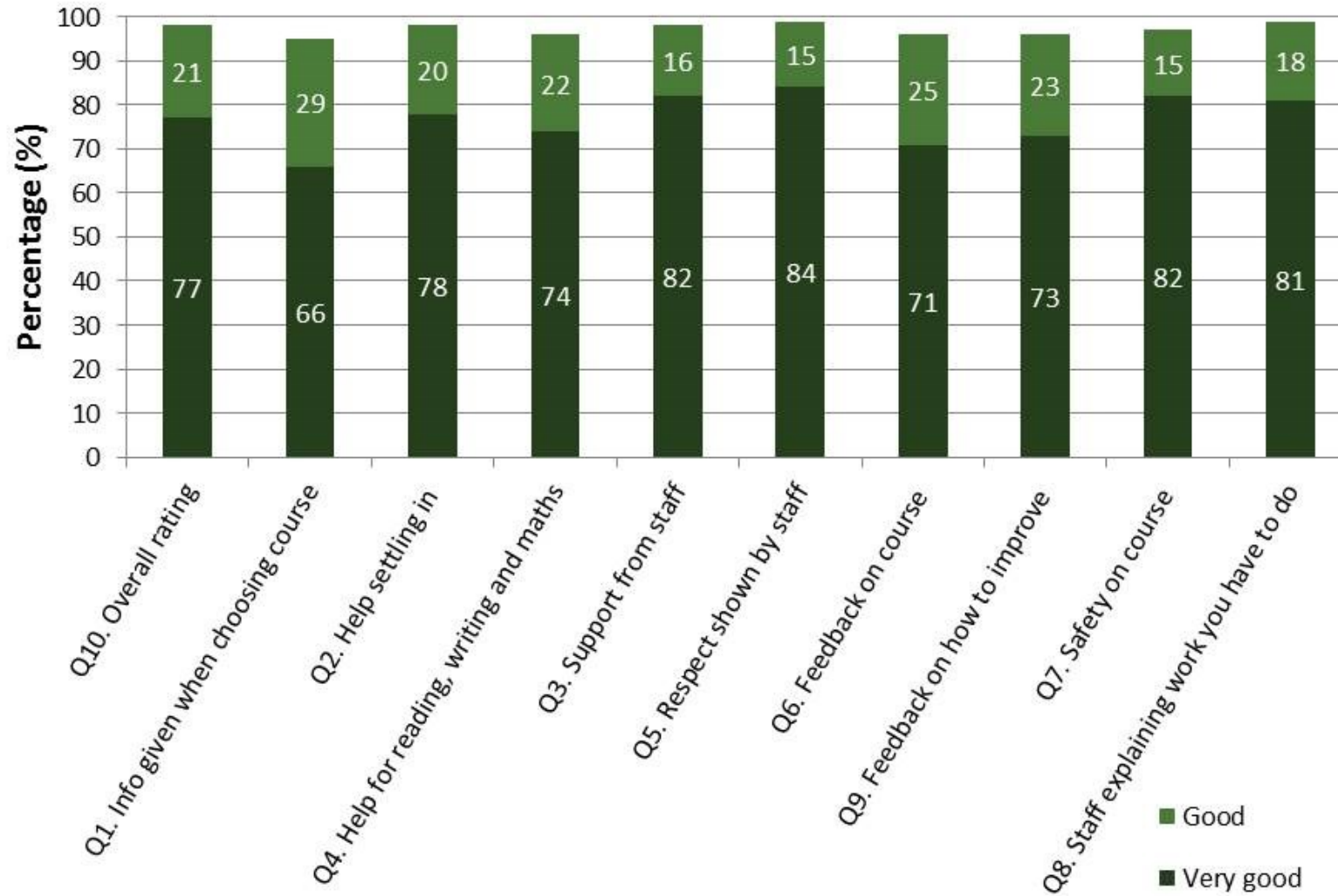
3.11 In line with last year, questions that elicited particularly positive responses related to:

- The respect learners received from staff, with 84 per cent who rated this as 'very good';
- More than eight in ten (82 per cent) rated the safety on the course as 'very good';
- The same proportion (82 per cent) felt the support they received from staff was 'very good'.

3.12 This year, questions that elicited comparatively less positive responses from learners related to:

- The information they received about the course, with 66 per cent who rated this as 'very good';
- Around seven in ten (71 per cent) rated the chance they got to say what they thought as 'very good';
- More than seven in ten (73 per cent) of learners rated the feedback they got on how to improve as 'very good'.

Figure 3: Overview of responses per question, all easy read learners (% very good and good)



## 4. Further Education (FE)

### Overview

4.1 A total of 34,679 FE learners across 13 institutions completed the core survey. Figure 4 shows that four in five (80 per cent) learners who rated their overall experience as 'very good' or 'good'. This signals a positive improvement since 2014 among those learners who rated their experience as 'very good', which has increased two percentage points from 35 per cent to 37 per cent. In addition, 87 per cent of learners were satisfied that their course had met or exceeded their expectations, with 36 per cent indicating that it was better than expected (an increase from 35 per cent in 2014).

### Review of key themes

4.2 As was the case last year, learners were most positive about **teaching and training**, with just under half (46 per cent) who rated this aspect as 'very good'. Learners were least positive about the **information and advice** they received, with just under a third (31 per cent) who scored this as 'good' or 'very good'; however this still represents a generally high level of satisfaction overall (73 per cent rated the **information and advice** they receive as either 'good' or 'very good').

4.3 There have been improvements in some composite scores:

- **Responsiveness** has improved by two percentage points, with just over seven in ten learners (71 per cent) who rated this as 'very good' or 'good', up from 69 per cent in 2014;
- Similarly, although learners were least positive about **information and advice**, this has seen a small increase from 72 per cent in 2014 to 73 per cent in 2015.

Figure 4: Composite scores for all learners across FE

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



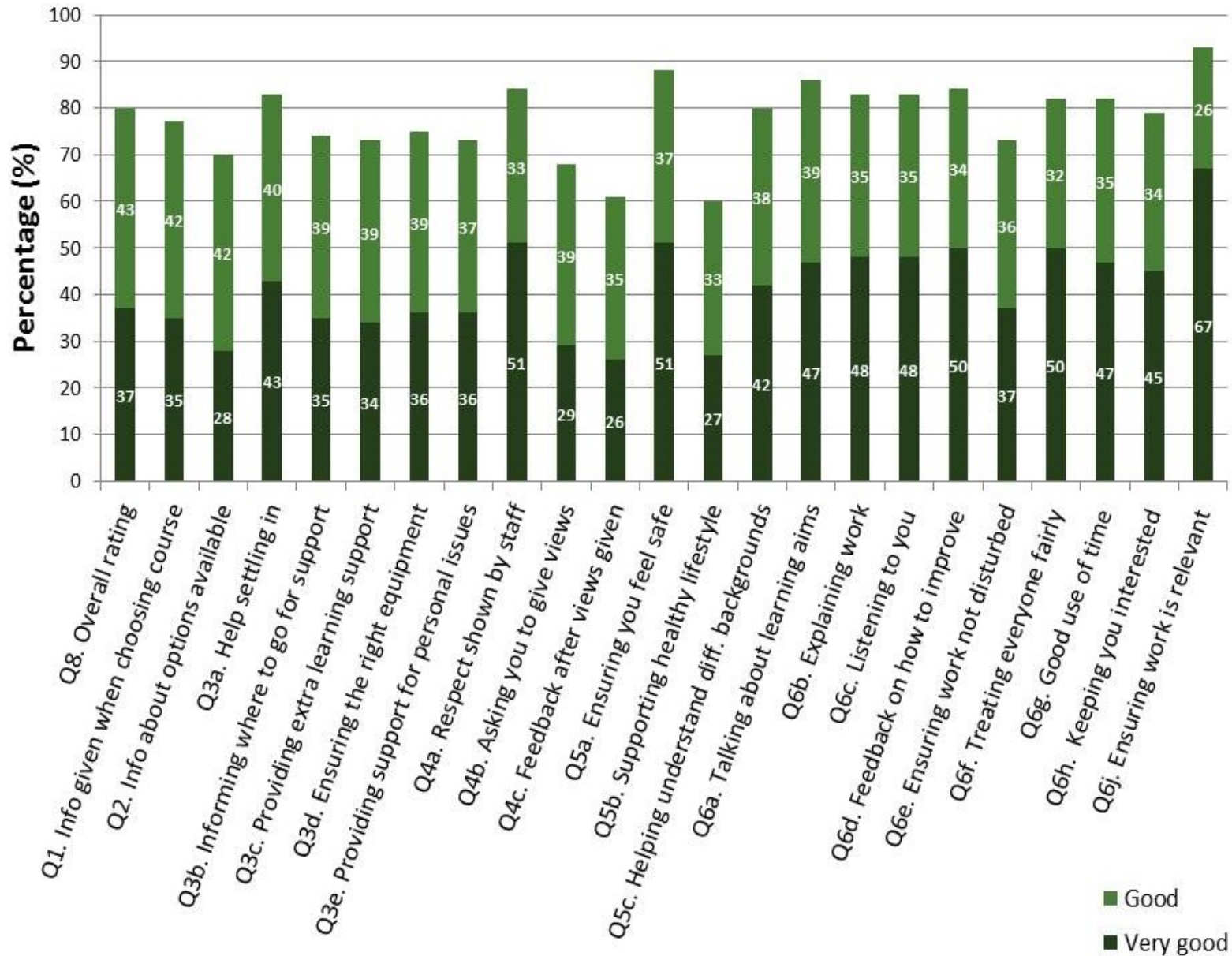
4.4 Looking across all individual measures Figure 5 shows:

- Learners were the most positive about 'respect shown by staff' and 'ensuring they feel safe' (Q5a), with half (51 per cent) of learners who rated these as 'very good';
- Only a quarter (26 per cent) of learners rated the feedback they received (Q4c) as 'very good'; however, despite being the lowest score across all measures, this has increased three percentage points from 23 per cent in 2014;
- The measure with the greatest variation between providers was 'asking you to give your views' (Q4b), with the proportion of learners who rated this as 'very good' ranging from 42 per cent to 21 per cent.

4.5 Two further measures have also experienced an increase of three percentage points in the proportion of learners who gave a rating of very good:

- An increase from 25 per cent to 28 per cent in the proportion of learners who rated the information they received on options after course completion (Q2) as 'very good';
- An increase from 40 per cent to 43 per cent in the proportion who rated the help they got to settle into their college (Q3a) as 'very good';

Figure 5: Overview of responses per question, all FE learners (% very good and good)





## Sector subject areas (SSAs) and Course level

- 4.6 At the course level, learners studying Entry Level, Level 1 and Level 2 courses were more positive than those studying courses at Level 3+. This was consistent across all themes of the learner experience, most notably with **support** and **health and wellbeing**, where the difference in ratings of 'very good' between those taking entry level courses and Level 3+ courses was 15 percentage points (support: 47 per cent very good for entry level courses compared with 32 per cent for level 3+; health and wellbeing: 52 per cent compared with 37 per cent).

**Table 2: Summary of composite scores by highest level of FE course**

	<i>Base size (n)</i>	<i>Information &amp; Advice 'Very good' (/100)</i>	<i>Support 'Very good' (/100)</i>	<i>Responsiveness 'Very good' (/100)</i>	<i>Health &amp; wellbeing 'Very good' (/100)</i>	<i>Teaching and training 'Very good' (/100)</i>
<b>FE total</b>	<b>34,679</b>	<b>31</b>	<b>37</b>	<b>35</b>	<b>41</b>	<b>46</b>
Entry Level	1,521	39	47	44	52	52
Level 1	4,804	34	41	37	43	49
Level 2	9,016	34	41	38	44	49
Level 3+	18,755	28	32	32	37	43
Level Unknown	583	33	35	36	39	48

- Cells in this colour are statistically higher than the FE total
- Cells in this colour are statistically lower than the FE total

4.7 Looking at sector subject areas (SSAs) across the survey, seven SSAs performed in line or above the FE total; however eight SSAs performed below the FE total on three or more composite score. Over the three years of the Learner Voice Wales survey Education & Training and Retail & Commercial Enterprise have performed consistently well. In contrast, Leisure, Travel & Tourism; Arts, Media & Publishing; History, Philosophy & Theology; Social Sciences; and Languages, Literature & Culture have consistently performed the least well compared to other SSAs.

**Table 3: Summary of composite scores by SSA**

	Base size (n)	Information & Advice 'Very good' (/100)	Support 'Very good' (/100)	Responsiveness 'Very good' (/100)	Health & well-being 'Very good' (/100)	Teaching and training 'Very good' (/100)
<b>FE total</b>	<b>34,679</b>	<b>31</b>	<b>37</b>	<b>35</b>	<b>41</b>	<b>46</b>
Health, Public Services & Care	4,376	32	35	33	42	44
Science & Maths	3,508	22	29	30	36	45
Agriculture, Horticulture & Animal Care	1,191	33	43	38	43	51
Engineering & Manufacturing Technologies	2,912	35	40	37	42	48
Construction, Planning & the Built Environment	2,615	30	35	35	36	42
Information & Communication Technology	1,935	32	38	36	41	44
Retail & Commercial Enterprise	3,279	36	44	39	46	50
Leisure, Travel & Tourism	1,879	27	32	32	40	40
Arts, Media & Publishing	3,867	25	31	30	35	40
History, Philosophy & Theology	1,020	21	27	30	35	48
Social Sciences	1,052	21	25	27	31	46
Languages, Literature & Culture	1,818	26	33	32	36	48
Education & Training	147	36	55	47	58	71
Preparation for Life & Work	3,506	35	42	39	46	48
Business, Administration & Law	2,517	31	37	35	40	50

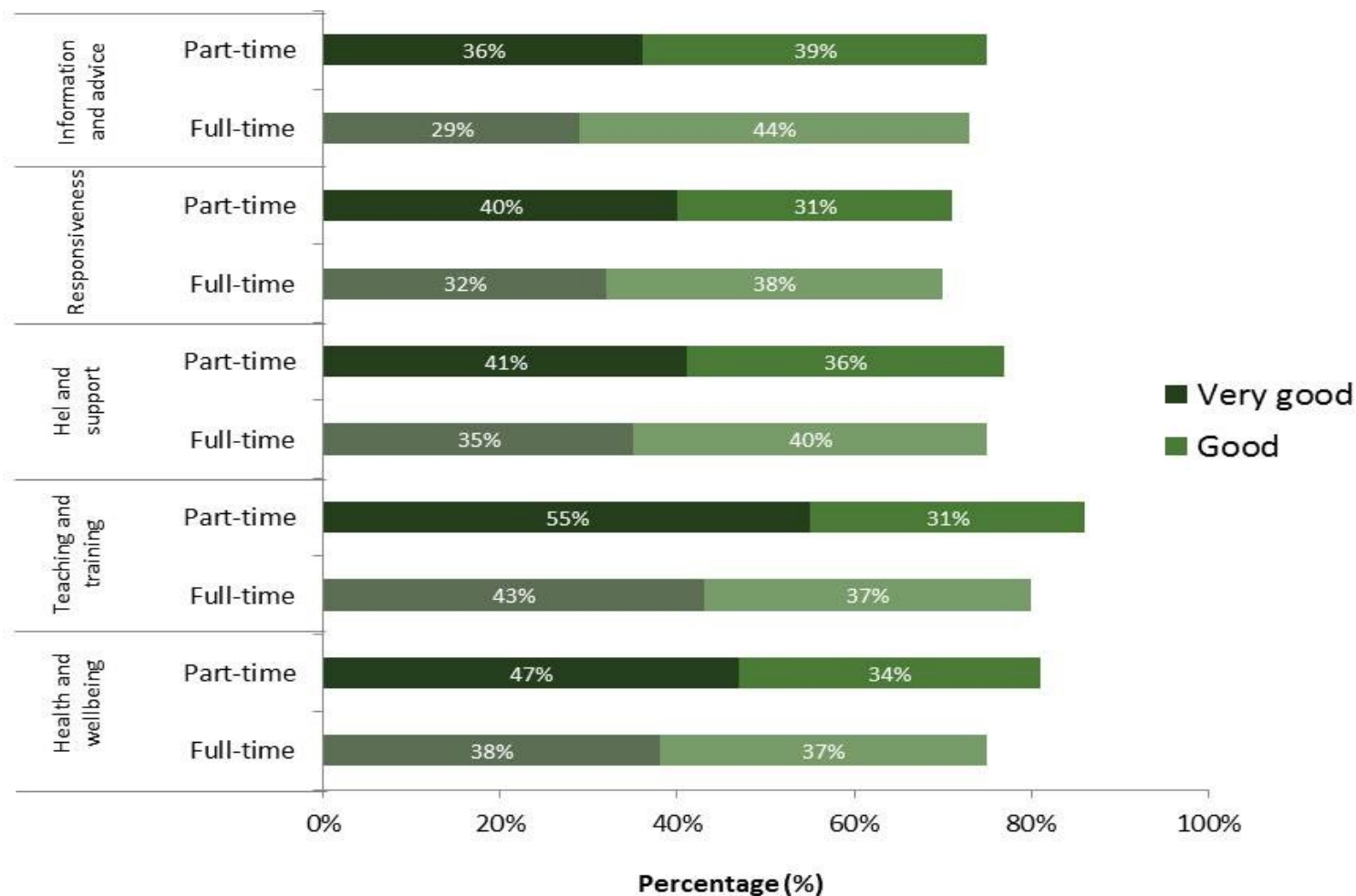
Cells in this colour are statistically higher than the FE total ■  
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## Variations by learning type - Full-time and part-time learners

4.8 As in previous years, learners taking part-time FE courses were more positive than those taking FE full-time courses. More than four in ten (43 per cent) of those on part-time courses rated their overall experience as 'very good' compared to a third (34 per cent) of those studying full-time.

