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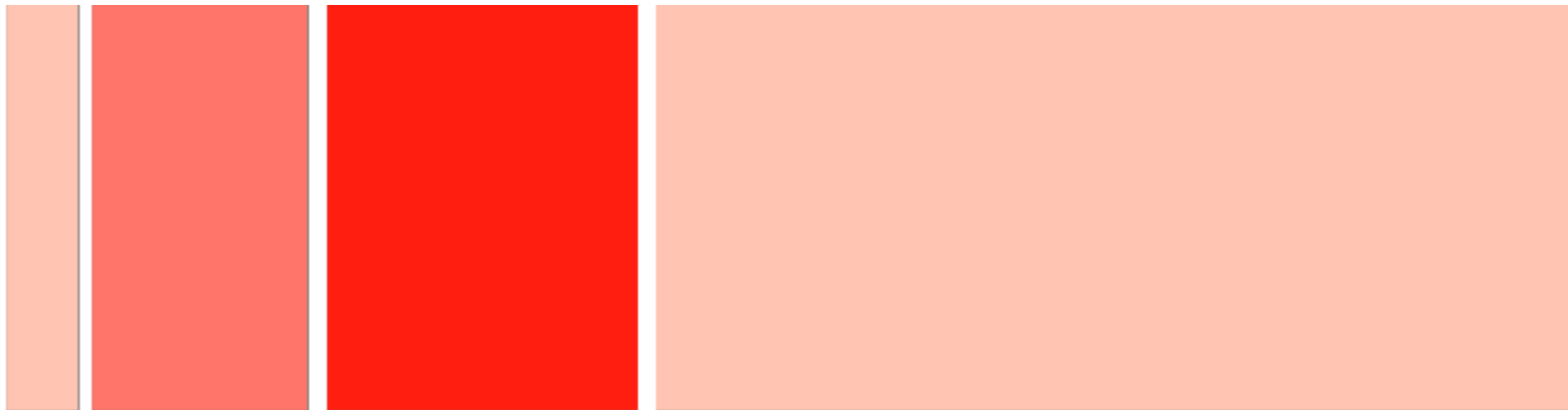
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Learner Voice Wales survey

Sixth-forms pilot



Learner Voice Wales: Sixth-forms pilot

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

Adult Community Learning	Adult community learning (ACL) can be defined as flexible learning opportunities for adults, delivered in community venues to meet local needs. ACL that is 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.
Benchmarks	Benchmarks are used to compare like-for-like data. They compare the percentage of learners from two sub-groups giving the same answer to a specific question.
Census	A census is a complete population count for a given area or place taken on a specific date. In this instance, the survey was intended to be completed by all sixth-form learners enrolled in each of the participating schools.
Cognitive testing	Cognitive testing involves face-to-face interviews with learners to find out how they interpret and respond to questionnaire wording. The purpose of this is to ensure the questions are interpreted consistently across all respondents, and are asking what the researcher intends them to.
Composite scores	Composite scores have been created for five themes within the survey: information and advice, teaching and training, responsiveness, help and support, and health and well-being. They are calculated at the individual level, taking an average of a learner's response to each of the questions within that theme.
Course-level	The course-level loop in the Learner Voice Wales survey is

loop	the repetition of the battery of statements at Q6, for each of the courses that a learner is studying. This allows them to comment on their experience of and satisfaction with the teaching/ training they receive for each course.
Data Sharing Agreement	A Data Sharing Agreement was signed by named employees of Ipsos MORI and the Welsh Government and set out the legal situation regarding the protection and use of personal data. In this instance, the data being held and transferred was for all sixth-form learners enrolled at the schools that participated in the survey. It set out the rules under which the learner data would be handled, once conferred from the school to the research agency and draws on the Data Protection Act (1998).
DfES	Department for Education and Skills: department in the Welsh Government responsible for education and skills provision.
Easy Read	A version of written material that is designed to be more accessible to learners with learning difficulties or disabilities (LLDD), or for learners with English as a second language (ESOL). It uses pictures instead of or as well as words and a different response scale than the core survey (with fewer points).
Estyn	Her Majesty's Inspectorate for Education and Training in Wales, responsible for inspecting quality and standards in education and training in Wales.
Further Education	Institutions in the Further Education (FE) sector are educational establishments that are publicly funded to deliver education and training to learners aged 16 and over.
Flat / stacked	Refers to the format of learner data whereby all of the

data	courses they are studying are detailed in one row of a spreadsheet or dataset, as opposed to a column.
In-scope learners	Refers to learners who are eligible to take the Learner Voice Wales survey.
KAS	Welsh Government statisticians mainly work in Knowledge and Analytical Services (KAS), a central unit of analysts organised by subject area. In addition to statistical staff, KAS includes economists, social researchers, the geography and technology team and library services.
LLDD	Learners with learning difficulties and/or disabilities.
Lifelong Learning Wales Record (LLWR)	The Lifelong Learning Wales Record. 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 running management information reports and benchmarking data. Schools in Wales are required to submit learner data to the LLWR: see instead descriptions for MIS and Post-16 PLASC below.
Local Education Authority	Local education authorities (LEAs) are the local councils in England and Wales that are responsible for education within their jurisdiction. The term is used to identify which council (district or county) is locally responsible for education in a system with several layers of local government.
Matching	The process that attempts to link learners' survey responses with information held on a database. Matching can take place 'live'; that is at the time of them answering the survey or retrospectively, which is also known as fuzzy matching when the fields primarily used for matching survey response to the dataset do not match (in this