4.9 Figure 6 shows that learners on both types of courses rated **teaching and training** as the most positive aspect of their learning experience, and **information and advice** as the least positive aspects; however, part-time FE provision scored consistently higher across these measures with more than one in two learners (55 per cent) who rated **teaching and training** as 'very good', compared with just 43 per cent of full-time learners who gave this score. Similarly, **information and advice**, which received the lowest rating (36 per cent 'very good'), performed notably better than this aspect for FE full-time provision (29 per cent 'very good').

**Figure 6: Composite scores for all learners across FE full-time and part-time courses, percentage of learners giving 'very good' responses**



4.10 Although part-time FE provision has consistently performed better than FE overall, the gap between them has further widened this year. Looking across the last three years of the survey (see Table 4), the gap of learners awarding composite scores of ‘very good’ has doubled between 2013 and 2014, and again between the last two years of the survey. For example, the proportion of learners who awarded ‘very good’ scores to the **health and well-being** they received has consistently widened since 2013, with nine percentage points’ difference between full-time and part-time provision this year.

**Table 4: Summary of differences between ‘very good’ composite scores given by part-time and full-time learners 2013-2015.**

	2013				2014				2015			
	Overall	FT	PT	<i>Difference between FT / PT</i>	Overall	FT	PT	<i>Difference between FT / PT</i>	Overall	FT	PT	<i>Difference between FT / PT</i>
Teaching and training	45	43	48	<b>-5</b>	44	40	51	<b>-11</b>	46	43	55	<b>-12</b>
Health and well-being	34	33	33	<b>0</b>	39	35	42	<b>-7</b>	41	38	47	<b>-9</b>
Help and support	33	34	32	<b>2</b>	35	33	37	<b>-4</b>	37	35	41	<b>-6</b>
Responsiveness	34	32	35	<b>-3</b>	33	30	36	<b>-6</b>	35	32	40	<b>-8</b>
Information and advice	29	29	29	<b>0</b>	29	26	31	<b>-5</b>	31	29	36	<b>-7</b>

## Learning through the medium of Welsh

4.11 The Learner Voice Wales survey also explored the level of demand and supply of learning in Welsh. In line with previous years, just over one in ten FE learners (11 per cent) responded that they would like to

learn in Welsh/bilingually, with just one per cent who preferred to learn in Welsh only.

- 4.12 Overall, almost two thirds of learners (65 per cent) who said they wanted to learn in Welsh or bilingually were given the opportunity to do so. However, in more detail, a lower proportion of learners who preferred to learn in Welsh only were given the opportunity to do so, as compared with those who wanted to learn bilingually (44 and 50 per cent respectively).
- 4.13 Although the demand for learning in Welsh was consistent between part-time and full-time learners, the opportunities to learn in Welsh were not. Around three in ten (32 per cent) part-time learners who preferred to learn in Welsh were given the opportunity to do so, as compared with 50 per cent of full-time learners.
- 4.14 Overall, 47 per cent of full-time learners said that they were given the chance to learn in Welsh/bilingually. This was lower for learners in part-time FE courses, at 38 per cent.

## 5. Work-based Learning (WBL)

### Overview

- 5.1 A total of 20,535 learners, across 20 WBL providers took part in Learner Voice Wales survey in 2015. Nine in ten learners (92 per cent) rated their provider overall as either 'very good' or 'good', the same as in the 2014 survey. Overall, the proportion of learners who felt their course met or exceeded expectations was also the same as last year (90 per cent); however, there has been an increase in the proportion who rated their course 'better than expected', up from 39 per cent in 2014 to 42 per cent in 2015.

### Review of key themes

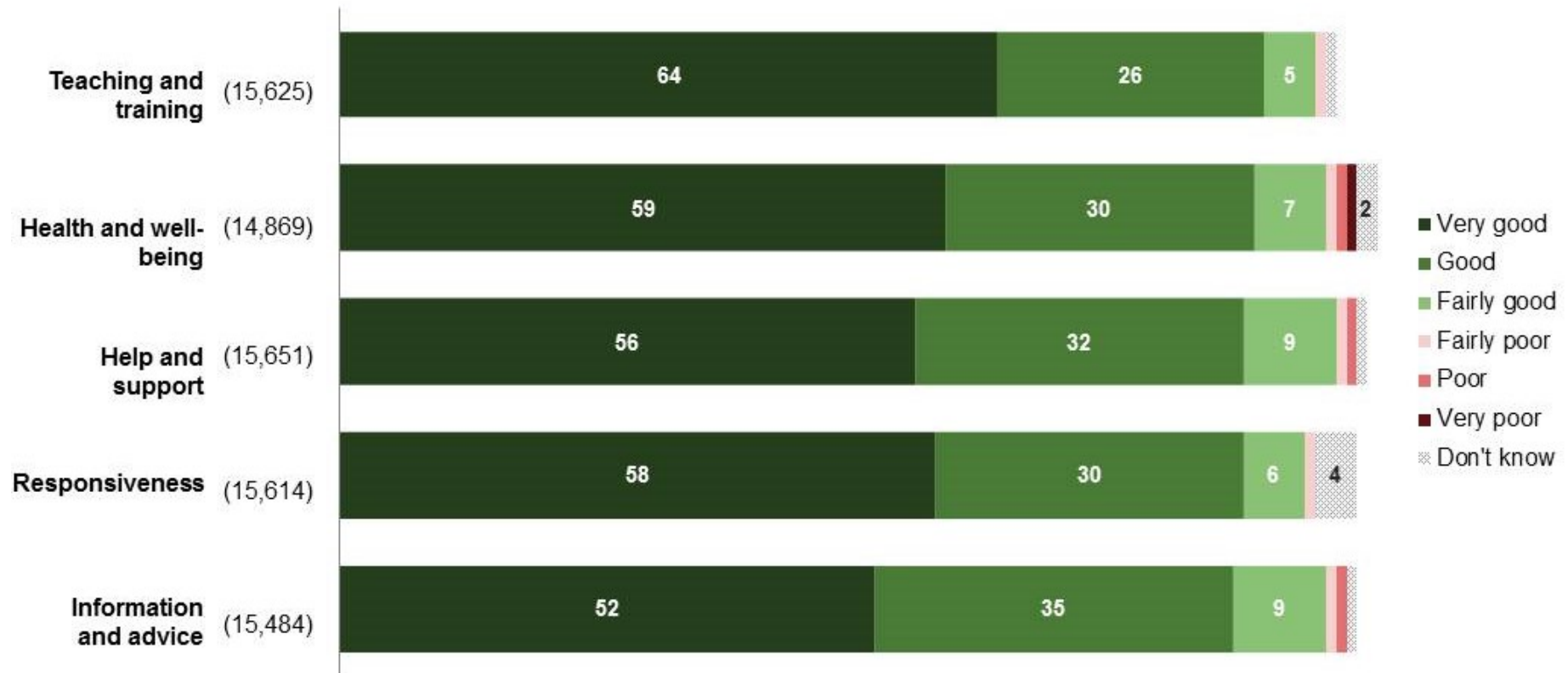
- 5.2 Results indicate that learners regarded all aspects of their learning provision highly, as was the case last year (see Figure 7). There was little variation in the proportions of positive responses ('good' and 'very good') across the different aspects of the learning experience. The top-rated theme, **teaching and training** (90 per cent), was just three percentage points higher than the lowest-rated theme, **information and advice** (87 per cent).
- 5.3 There was greater variation in the proportion of learners giving a rating of 'very good'; close to two in three (64 per cent) of learners rated the **teaching and training** they received as 'very good' compared to around half (52 per cent) giving the same rating to the **information and advice** they received. However, this represents a continued improvement from 46 per cent in 2013 and 48 per cent in 2014.

5.4 All other aspects of learning provision also received improved ratings. **Help and support, responsiveness, and health and wellbeing** all gained three percentage points in the proportion of WBL learners who rated these as 'very good' compared to 2014. The proportion of learners who rated **teaching and training** as 'very good' increased by two percentage points (from 62 per cent to 64 per cent).



**Figure 7: Composite scores for all learners across WBL**

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



5.5 Looking beyond composite scores, at individual measures (see Figure 8):

- Q4a, 'respect shown by staff' (73 per cent) and Q6f, 'staff treating everyone fairly' (69 per cent) had the highest proportion of 'very good' scores;
- Q5b, 'support to have a healthy lifestyle' (48 per cent), Q2, 'information about available options' and Q4c, 'feedback on views given' (both 49 per cent) performed the least well;
- however, both Q2, 'information about available options' and Q4c, 'feedback on views given' have seen notable improvement from 2014, with an increase in the proportion of learners who rated these as 'very good' from 44 per cent to 48 per cent and from 44 per cent to 49 per cent respectively.

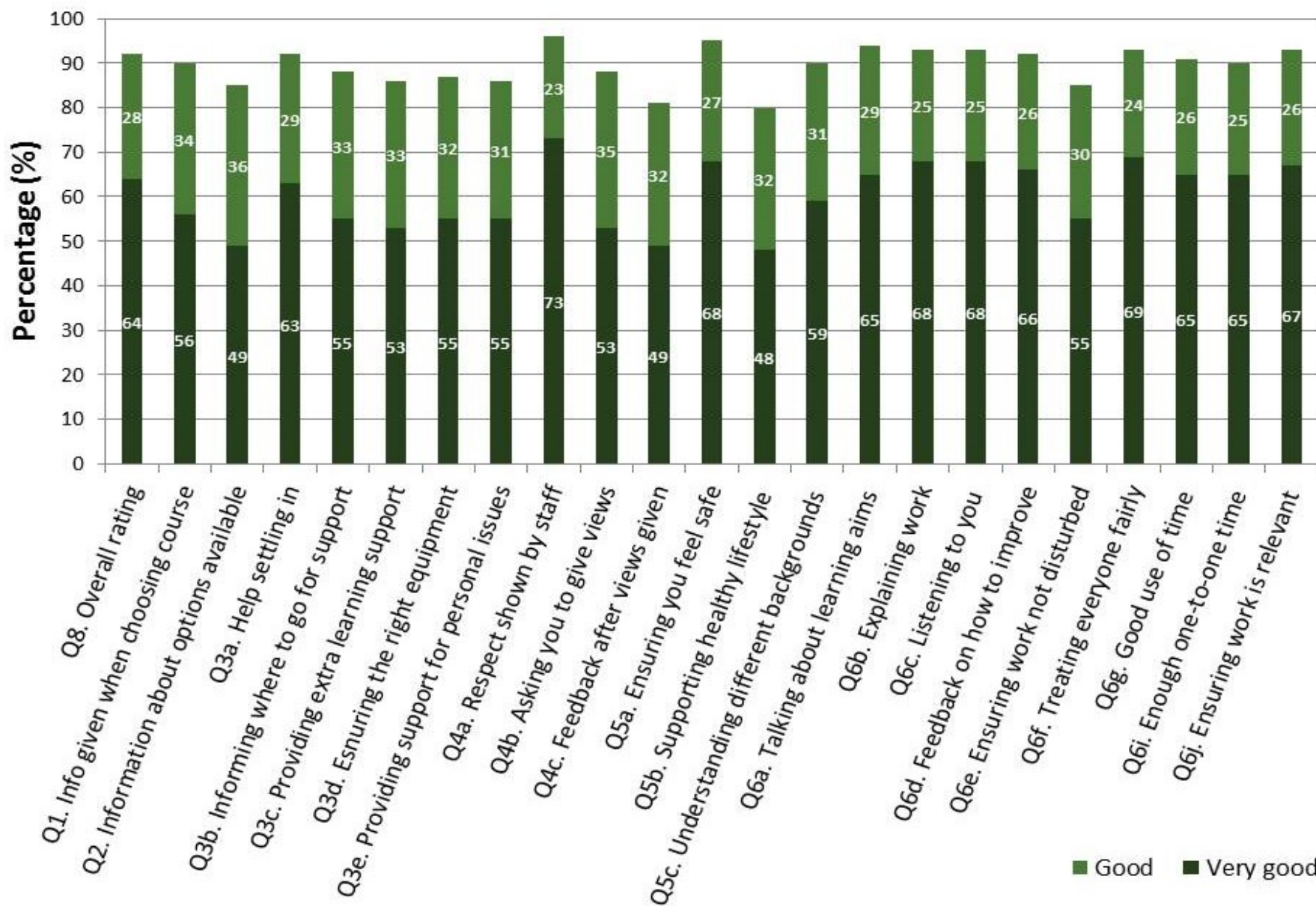
5.6 All measures across WBL have seen an increase in the proportion of learners giving a rating of 'very good'. Most notably, five measures have experienced an increase of four percentage points:

- Q1, the information given when choosing the course (up from 52 per cent to 56 per cent);
- Q2, information given about the options available after the course (up from 45 per cent to 49 per cent);
- Q3c provision of extra learning support (up from 49 per cent to 53 per cent);
- Q3e provision of support for personal issues (up from 51 per cent to 55 per cent); and
- Q6g, good use of time during **teaching and training** (up from 61 per cent to 65 per cent).

5.7 A further 13 measures received an increase of three percentage points in the proportion of learners who gave a rating of 'very good'. The only measure that received an increase of two percentage points was Q6b,

'explaining the work you have to do' (up from 66 per cent to 68 per cent)

Figure 8: Overview of responses per question, all WBL learners (% very good and good)



## **Learning through the medium of Welsh**

- 5.8 WBL learners were asked to say which language they preferred to be taught in; one in ten (10 per cent) said they wanted to learn in Welsh or a mixture of Welsh and English. The remaining 90 per cent preferred to learn in English only.
- 5.9 Nearly two in three (63 per cent) of learners who preferred to learn only in Welsh were given the opportunity to do so, as compared with one in ten (10 per cent) of these learners who were not. Almost a quarter of these learners (22 per cent) who preferred to learn only in Welsh were, however, offered the chance to learn in a mixture of both Welsh and English. Around three in five (58 per cent) of learners who preferred to learn in a mixture of English and Welsh were given the chance to learn bilingually. Overall, two in three (65 per cent) WBL learners were given the option to learn in Welsh/bilingually.

## **Apprenticeships**

- 5.10 Within the WBL learning provision, there are two main programme types: apprenticeships or employability programmes. Results from learners on apprenticeship courses are presented below; those on employability programmes are discussed in the following section.
- 5.11 17,366 apprentices completed the survey in 2015. Over nine in ten learners (92 per cent) rated their provider overall as either 'very good' or 'good'. A similar proportion (91 per cent) felt that their course had either met or exceeded their expectations.

5.12 Mirroring the findings for WBL overall, apprentices tended to rate their courses highly across all aspects covered by the Learner Voice Wales survey (see Figure 9). Again **teaching and training** received the most positive responses; 91 per cent felt this element was 'good' or 'very good'. However, the aspect with the smallest proportion of 'good' or 'very good' responses, **information and advice**, still reached a total of 88 per cent, reflecting the consistency of opinion.

5.13 Apprentices were more positive than learners on employability programmes across all measures (see Figure 10 and Figure 12). In contrast to the employability picture overall, apprentices were particularly more positive about their experience of being asked to give their views (Q4b), and of being given relevant work (Q6j).