	instance the ULN and provider/ school code) and other fields are needed.
Metadata	Data are collected 'behind the scenes' of many surveys while fieldwork is ongoing. It can be broadly understood as 'data about the data' and can include time taken to complete the survey and the device and browser type on which an online survey was taken.
MIS / SIMS	Management Information System: a generic term for the method and software used by schools to record learner details.
Participation rate	The number of learners to complete the survey as a proportion of all learners eligible to take the survey (in-scope learners).
Portal	A website was created to inform providers taking part in the Learner Voice Wales survey about the processes and timetable. Providers are able to log in securely to access their reports using a unique ID and password provided to them by the research agency.
PLASC	Every January, all schools that are maintained by the Welsh Government are required to provide pupil and school level data to ensure more accurate targeting of funding and to help the Welsh Government to develop and monitor policy. This Pupil Level Annual School Census (PLASC) is mandatory for all sectors to complete including nursery, primary, middle, secondary and special. All pupils on roll on the census date must be included in the return. The post-16 PLASC contains data for all learners aged 16 or over on the date of the census.
Provider / school	All providers of education in Wales have a unique numeric

code	code. The codes known to the schools are four digits long.
Question Bank	In addition to the core questions of the survey, providers can choose to ask a more few more from a list of 37 approved by the Welsh Government. These 'Question Bank' questions were intended to cover areas of particular interest or significance for individual providers or learning sectors in more detail, such as provider resources and facilities, learning materials, and learners' skills development.
Qualification type	The courses that are available for sixth-form learners in Wales to study are grouped together into different types depending on whether they are academic, vocational or skills-related on and on their level of difficulty. Analysis in the pilot was completed using six different types: GCSEs, GCE AS Level, GCE A2 Level, BTECs, Advanced Vocational Certificates of Education and any others not otherwise included under another type.
RAGed tables	These are the tables in the PowerPoint report by which the composite scores are broken down by first and second tier Sector Subject Areas and a red or green cell indicates if the score is six or more points higher or lower than the benchmark.
Reportal	Providers that take part in the Learner Voice Wales survey are able to access anonymised data submitted by their learners via an online site. The site is an interactive tool, and allows providers to filter their data or compare the results for specific sub-groups.
Sixth-form learners	Sixth-form is the final two years of secondary school education, where students (typically between the ages of 16 and 18) prepare for A Level examinations. Within sixth-

	<p>form there are three recognised school years: Year 12 (also known as lower-sixth), 13 (also known as upper-sixth) and sometimes Year 14.</p>
Sector Subject Areas	<p>All regulated qualifications are assigned a Sector Subject Area (SSA) code by the Awarding Organisation. These classifications can be used to group qualifications together into one of fifteen categories (such as Social Sciences or Health, Public Services and Care) for the purposes of analysis.</p>
'This Does Not Apply to Me'	<p>TDNATM is an answer option available at some questions in the survey. In the main survey, TDNATM responses are not shown in the PowerPoint reports and are removed from the base. TDNATM responses have been retained in the bases for the pilot and shown in the PowerPoint reports however for reasons explained in this report.</p>
Unique Learner Number	<p>Learners in Wales are designated a ULN that is known both to the learning provider and Welsh Government and is used, for example, in examinations, the Post-16 PLASC and LLWR.</p>
Verbatim responses	<p>A verbatim is the exact wording given in response to an open-ended question, where learners are able to write/type in full sentences, as opposed to selecting a pre-specified response.</p>
Welsh for Adults (WfA)	<p>A national initiative based at six Welsh language centres across Wales that offer Welsh language courses as a specific part of adult community learning (ACL) provision.</p>
Work Based Learning (WBL)	<p>Learning delivered by a college, local authority or other training provider in the workplace, normally under the supervision of a person from the same organisation as well as a professional tutor from outside the organisation. The</p>

	learning programmes offered support employed and unemployed learners, and include: Apprenticeship programmes; Flexible learning; Traineeship programmes; and Work Ready programmes.
Weighting	A process to adjust the profile of the survey sample (those who took part) so that it is representative of the real learner population (everyone who could take part).
Welsh-medium school	Lessons are taught through the medium of Welsh in these schools, as opposed to English.

1. Executive summary

Introduction to the pilot

1.1 The Learner Voice Wales survey forms part of the 'Responsiveness' element of the Welsh Government's Quality and Effectiveness Framework and was introduced by the Department for Education and Skills (DfES) in 2013 to understand and respond to the views of learners in the Further Education (FE), work-based learning (WBL), adult community learning (ACL) and Welsh for adults (WfA) sectors across Wales. The survey findings also:

- Inform Estyn¹ inspections of post-16 learning providers;
- Help providers to understand aspects of their delivery that may need improvement; and
- Allow providers to compare satisfaction with their provision against a national benchmark.

1.2 In order to meet these aims for all post-16 learners across Wales, DfES commissioned Ipsos MORI to explore the logistics of how the survey could be delivered in a school setting, to sixth-form learners. This report details how the pilot was conducted and concludes with suggestions for the future implementation of the survey in schools with sixth-form learners.

Methodology

1.3 The questionnaire that is usually distributed to learners in the FE sector was adapted for use in a sixth-form setting and then cognitively tested with sixth-form learners. Two schools volunteered to take part in the testing in December 2014, one of which was a Welsh-medium school. Some revisions were made following the testing and the course-level loop was extended from three to five subjects.

¹ Her Majesty's Inspectorate for Education and Training in Wales, responsible for inspecting quality and standards in education and training in Wales

- 1.4 Ten schools in South Wales were then invited to take part in the pilot survey. The survey was made available to sixth-form learners in these schools to answer online between 2nd -27th March 2015, in English and in Welsh. A paper version was made available for the schools to download from a secure webpage but it was not used.
- 1.5 Completed surveys were received from 816 sixth-form learners, which represented a participation rate of 43 per cent of the total sixth-form population in the eight schools that took part. Responses in Welsh made up one per cent of the completed surveys, as in the main Learner Voice Wales survey². The average length was 11 minutes and 10 seconds and a higher proportion of surveys were completed on a mobile device than in the main Learner Voice Wales survey.
- 1.6 While feedback about the questionnaire was positive from both learners and the schools, participation rates were lower than in the main survey. This would need to be addressed if the survey is rolled out across Wales, to ensure that the findings are representative. The highest participation rates were from the school where an Academic Registrar, rather than teacher, took charge of engaging the learners. They achieved a high participation rate by booking each tutor group into the IT suite during 'study periods' (time when there is no other lessons scheduled and which the students use for completing homework or coursework) to complete the survey and otherwise telling the learners to complete it at home.
- 1.7 Overall, the fieldwork period went very well: no queries or complaints were made by the schools and they did not encounter any technical difficulties in using the online survey. More detail on the methodology is given in Chapter 3 and the questionnaire used in the pilot can be seen in Annex A.