**Figure 9: Composite scores for all learners across all apprenticeship WBL courses**

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

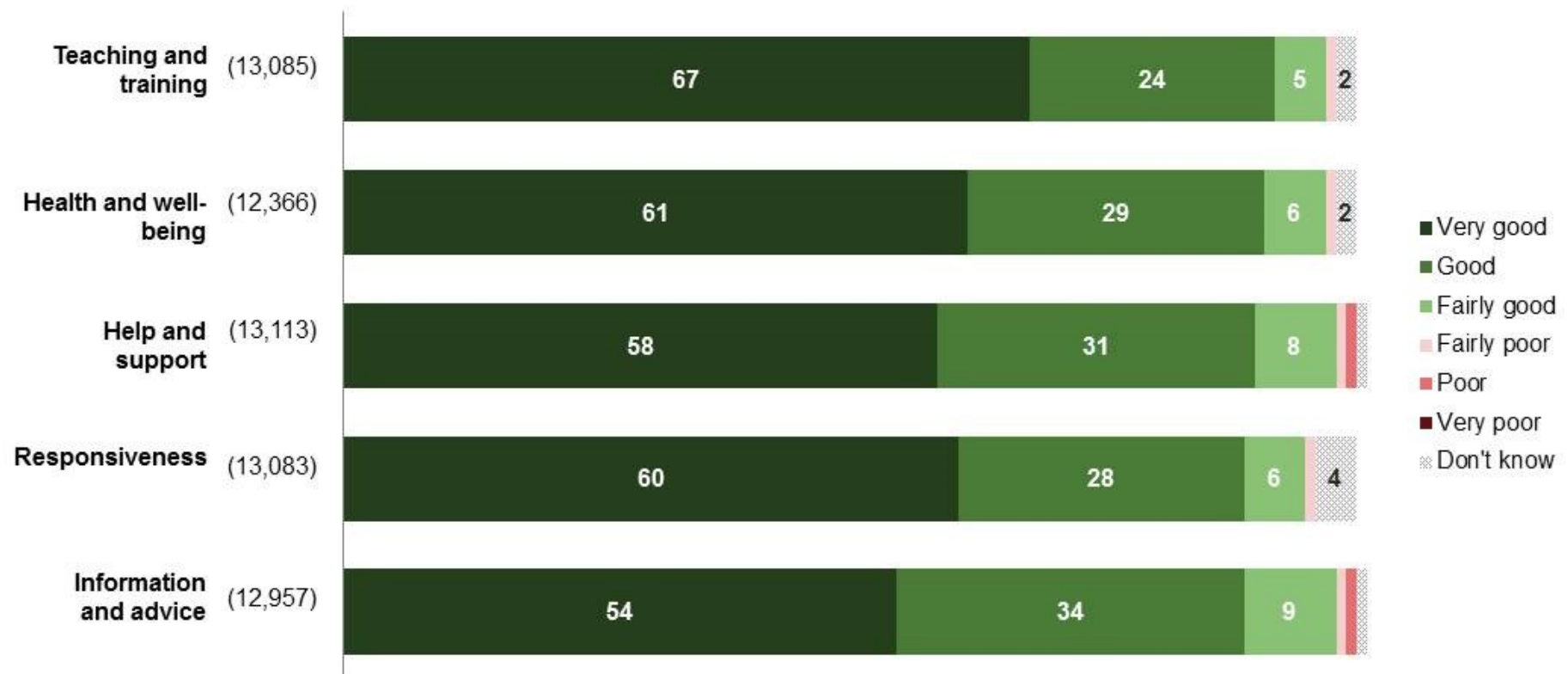
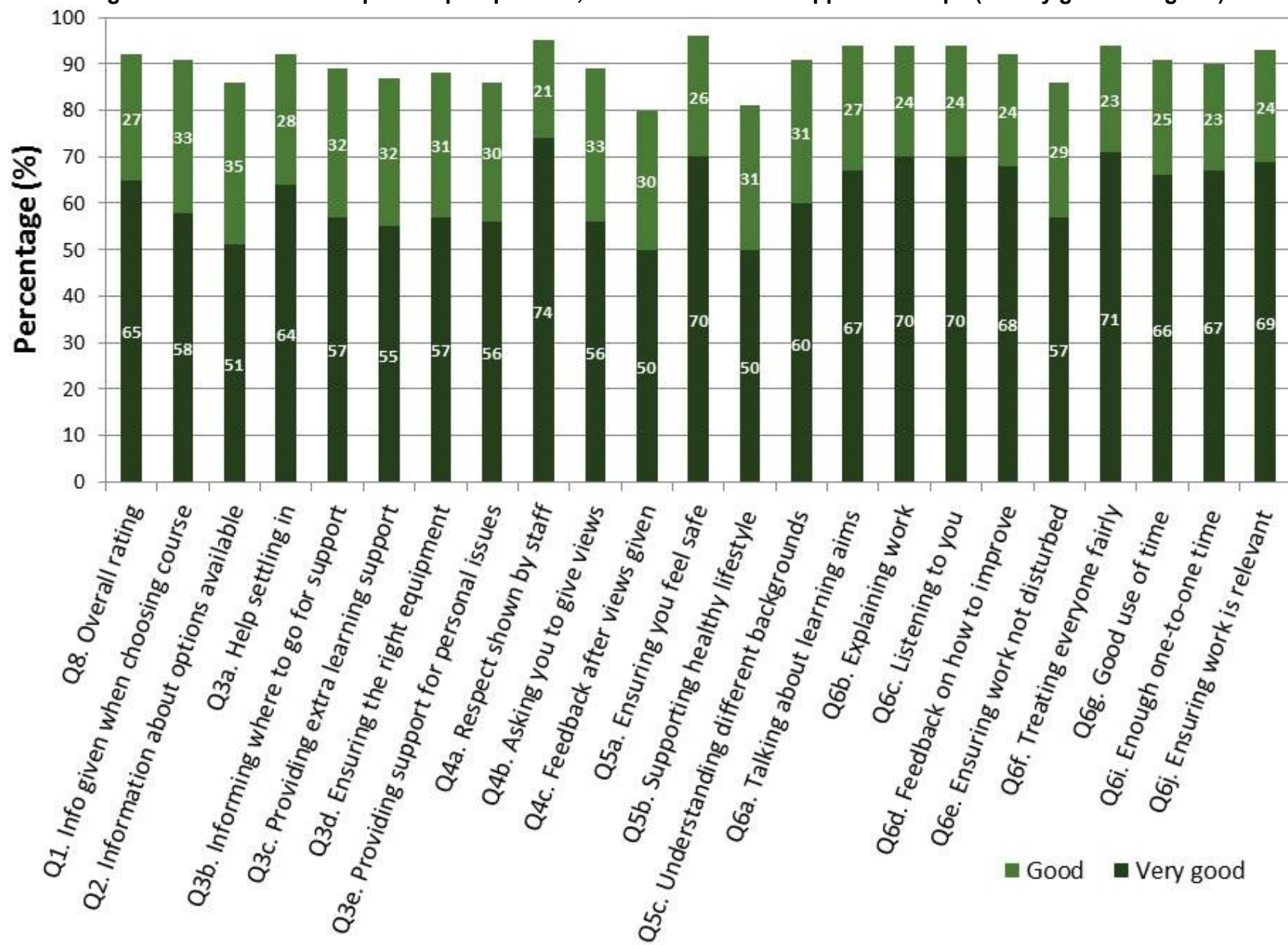


Figure 10: Overview of responses per question, all WBL learners on apprenticeships (% very good and good)





5.14 Nine in ten (90 per cent) of apprentices said they preferred to learn in English only, one in ten (10 per cent) said they would rather learn in Welsh or in a mixture of English and Welsh. Of all learners on apprenticeships, seven in ten (69 per cent) were given the opportunity to learn in either Welsh or bilingually. Two in three (65 per cent) of apprentices who preferred to learn in Welsh only reported having the opportunity to do so. Of those who preferred to learn in a mixture of English and Welsh, three in five (59 per cent) were given the chance to learn bilingually.

## Employability programmes

- 5.15 2,669 learners enrolled in employability programmes (including Traineeships and Work Ready) took part in the 2015 Learner Voice Wales survey. Though, in line with WBL overall, nearly nine in ten (89 per cent) rated their provider as either 'very good' or 'good' overall; the proportion who rated their provider as 'very good' was considerably lower than apprentices (54 per cent compared with 65 per cent).
- 5.16 A similar proportion (89 per cent) felt that their course had either met or exceed their expectations. However, the proportion who reported that their course was better than they expected was higher among learners on employability programmes (49 per cent) compared to apprentices (40 per cent).
- 5.17 The majority of learners studying on employability programmes tended to think positively of their courses (see Figure 11). When asked, 86 per cent felt that their course offered 'good' or 'very good' **teaching and training** and supported their **health and well-being**. Over eight in ten (83 per cent) rated the **information and advice** associated with their course 'good' or 'very good'.
- 5.18 However, learners on employability programmes were consistently less likely to rate their provider as 'very good' compared to those on