² It should be borne in mind that the survey was administered in schools in South Wales only, with one Welsh-medium school included in the pilot.

Matching to learner datasets

- 1.8 Ahead of fieldwork taking place for the main survey the Welsh Government provides an extract from the Lifelong Learning Wales Record (LLWR). This is so learners can be matched -as they take part in the survey - to the courses they are recorded as studying. As described in more detail in Chapter 4, the Welsh Government has different data requirements for schools and so there is no comparable dataset for sixth-form students in Wales. As live matching could therefore not take place, a course-level loop was built from the courses that were known to be available for sixth-form learners in Wales to study. To determine the effectiveness of the loop, the participating schools were asked for a dataset of their learners' details so that retrospective matching could be undertaken.
- 1.9 Three of the eight schools that participated in the survey submitted a dataset. These showed that the loop captured 96 per cent of courses that were being studied by the learners that responded to the survey (and which were successfully retrospectively matched). A decision should be made before the future roll out of the survey as to whether the loop is accurate enough or if live matching (as for the main survey) is preferable.
- 1.10 Data on the learner profile of each school is needed, even if the built course-level loop is deemed accurate without needing to retrospectively match survey responses, in order to weight the data. Without weighting, the findings cannot be considered to be representative or comparable. As such, schools will need to ensure that the fields are filled in consistently because, while the level of completeness of the fields in the three datasets that were received was high, they were not filled in a consistent manner. The research agency would also need to receive them with sufficient time for any cleaning to be completed.

Reporting the findings

- 1.11 Chapter 5 has more on each of the three individualised reports that were made available for the schools to download from an online portal. In brief, these were:
- A PowerPoint report of 27 slides comprised of composite scores for the main ‘themes’ in the survey (for example, ‘Information and Advice’) by first and second tier Sector Subject Areas, response to each question (for example, the per cent saying ‘very good’ through to ‘very poor’ for Q1) and benchmarks (consisting of the average ‘very good’ response across the eight schools);
 - An Excel report, which broke down answers to all of the questions by key learner demographics (gender, school year and qualification type) and first and second tier Sector Subject Areas;
 - An Excel sheet of the verbatim answers given by their learners to the two open-ended questions in the survey (Q10 and Q11): these ask learners to comment on the best thing about their provider and suggestions for improvement.
- 1.12 Feedback from the schools indicated that the PowerPoint report was most easily and readily used: indeed some had already shown it to colleagues and other stakeholders.
- 1.13 An overview of the findings is also provided in Chapter 5, including a discussion of composite scores, overall satisfaction and a comparison of verbatim responses given in the pilot to those received from FE students in the 2013/14 survey.
- 1.14 Composite scores summarise the views of learners across a battery of questions relating to the same theme. These findings can be used by the schools to determine broad areas for improvement. In the pilot, ‘Teaching and Training’, which is calculated from responses to the battery of questions forming Q6 and which are asked for each course being studied (in the course-level loop), was the theme with the highest proportion of ‘very good’ responses (62 per cent) across the eight schools. In terms of overall satisfaction, 57 per cent of sixth-form

learners said that their experience was 'very good' or 'good'. In terms of satisfaction with courses, 77 per cent of sixth-form learners in the pilot said they were as expected or better.

- 1.15 Analysis was undertaken to compare the verbatim responses given by sixth-form and Further Education learners to the two open-ended questions in the survey. It is important to note that only very broad comparisons between these two learner groups can be drawn, given that response to the sixth-form survey was not representative and relies on far fewer responses than for the main survey.
- 1.16 For both sectors, the 'best thing' about their provider related to aspects of learning. Within 'learning', FE learners commented on having enjoyable courses, gaining or learning new skills, liking the assignments or practical work components, and having small class sizes. While sixth-form learners also mentioned having enjoyable courses, they tended to focus more on having study periods in which to work or revise and the freedom to study at their own pace.
- 1.17 In terms of areas for improvement, the verbatim responses from both FE and sixth-form learners suggested that 'teaching and learning' was of the highest priority. In particular, sixth-formers wanted more help and support from teachers and requested changes to the Welsh Baccalaureate.

School feedback and rolling out the survey

- 1.18 The participating schools were asked to provide feedback on the pilot, in order to inform suggestions for change ahead of the survey being rolled out across all sixth-forms in Wales. Five of the schools provided responses in writing and these are summarised in Chapter 6. Briefly, schools reported that:
 - their sixth-form learners were happy to take part in the survey;
 - the Survey Guidance was useful for reminders about how the survey needed to be conducted; and

- the PowerPoint report was the most visually appealing and had already been used to feedback to students, staff and governors.

1.19 The final chapter of this report presents a summary of the key challenges of the pilot and suggestions for change should the Learner Voice Wales survey be rolled out to all sixth-form learners in Wales. It is split between recommendations for survey processes, methodology and reporting. Mainly it will be important to:

- improve school engagement with the survey, perhaps by asking an intermediary that is familiar with schools in a particular region to communicate on an ad-hoc basis with them;
- achieve a representative response and obtain learner datasets needed for matching and weighting; and
- discuss further what level of granularity is useful to the schools in terms of providing findings by first and second tier Sector Subject Areas and courses.

2. Background and Introduction

Introduction to the Learner Voice Wales Survey

- 2.1 The Learner Voice Wales (LVW) survey has been conducted by Ipsos MORI on behalf of the Welsh Government since it began in 2013. The survey allows learners to provide anonymous feedback on their learning experience and it is the largest post-16 survey undertaken in Wales. It currently includes learners in further education (FE), work-based learning (WBL), adult community learning (ACL), and Welsh for Adults (WfA).
- 2.2 Full and part-time learners funded by the Department for Education and Skills (DfES) are eligible to complete the survey, with fieldwork taking place between December and February each year. In 2014/15, the core survey was completed by 61,894 learners³, which represents a participation rate of 68 per cent of the total sample. The survey is available online and on paper: response per mode was 78 and 22 per cent respectively. A total of 676 learners completed the survey in Welsh (1 per cent of all responses).
- 2.3 The questionnaire consists of questions ordered across five themes:
- Information and advice;
 - Help and support;
 - Health and wellbeing;
 - Responsiveness;
 - Teaching and training.
- 2.4 Learners are also asked a series of questions relating to their preferences for learning in Welsh, in English, or in a mixture of Welsh and English (bilingually), and the opportunity to do so; whether their learning has met their expectations; and their overall rating for their provider. In addition, the survey includes two 'open' questions

³ The core survey does not include questions that have been added from the Question Bank or learners that completed the Easy Read version.

regarding what learners like best about their provider, and what they think could be improved.

- 2.5 Learners taking part in the survey online are able to answer the Teaching and Training questions (Q6) for each course they are studying, up to a maximum of three courses. This is called the ‘course-level loop’. The courses the learner is studying are fed into the survey as a result of matching certain aspects of their details to their record in the Lifelong Learning Wales Record (LLWR)⁴.
- 2.6 A Question Bank is also provided, whereby each learning provider can choose additional questions to further tailor their survey for their learners. An Easy Read version of the questionnaire is also available. It offers learners who would struggle to complete the core survey, even with assistance, the opportunity to take part using a more accessible format and on paper. This version of the survey is typically used with learners who have learning difficulties or low levels of basic literacy.
- 2.7 All learning providers with in-scope learners are asked to participate and are asked to achieve a minimum response rate of 50 per cent and a representative sample of learners by age, gender, qualification and course type (full or part-time).

Aims of the pilot

- 2.8 The Learner Voice Wales survey forms part of the ‘Responsiveness’ element of the Welsh Government’s Quality and Effectiveness Framework and was introduced by DfES to understand and respond to the views of learners in the FE, WBL, ACL and WfA sectors across Wales. The survey findings also:

⁴ Schools do not currently submit learner data to the LLWR. This reflects the different Welsh Government data requirements for schools, which are based on an annual census rather than the ongoing data collection methodology used for the LLWR. The data used for matching in the pilot was drawn from other sources, maintained by the schools themselves and is discussed more in Chapter 4.

- Inform Estyn⁵ inspections of post-16 learning providers;
- Help providers to understand aspects of their delivery that may need improvement. The standardised set of 'core' questions (albeit with slight differences in wording between the FE, ACL, WFA and WBL sectors) also allow providers to compare satisfaction with their provision against a national benchmark.

2.9 In order to meet these aims for all post-16 learners, DfES commissioned Ipsos MORI to explore the logistics of how the survey could be delivered in a school setting, ahead of describing how the survey might be rolled out to sixth-form learners in future. The pilot, while not intended to provide representative findings, was therefore tasked with testing how well the existing survey questions, processes and reporting would work in a school sixth-form setting. This report therefore details how the pilot was conducted and concludes with recommendations for a potential future roll-out of the Learner Voice Wales survey among sixth-forms in Wales.

⁵ Her Majesty's Inspectorate for Education and Training in Wales, responsible for inspecting quality and standards in education and training in Wales.

3. Methodology

Schools involved in the pilot

3.1 Ten schools in South Wales with sixth-forms learners were invited to take part in the pilot by a representative of the Central South Consortium Joint Education Service. The schools were selected to be representative across:

- Local Education Authority as a proxy for urban/ rural location: four LEAs were chosen;
- School type (with Welsh or English-medium being of particular interest);
- Free School Meal (FSM) provision by per cent of students accessing it, and;
- Size (by number of sixth-formers enrolled in 2014).

3.2 The ten schools invited to take part, alongside the above factors, can be seen at Table 1.

Table 1: Schools invited to take part in the Learner Voice Wales sixth-form pilot

School	Authority	School type	FSM	Size
Coleg Cymunedol y Dderwen	Bridgend	Comprehensive	25	207
Porthcawl	Bridgend	Comprehensive	10	340
St John the Baptist	Rhondda Cynon Taf	Maintained (Church in Wales)	14	217
Ferndale Community School	Rhondda Cynon Taf	Comprehensive	37	130
Michaelston Community College	Cardiff	Comprehensive	43	236
Ysgol Gyfun Bro Morgannwg	Vale of Glamorgan	Welsh-medium	7	142
Stanwell School	Vale of Glamorgan	Comprehensive	6	472
Llanishen High School	Cardiff	Comprehensive	14	291
Ysgol Gyfun Rhydywaun	Rhondda Cynon Taf	Welsh-medium	14	201
Pontypridd High School	Rhondda Cynon Taf	Comprehensive	21	123