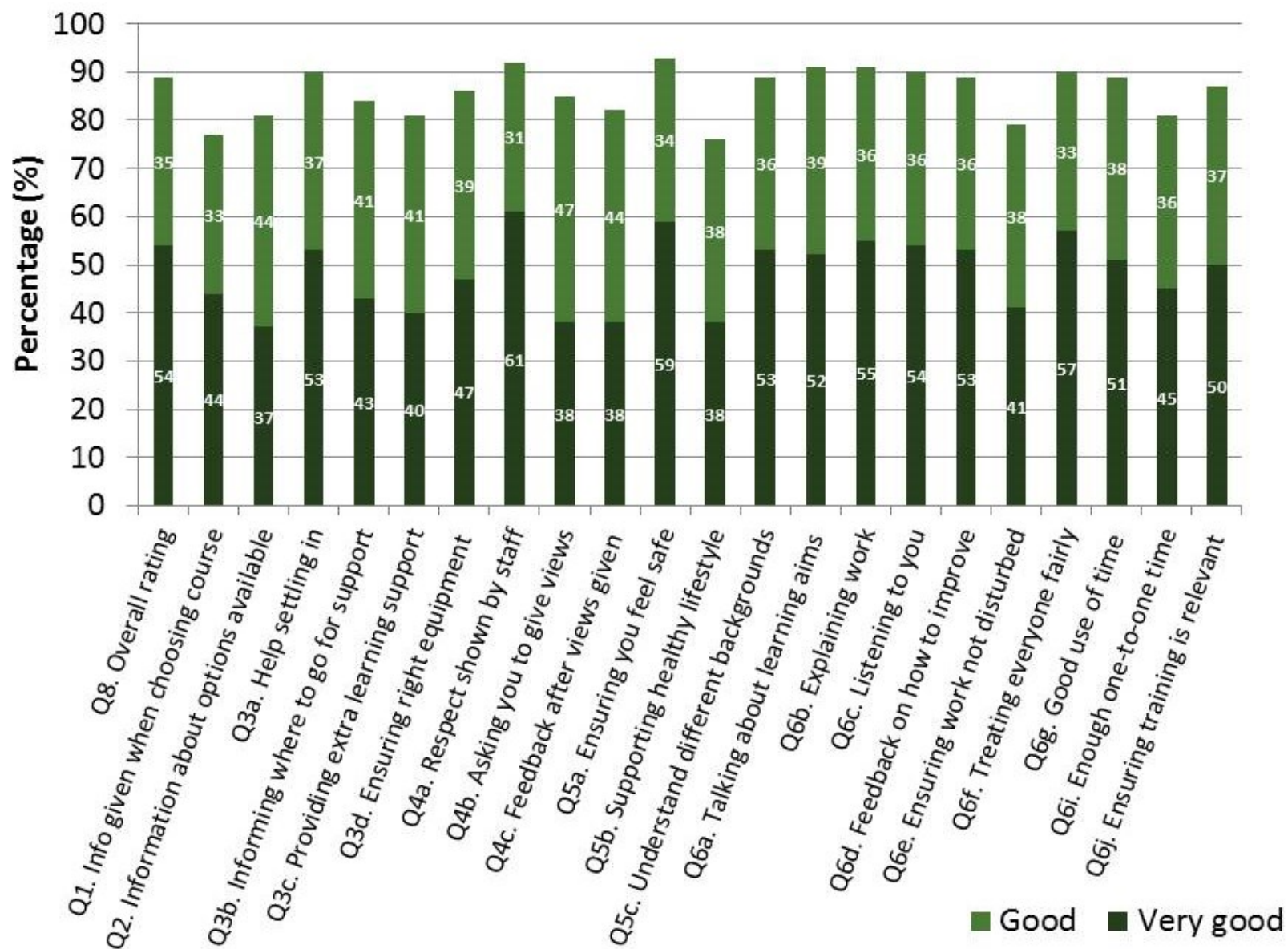
apprenticeships. This was most evident within the **information and advice** they received and the **responsiveness** of providers, for which learners reported a difference of 14 percentage points in the proportion who rated these as 'very good' (40 per cent and 46 per cent for learners on employability programs compared with 54 per cent and 60 per cent for learners on apprenticeships respectively).

Figure 11: Composite scores for all learners across WBL employability programmes

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



Figure 12: Overview of responses per question, all WBL learners on employability programmes (% very good and good)



- 5.19 In line with WBL overall, one in ten (10 per cent) of learners on employability programmes reported a preference of learning in either Welsh or a mixture of English and Welsh. Nine in ten (90 per cent) said they preferred to learn in English only.
- 5.20 Half (50 per cent) of employability programme learners who stated a preference to learn in a mixture of English and Welsh were able to do so. A similar proportion (48 per cent) of those who preferred to learn only in Welsh had the chance to learn in this way. Of all learners on employability programmes, nearly half (46 per cent) were given the opportunity to learn in either Welsh or bilingually.

## 6. Adult Community Learning (ACL)

### Overview

6.1 A total of 4,728 learners across 18 ACL partnerships took part in the core survey. More than 9 in 10 learners (93 per cent) rated their provider overall as either 'very good' or 'good', representing a two percentage point increase on 2014 (from 91 per cent). The proportion of learners who rated their provider as 'better than expected' had fallen slightly from 2014 (from 51 to 50 per cent), although this remained higher than in the first year of the survey (49 per cent).

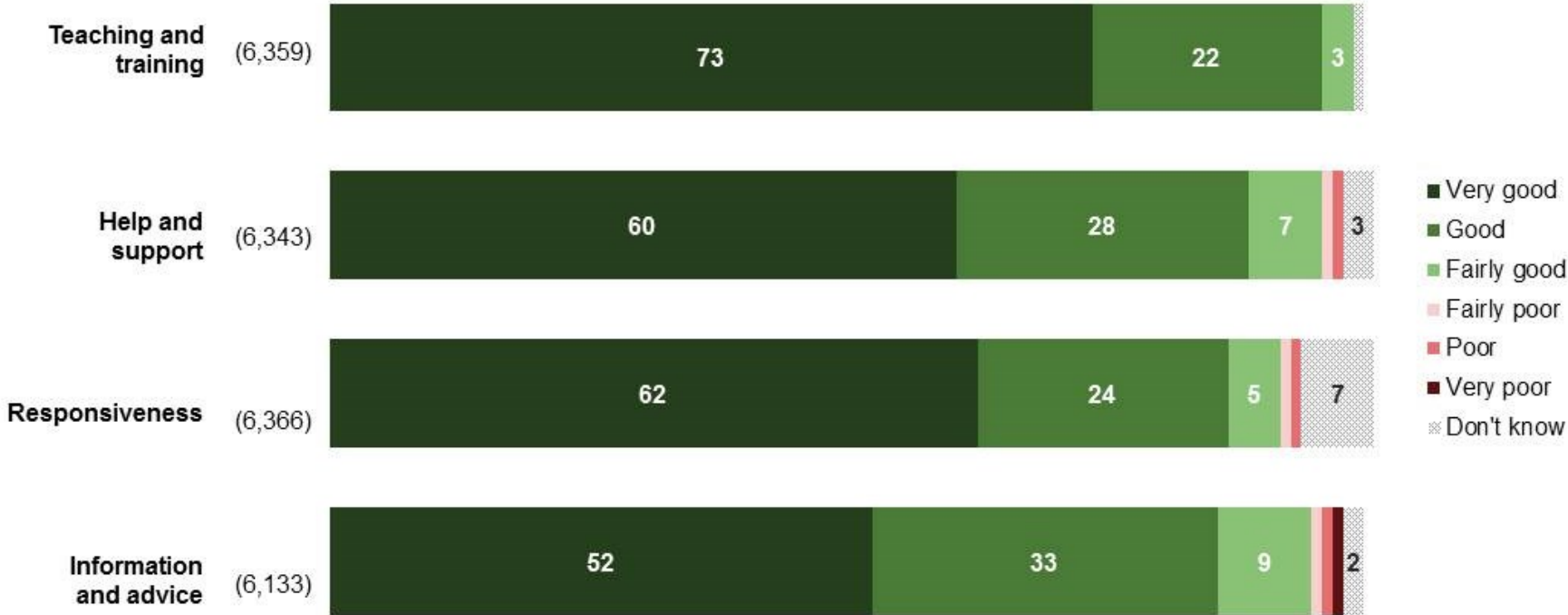
### Review of key themes

6.2 In line with previous years of the survey, there was considerable variation in the proportions of 'very good' and 'good' responses across the different aspects of the learning experience, with more than 20 percentage points (21 per cent) difference between the highest and lowest-rated aspects (see Figure 13). **Teaching and training** was once again rated the highest aspect, with almost three in four learners (73 per cent) who rated this as 'very good', up from 72 per cent in 2014. Although learners were less positive about **information and advice** (52 per cent), this had improved by one percentage point since 2014 (up from 51 per cent).

6.3 There has also been improvement in other measures compared to 2014. More than six in ten learners (62 per cent) rated the **responsiveness** of their provider as 'very good', up from 59 per cent in 2014. Similarly, there was a two percentage point increase in the proportion of learners who rated **help and support** positively, up from 58 per cent in 2014 to 60 per cent this year.