School workshop

- 3.3 The ten schools were invited to a workshop on 27th November, 2014 at Central South Consortium's conference centre in Nantgarw, South Wales to explain about the Learner Voice Wales survey and to introduce the pilot. Eight of the schools were able to attend, with two receiving follow-up calls shortly after the workshop to gain their views.
- 3.4 A document was circulated shortly after with the decisions made following discussions at the workshop between Ipsos MORI, DfES, statisticians from the Welsh Government's Knowledge and Analytical Services (KAS), teachers from the eight schools and representatives from the Central South Consortium.
- 3.5 The main points decided upon were:
- The survey questions would be cognitively tested with sixth-form learners in two schools (one to be Welsh-medium) to decide how appropriate they were for sixth-form learners.
 - The survey would be available to complete online, twenty-four hours a day for three weeks: schools did not see the need for paper questionnaires or for a two month fieldwork period as is currently the case for the main LVW survey. This was because all of their learners are classroom-based and therefore a 'captive audience' that would need much less chasing than learners taking part in the main LVW survey. Schools planned to book their IT suites, for their sixth-form learners to complete the survey a class at a time.
 - Schools would aim to achieve a census of their sixth-form learners, considering the lower number of sixth-form students at each school as compared with the number of learners per provider that take part in the main LVW survey. Response reports would be made available on the portal on a twice weekly basis during fieldwork for schools to download, in order to monitor response by gender, school year and qualification type in case of the school falling short of a census.

- Posters and other branded materials would be made available to the schools to download from the portal, to display around the school to encourage participation.
- The course-level loop would be extended from three courses to five.
- Findings would be reported for first and second tier Sector Subject Area (SSAs), while preserving student anonymity by suppressing findings where less than five students in one school were studying a particular SSA.
- Schools would receive three reports each: a PowerPoint deck of key findings, an Excel sheet containing response to each question by key learner demographics and first and second tier SSAs and, thirdly, an anonymised sheet listing the verbatim responses to the two open-ended questions in the survey.
- Schools would receive their reports via the portal, as is the case for the main LVW survey and guidance on delivering the survey would also be made available in this way.
- For ease, the Question Bank was not made available to schools taking part in the pilot and, after consultation, it was decided that the Easy Read questionnaire would be unnecessary.

Cognitive testing

3.6 It was decided that the Further Education (FE) version of the questionnaire, with slight amendments, would be the base for the questionnaire to be used in the pilot. Cognitive testing⁶ with learners in two schools would then judge the appropriateness of the questions for sixth-form students.

⁶ Cognitive testing is a method used to judge comprehension of new or complex questions. It aims to understand if the question is prompting respondents to think about an appropriate response by eliminating words or phrases that cause confusion or are ambiguous, or prevent recall.

- 3.7 Cognitive testing of the questionnaire took place on 17th and 18th December with 16 sixth-form learners at two schools: Coleg Cymunedol y Dderwen and Ysgol Gyfun Bro Morgannwg. A Welsh-speaking Ipsos MORI researcher interviewed six sixth-form students at the Welsh-medium school, Ysgol Gyfun Bro Morgannwg, so that the appropriateness and accuracy of the translations could also be tested.
- 3.8 Each student was asked all of the questions intended for the pilot and asked to comment on how well they understood the questions and were able to answer them, and about the layout of the questionnaire. A report was delivered to DfES in January 2015 containing feedback and recommendations for change to the questionnaire, including: reference to ‘your sixth-form’ throughout to prompt response specifically about their post-16 experience and tighter Welsh translations for some questions.

The questionnaire used in the pilot

- 3.9 The questionnaire used in the pilot was comprised of eighteen questions and can be seen at Annex A. Largely it was based on the questionnaire administered to FE learners as part of the main survey, with adaptations suggested as a result of cognitive testing with sixth-formers. The questionnaire was translated into Welsh and also underwent adaptation for online use.

Differences from the main survey

- 3.10 Given that a large proportion of sixth-form learners study more than three courses, the course-level loop was extended from three to five. While this means the average survey length was longer than for the main LVW survey, it is important that sixth-form learners are given the chance to rate their experience for each course. This also prevents bias where they would otherwise need to select their ‘priority’ courses to feed back on.

- 3.11 As well as expanding the course-level loop, two questions in the main survey were exchanged for replacements from the Question Bank. Schools are not required to offer all of their courses in Welsh so the questions about preference for learning bilingually (or exclusively through the medium of Welsh) and whether the learning provider offers a chance to learn in Welsh, were exchanged for questions on:
- frequency of using or hearing Welsh informally at school; and
 - the extent the school raises awareness of Welsh culture and history.

Beginning the survey

- 3.12 In order to begin the survey, the sixth-form learners needed to enter a school code. This field was locked to the codes for the ten participating schools. As such, the schools needed to tell their learners the correct code to progress. The learners also needed to be given their Unique Learner Number (ULN), which is known to the Welsh Government. In the main LVW Survey, this is 'live matched' to records in the LLWR and cross-referenced against the provider code. This was not possible for the pilot, on account of not having a sample to match to. However, the field did demand a ten digit number to improve accuracy.
- 3.13 In the workshop, a few of the schools asked how entering a specific school code and ULN might impact on learners who were studying one or more of their courses away from their 'home' school, at a 'host' institution. It was agreed that they would be given the 'home' school code and that the ULN was a unique reference which 'follows the learner' across different settings and learning episodes. In a future roll out, it will be important to explain that 'home' schools should take responsibility for learners that might be studying away, in terms of response and that 'host' schools do not need to ask a learner to take part again if they have done so at their home school.
- 3.14 As well as completing the school code and ULN fields, sixth-form learners were also asked for their name and date of birth, which are

not required in the main LVW survey if the provider code and ULN match to the LLWR. These details were asked for the pilot so that retrospective matching (see an explanation of fuzzy matching at paragraph 4.14) could take place.

Participation

- 3.15 The survey was made available for sixth-form students in the ten participating schools to answer online from 2nd to 27th March, 2015. A link to the survey was sent to the schools in an email, which they could then circulate to their learners. Guidance about the survey was made available to the schools via the portal, for which they needed a unique username and password which was emailed to them ahead of fieldwork starting. Branding materials, which they could use to promote the survey and which displayed the link, were also made available on the portal.
- 3.16 Due to unforeseen circumstances, not all of the schools were able to take part in the pilot: eight of ten participated. In total, 816 completed surveys were received, which represents a participation rate of 43 per cent based on 1,877 sixth-form students enrolled across the eight schools. This compares with a participation rate of 68 per cent to the main LVW survey in 2014/15.
- 3.17 Table 2 presents response per school, as a proportion of sixth-form learners enrolled at the time⁷. Although the aim was to achieve a census of sixth-form learners in each school and the highest participation rate was 97 per cent, the lowest was 25 per cent. As a result, response cannot be assumed to be representative of the wider sixth-form population, or even representative of sixth-form views within a school. As such, findings should be taken as an indication of satisfaction only.

⁷ Enrolment numbers were provided by the Welsh Government from the September 2015 Post-16 PLASC returns.

3.18 More completed surveys were received from female sixth-form learners than from males and from Year 12 learners compared with those in Year 13. Without knowing the profile of learners in each school however, it cannot be judged if response is skewed or is actually proportional.

Table 2: Response per school taking part in the pilot

School	Number of sixth-form learners on roll	Number of completed surveys	Response as a proportion of sixth-formers enrolled	No. of responses - Male	No. of responses - Female	No. of responses - Year 12	No. of responses - Year 13
Coleg Cymunedol y Dderwen	207	102	49%	38	63	67	35
St John the Baptist High School	217	54	25%	18	34	30	23
Ferndale Community School	130	57	44%	31	25	32	25
Michaelston Community College	236	64	27%	28	34	36	25
Stanwell School	472	156	33%	60	93	92	61
Llanishen High School	291	139	48%	77	59	84	55
Ysgol Gyfun Rhydywaun	201	125	62%	48	76	77	47
Pontypridd High School	123	119	97%	40	79	73	45
Total⁸	1,877	816	43%	340	463	491	316

⁸ Learners were able to tick 'prefer not to say' with regards to their gender or school year. As such, the total for each school may not add to the number of completed surveys. There were also learners in Year 14 who have not been included at this table.

Participation among the three schools that submitted a dataset

- 3.19 Three of the schools that participated in the survey did later submit a dataset containing demographic and course details for each of their sixth-form learners on roll (see more on the datasets at Chapter 4). As a result of having this data, it was possible to determine the representativeness of the learners that took part in the survey compared with the population of sixth-formers at each of the three.
- 3.20 This is shown at Tables 3 and 4 below. It should be noted that the number of students that data were provided for is different than the number the Welsh Government understood to be enrolled at each school, according to the Post-16 PLASC returns in September 2015.⁹ In the tables below, the numbers on roll are taken from the datasets the schools submitted.
- 3.21 On the face of it, more completed surveys were received from female sixth-formers in the three schools compared with the number received from males but, proportionally, response was equal (Table 3). This is not the same for school year however, where the survey was disproportionately completed by Year 12 learners as opposed to those in Year 13 (Table 4). This skew would need to be monitored in the future if the survey is rolled out, so that findings can be claimed to be representative of Year 13 learners as well as those in Year 12.

⁹ According to the enrolment data provided by the Welsh Government following the September 2015 Post-16 PLASC returns, Coleg Cymunedol y Dderwen had 207 sixth-form learners on roll but data for only 164 were submitted. Likewise, Llanishen submitted data for 273 sixth-form learners, compared against the 291 indicated by the Welsh Government. Pontypridd submitted data for 147 learners, compared with the 123 the Welsh Government had on record.

Table 3: Representativeness of learners in three schools taking part in the survey: by gender

Schools	Male			Female		
	No. on roll	No. completed surveys	response	No. on roll	No. completed surveys	response
Coleg Cymunedol y Dderwen	59	38	64%	105	63	60%
Llanishen High School	144	77	53%	128	59	46%
Pontypridd High School	49	40	82%	98	79	81%
Total	252	155	62%	331	201	61%

Table 4: Representativeness of learners in three schools taking part in the survey: by school year

Schools	Year 12			Year 13		
	No. on roll	No. completed surveys	response	No. on roll	No. completed surveys	response
Coleg Cymunedol y Dderwen	100	67	67%	64	35	55%
Llanishen High School	134	84	63%	139	55	40%
Pontypridd High School	80	73	91%	67	45	67%
Total	314	224	71%	270	135	50%

Response by qualification type and language

3.22 The table below shows the number of each qualification type being studied by the 816 sixth-form learners that responded to the survey: learners were studying an average of 3.4 courses each at the time of the survey. The course-level loop should therefore remain at five for schools if the survey is rolled out.

Table 5: Number of qualifications being studied by sixth-form learners responding to the survey

Qualification level	Number being studied by learners responding to the survey
GCSE	40
GCE AS Level	1,318
GCE A2 Level	835
BTEC	329
Other qualification ¹⁰	246
TOTAL	2,768

3.23 Of the 816 responses, nine surveys were completed in Welsh, representing 1 per cent of those who participated, as per the main LVW survey in 2014. All responses in Welsh were from sixth-form learners studying at Ysgol Gyfun Rhydywaun, a Welsh-medium school.

Survey metadata

3.24 Data are collected 'behind the scenes' of many surveys while fieldwork is ongoing. This 'meta data' provides a rich source of information. The mean length of the pilot survey, for example, was 11 minutes and 10 seconds. The number of 'drop outs': that is the number of learners that started the survey but who failed to complete it, was 529, or 40 per cent of those clicking on the link. The majority of these (90 per cent) dropped out at the question asking for their ULN.

¹⁰ 'Other' qualifications include Advanced Vocational Certificates of Education, the Duke of Edinburgh Award and a variety of other certificates, diplomas and awards in subjects ranging from Animal Care to English as a Second Language (ESOL).

This might indicate they were unaware they needed it before beginning and presumably then stopped to seek it out, but a small proportion of teachers testing the link may also be represented in this figure.