Figure 13: Composite scores for all learners across ACL

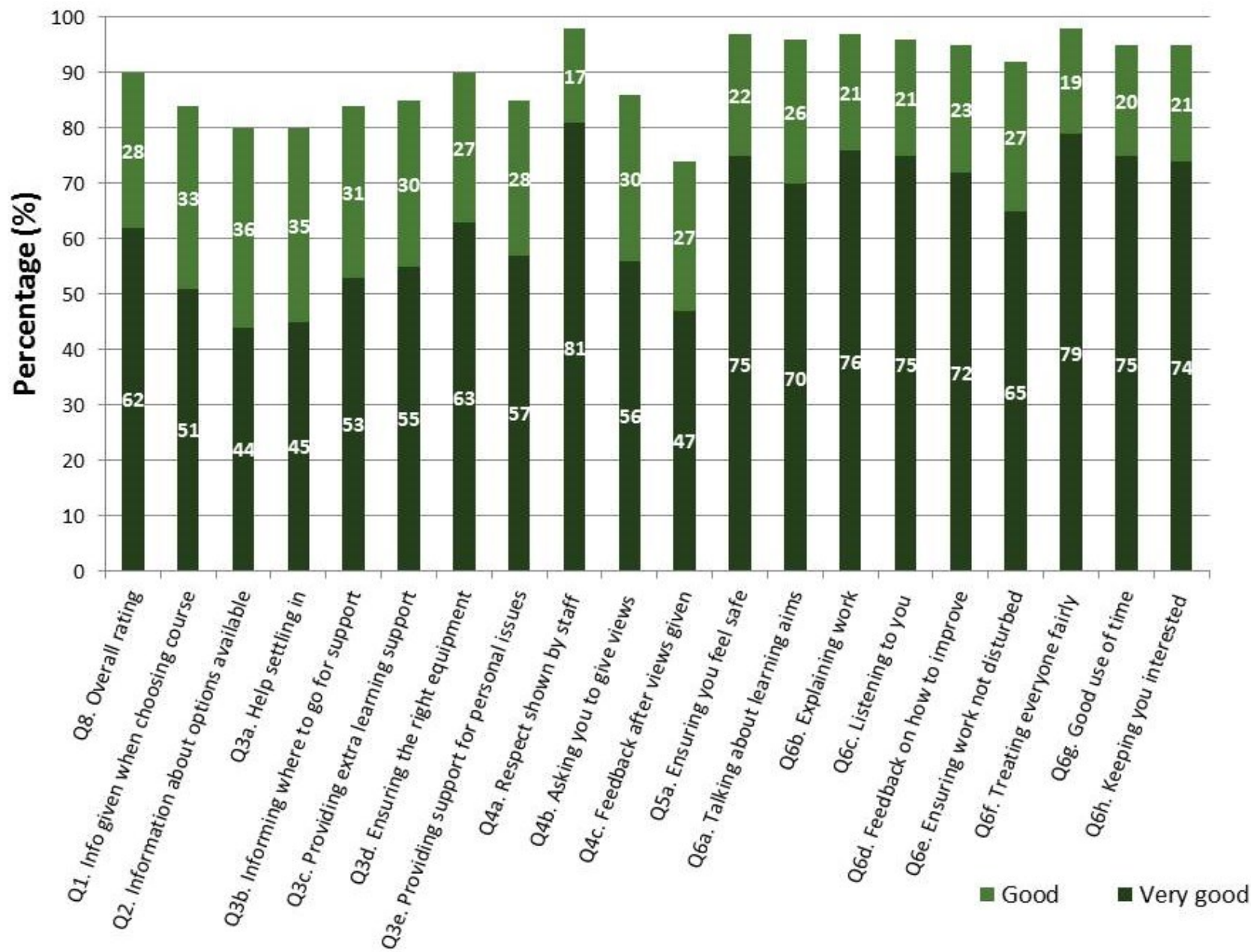
Composite scores: based on average responses to questions within each theme



6.4 In terms of individual measures (see Figure 14), Q4a, 'respect shown by staff' received the highest proportion of 'very good' responses, with 8 in 10 learners (81 per cent) giving this score, followed by Q6f, 'treating everyone fairly' (79 per cent). Q4c, the feedback learners received once they had given their views was rated the least well, although this had improved by four percentage points on 2014 (from 43 per cent to 47 per cent). Similarly, there had been some improvement in the extent to which learners had been asked to give their views about their provider (Q4b), with the proportion of learners who rated this as 'very good' increasing from 53 per cent in 2014 to 56 per cent this year.



Figure 14: Overview of responses per question, all ACL learners (% very good and good)



## Sector Subject Areas (SSAs)

6.5 In terms of specific sector subject areas, Information & Communication Technology has performed very well this year, with learners who once again rated aspects of their learning provision as ‘very good’. As can be seen from Table 5 below, ICT significantly outperformed the other SSAs across each of the themes.

6.6 Languages, Literature & Culture performed less well, with fewer learners who rated their provider as ‘very good’ across each of the measures as compared with the ACL sector as a whole, and significantly fewer learners giving this rating to the **responsiveness** of their provider.

**Table 5: Summary of ACL composite scores by SSA**

	Base size (n)	Information & Advice 'Very good' (/100)	Support 'Very good' (/100)	Responsiveness 'Very good' (/100)	Teaching and training 'Very good' (/100)
<b>ACL total</b>	<b>4,728</b>	<b>52</b>	<b>50</b>	<b>62</b>	<b>73</b>
Health, Public Services & Care	211	46	58	61	68
Information & Communication Technology	641	60	64	66	78
Retail & Commercial Enterprise	105	53	66	69	78
Leisure, Travel & Tourism	107	41	58	64	75
Arts, Media & Publishing	681	42	58	61	74
History, Philosophy & Theology	23	79	78	80	72
Languages, Literature & Culture	424	48	48	54	73

Cells in this colour are statistically higher than the FE total ■  
 Cells in this colour are statistically lower than the FE total ■

## **Learning through the medium of Welsh**

- 6.7 More than one in ten (13 per cent) ACL learners responded that they would like to learn in Welsh/bilingually, with two percent preferring to learn in Welsh only. This represented a slightly higher demand for learning in Welsh compared to the FE, and WBL sectors.
- 6.8 A majority of learners (62 per cent) preferring to learn in Welsh only were given the opportunity to do so, although one in ten (10 per cent) of learners were not. Overall, 35 per cent of ACL learners said they were given the chance to learn in Welsh/bilingually.

## 7. Welsh for Adults (WfA)

### Overview

- 7.1 A total of 1,952 WfA learners across six WfA Language Centres took part in the Learner Voice Wales survey in 2015. Overall, nine in ten (91 per cent) learners reported their provider as either 'very good' (61 per cent) or 'good' (30 per cent). The proportion of learners who rated their provider as 'very good' has increased year-on-year, up from 56 per cent in 2013 and 58 per cent in 2014.
- 7.2 In line with previous years, more than nine in ten (93 per cent) WfA learners felt that the course either met (49 per cent) or was better than their expectations (44 per cent).

### Review of key themes

- 7.3 Figure 15 shows that in contrast to the national picture, WfA learners were most positive about **health and wellbeing**, with 71 per cent who rated their providers as 'very good' at ensuring they feel safe whilst on their course.<sup>6</sup> Learners were also very positive about the **teaching and training** they received on their course, with more than two in three who rated this as 'very good' overall (68 per cent). As was the case in 2014, fewer (40 per cent) WfA learners rated the **information and advice** they received as 'very good', though 78 per cent of learners still rated this aspect as either 'good' or 'very good'.
- 7.4 There has been notable improvement from 2014 in the proportion of WfA learners who rated **help and support**, and **responsiveness** as very

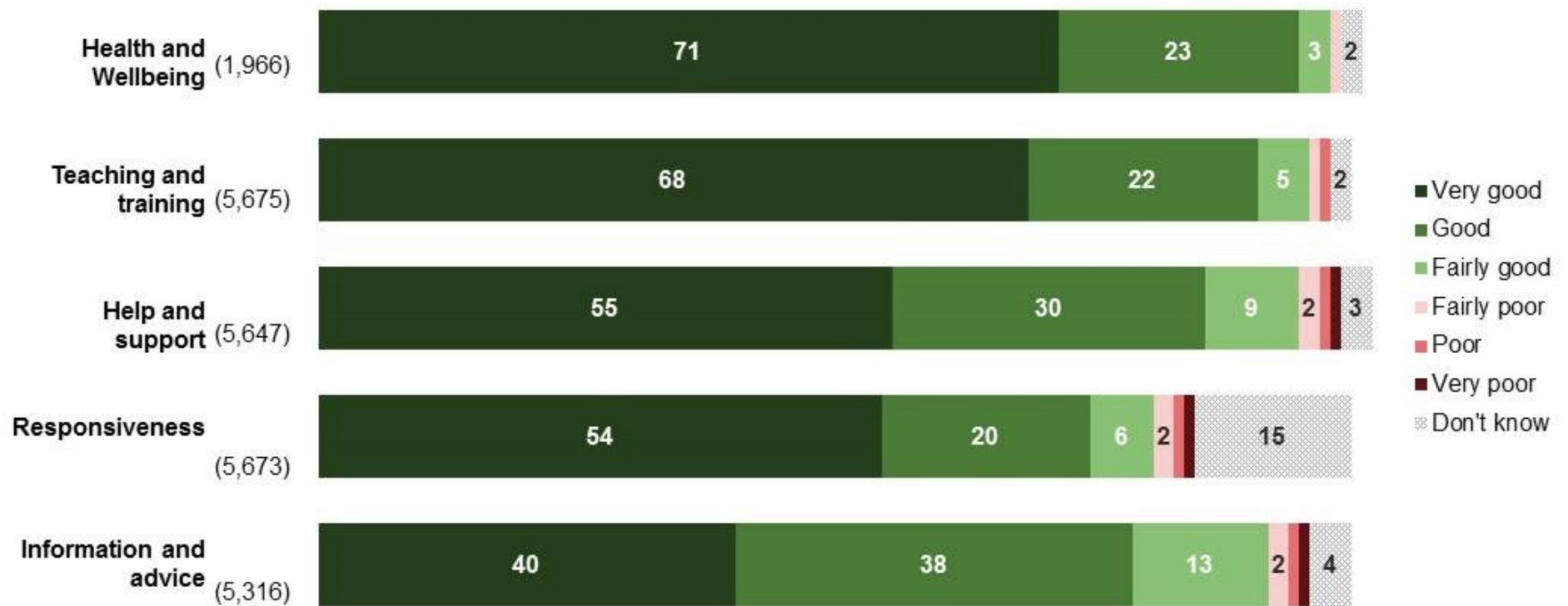
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<sup>6</sup> It should be noted that for WfA and ACL, the **health and wellbeing** composite score is made up of purely Q5a 'making sure that you feel safe whilst on your course'. The composite scores for FE and WBL include two further measures of health and wellbeing.

good, up from 53 per cent to 55 per cent, and 51 per cent to 54 per cent respectively.

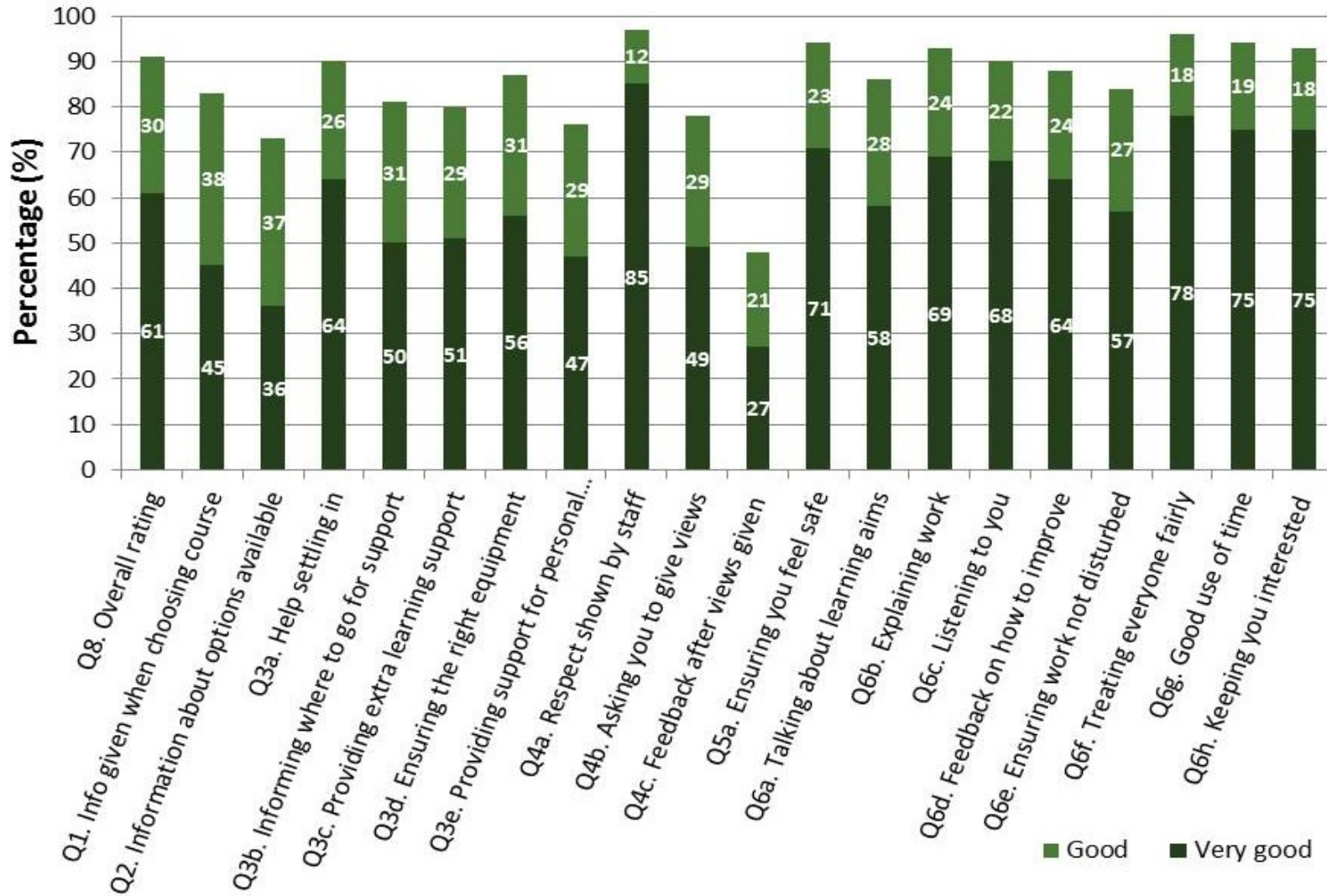
Figure 15: Composite scores for all learners across WfA

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



- 7.5 Though only 54 per cent of learners rated their providers as being 'very good' at **responsiveness** overall, learners were particularly positive about the respect shown by staff (see Q4a in Figure 16), with 85 per cent of learners who rated this as 'very good' (97 per cent of learners rated this aspect as either 'good' or 'very good'). This represents an increase of three percentage points from 82 per cent in 2014.
- 7.6 The aspect with most improvement from 2014 was Q4b, 'asking for the views of learners', which has increased from 43 per cent of learners who rated this as 'very good' in 2014, to 49 per cent in 2015. Other aspects of learner experience which have received higher ratings from learners in 2015 include:
- The provision of extra learning support (up from 47 per cent 'very good' in 2014 to 51 per cent in 2015);
  - Ensuring that learners had the right equipment (up from 53 per cent to 56 per cent 'very good');
  - The feedback learners received on how to improve their work (up from 62 per cent to 64 per cent 'very good');
  - Ensuring that work was not disturbed (up from 55 per cent to 57 per cent 'very good');
  - Keeping learners interested in their work (up from 73 per cent to 75 per cent 'very good').
- 7.7 Both the respect shown by staff and the fair treatment of learners received consistently positive feedback from learners across all six WfA Language Centres (a range of 82 per cent to 91 per cent and 75 per cent to 83 per cent who rated these aspects as 'very good' respectively).

Figure 16: Overview of responses per question, all WfA learners (% very good and good)





## Course level

7.8 Learners on proficiency level courses<sup>7</sup> were the most positive about their providers (see Table 6), with seven in ten (70 per cent) who rated their provider as ‘very good’ overall, compared to 61 per cent of all WfA learners. The aspect of learning with the greatest variation between courses was **information and advice**. A third (34 per cent) of learners on entry level courses rated this as ‘very good’ compared to half (50 per cent) of those on advanced courses.

**Table 6: Summary of WfA composite scores by course level**

	Base size (n)	Overall rating	Information & Advice ‘Very good’ (/100)	Support ‘Very good’ (/100)	Health and Wellbeing	Responsiveness ‘Very good’ (/100)	Teaching and training ‘Very good’ (/100)
<b>WfA total</b>	<b>1,952</b>	<b>61</b>	<b>40</b>	<b>55</b>	<b>71</b>	<b>54</b>	<b>68</b>
Entry level	722	64	34	56	71	54	72
Foundation level	410	59	41	52	69	54	64
Intermediary level	351	58	46	55	74	53	67
Advanced level	323	61	50	56	69	56	67
Proficiency level	86	70	47	55	77	50	69

Cells in this colour are statistically higher than the WfA total ■  
 Cells in this colour are statistically lower than the WfA total ■

<sup>7</sup> Welsh for Adults qualifications are offered at a number of course levels. In terms of how the qualifications relate to the ALTE/CEFR framework: Entry Level (A1); Foundation Level (A2); Intermediate Level (B1); Advanced Level (B2/C1). Further information available on the WJEC website: <http://www.wjec.co.uk/qualifications/welsh-for-adults/>