- 3.25 The survey was designed to be compatible with the most popular mobile devices. Coleg Cymunedol y Dderwen had said during the workshop that this would be particularly useful for them because all of their learners are issued with tablets and the school thought they would try to get their sixth-form learners to complete the survey on their tablet while connected to the school WiFi. The meta-data shows that 150 surveys were completed on a mobile device (18 per cent), with three per cent not traceable and the remainder being completed on a desktop computer. This compares with twelve per cent of surveys that were completed online for the main LVW 2014/15 survey.

4. Learner Datasets

Use of the LLWR to validate learner response

- 4.1 Learner response to the main Learner Voice Wales survey is validated by 'live' and retrospectively matching against their details held on the DfES funded and maintained Lifelong Learning Wales Record (LLWR). This has two benefits:
- 4.2 Learners can be asked a range of questions about each of the courses that they are recorded as studying on the LLWR;
- 4.3 Deeper analysis can be conducted by comparing question response to demographic details without needing to ask each learner several more questions, which shortens the survey.
- 4.4 It was established during the workshop and in the weeks afterward that there is not a comparable dataset for sixth-form students in Wales. While the schools hold the data separately, the multiple datasets are not combined. This reflects the different Welsh Government data requirements for schools, which are based on an annual census rather than the ongoing data collection methodology used for the LLWR. It was also unclear if the schools held the same data fields as the LLWR, or as each other.
- 4.5 In order not to delay the survey past the Easter vacation and into the summer term when there are examinations, it was decided to investigate after fieldwork took place. In the hopes of being able to retrospectively match learner response to the survey to the school datasets, the learners were asked for the school code, their unique learner number (ULN), full name and date of birth. This is different from the main LVW survey in that if the ULN the learner enters at the beginning matches with a ULN held in the LLWR, then their response is live matched to their record in the LLWR and they therefore do not need to enter their name or date of birth.
- 4.6 Not being able to match to a dataset also posed difficulties in how to ask learners about each of the courses they were studying. This

resulted in building several filters based on a comprehensive course list provided to Ipsos MORI by DfES. More is explained about the course-level loop that was built below (see paragraph 4.17).

Obtaining the datasets

- 4.7 A template dataset with the fields needed to retrospectively match learner responses against was circulated to the schools after the fieldwork period. The fields were selected from the Post-16 PLASC specification, in order to align with the LLWR fields used in the main LVW survey. The template requested learner details in a 'flat' rather than 'stacked' format, as is usually provided in the LLWR extract for the main survey. A stacked format contains one course per row of data, and thus learners appear multiple times in the dataset. A flat format contains one learner per row of data, and thus learners appear only once in the dataset, with all course information contained in multiple columns per learner. This meant that the data would not need excessive re-formatting and would reduce both the time needed to clean the datasets and the cost.
- 4.8 The Data Sharing Agreement signed by Ipsos MORI before commencing the main LVW survey was updated and returned to the Welsh Government before datasets of learners' details were made available to Ipsos MORI. The fields for sharing that were listed in the Agreement can be found at Annex B. It was decided that the schools did not need to share either the ethnicity or self-reported Learning Disability (LLDD) fields with Ipsos MORI on the basis of explicit consent not being gained from the learners to append these very sensitive markers to their survey responses. The Welsh Government may wish to explore how this could be achieved in a future roll out by examining current best practice guidelines about data sharing and security for school students.

- 4.9 Three datasets of sixth-form learner details were received by Ipsos MORI via the Welsh Government's secure data exchange portal on 19th May, 2015. The three schools that submitted the datasets were:
- Llanishen High School: submitted details for 273 sixth-form learners (or cases);
 - Pontypridd High School: submitted details for 147 cases;
 - Coleg Cymunedol y Dderwen (CCyD): submitted 164 cases.
- 4.10 The steps taken to assess the quality of the datasets and to conjoin the data are described in the section below.

Quality of the datasets

- 4.11 The three datasets were merged into one and assessed for having duplicate cases across four fields: the Unique Learner Number (ULN), Forename, Surname and Date of Birth (in that order). No duplications were found. The data in each field that had been filled by the schools was assessed for:
- **Completeness:** whether the field had been filled at all and whether there was data in each field, for each case;
 - **Accuracy:** to compare the format of the data given in each field with the expected format.
- 4.12 A summary can be found in the table below (Table 6). Where a field was filled using an unexpected format, the data were then 'cleaned' to match the expected format. For example, all date fields should be filled with the dd/mm/yyyy format but some contained a full written date, for example '20 September 2014'. In such instances, the data were cleaned to match the expected format. A summary of the 'cleaning' action taken per field, for each school, can be seen in the final column of the three tables below.
- 4.13 While there were no duplicate records and completeness of the fields was generally high, there were inconsistencies in the format schools

had used. This would need to be resolved in the survey was to be rolled out to all sixth-forms in Wales. Either the research company delivering the survey would need to receive the datasets with sufficient time ahead of the fieldwork in order to clean them for matching (and the costs may be high), or the schools would need to be sure to enter the data in a consistent manner (as is required for providers submitting returns for the LLWR).

Table 6: Dataset quality

Field in dataset	Expected format of data	Completeness	Accuracy	'Cleaning' action taken
ULN	Unique Learner Number 10 digit reference, unique to each learner	All cases complete	No duplicates	None
Forename		All cases complete	N/A	None
Surname		All cases complete	N/A	None
Date of Birth	Dd/mm/yyyy	All cases complete	No duplicates and in expected format	None
Gender	Should be in the format of M / F	All cases complete	All cases recorded as 'Female' or 'Male' as opposed to 'F' / 'M' in each of the three datasets	Cleaning applied to all three datasets
Pupil postcode		All cases complete	Validated against Royal Mail Postcode Address File (PAF) for sense check	None
Enrolment status	Should be single letter: C - Current (single registration) M - Current main (dual registration) G - Guest pupil	All cases complete	CCyD and Pontrypridd: Fields contained 'Single registration', and 'Main – dual registration'. Needed changing to C / M.	Cleaning applied to CCyD's and Pontrypridd's data

Date of entry to current school	Dd/mm/yyyy	CCyD: All cases complete Llanishen: Field not completed for any learner	Checked first for dates in the future: none found	Cleaning applied to CCyD's data as dates were provided in full written format (e.g. 5 September 2014)
Part-time indicator	This should be in the format of: True / False	Llanishen and Pontypridd: Field not completed for any learner	CCyD: All cases completed but recorded as 'F': assumed to be 'false' for part-time but equally could have been 'F' for full-time.	None
Pupil NC* Year Group	School year, i.e. 12, 13 or 14	All cases complete	In expected format: no cleaning required	None
Learning Activity Identifier	A two digit reference	Incomplete: all cases blank	N/A	N/A
Learning Activity Reference	Each course that is available for study by sixth-form students in Wales has a unique alpha-numeric code of 8 digits	All students had course code for at least one course	All courses codes were eight digits	N/A
Date commenced learning activity	Dd/mm/yyyy	Complete where there was a course	Checked first for dates in the future: none found Pontypridd recorded all cases as 01/09/2014	Cleaning applied to CCyD's data as dates were provided in full written format (e.g. 5 September 2014)

			whether the learner was in Year 12 or Year 13, which suggests this field is inaccurate	
Expected End Date of Learning Activity	Dd/mm/yyyy	Complete where there was a course	Checked first for dates in the future Pontypridd has recorded all cases as 20/07/2015 whether the learner was in Year 12 or Year 13, which suggests this field is inaccurate	Cleaning applied to CCyD's data as dates were provided in full written format (e.g. 5 September 2014)
Actual End Date of Learning Activity	Dd/mm/yyyy	CCyD: Some complete, as expected Llanishen and Pontypridd: none complete, indicating the datasets may be out of date or inaccurate as it is likely that at least a few students at each school have finished courses earlier than expected	Checked first for dates in the future and removed if found	Cleaning applied to CCyD's data as dates were provided in full written format (e.g. 5 September)
Learning Activity	A one digit reference: W = Welsh	CCyD: Some incomplete	Pontypridd used 'English' instead of 'E' (no learners)	Pontypridd: 'English' cleaned to 'E'

Delivered Through the Medium of Welsh	E = English P = Bilingual		were recorded as studying any courses through the medium of Welsh)	
Provider Delivering Learning	An eight digit alphanumeric code. If the student is studying a course at a 'host' institution, rather than their 'home' institution, this will be flagged here.	CCyD: Some incomplete	CCyD and Llanishen: Where complete, all codes were 8 digit, as expected. Pontypridd: named the provider in full, rather than using an 8 digit codes CCyD and Pontypridd: Some students receiving learning at another institution.	None –data in this field for Pontypridd could not be cleaned from the provider name to the relevant 8 digit code as the codes were not know. This would be requested from the Welsh Government in future, if needed.
Completion Status	Indicates whether the student has finished the course. A one digit reference.	CCyD: Some cases complete, i.e. where there was an 'Actual End Date of Learning Activity' Llanishen and Pontypridd: field filled for all cases	CCyD: 'Withdrawn' given for cases where there was an 'Actual End Date of Learning Activity'. Format presumed inaccurate as expecting a one digit reference. Llanishen: all cases filled with '1', unable to ascertain if this is accurate. Pontypridd: all cases filled with 'Continuing'	CCyD and Pontypridd: Unable to clean as one digit references not known

Fuzzy matching

- 4.14 After cleaning, the datasets underwent a fuzzy matching process. Fuzzy matching is used to find matching cases in two datasets where no single, unique identifier exists in either (for example, the ULN). The process combines fields in each dataset and attempts to match the combinations: for example name, date of birth and gender. In this instance, matching was undertaken to assess how well the course-level loop worked, given that live-matching could not take place.
- 4.15 The fuzzy-matching rate for the pilot was high: 98 per cent of the learners that responded to the survey were matched to the datasets the schools provided. This compares favourably with a fuzzy-matching rate for the main LVW survey 2015 of 82 per cent. The high match-rate indicates that the data given in the name, date of birth and gender fields by the schools were of very high accuracy. This is to be expected given that:
- the schools were provided with the template for the fields that were needed for the match;
 - that they constructed the dataset purposefully for the pilot; and
 - the learner population is more stable than that surveyed for the main LVW survey, given that courses are delivered over a set academic year.
- 4.16 Accuracy (and therefore the fuzzy-matching rate) might be lower if the survey were to be rolled out across all sixth-forms in Wales. Time and knowledge constraints might mean schools are unable to submit a dataset in the format needed for fuzzy-matching and that they submit an extract straight from their MIS. As such, the research company would need to receive the datasets with sufficient time for thorough cleaning and formatting, with the attached costs that this would generate.

Validating the course loop

4.17 The course-level loop asks a series of questions for each course that a learner is studying. The course loop for the pilot was built using a list of courses that are delivered by sixth-forms in Wales. It used drop-down filters, in the absence of being able to live-match to a learner dataset. A mock-up of this is presented on the next page.

Question 1: number of courses with which to fill the loop

You will now be asked some questions about each of your courses.

Please begin by telling us how many courses you are currently studying.

Include any that you are studying at another school or college.

e.g. 3

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Question 2: courses being studied

Please choose the qualification level for one of your courses from the drop down menu.

Choose a qualification level...

GCSE
AS Level
A Level (A2)
Advanced Vocational Certificate
NVQ (Level 1)
NVQ (Level 2)
NVQ Level 3)
GNVQ (Foundation)
GNVQ (Intermediate)
GNVQ (Advanced)
BTEC (Entry level)
BTEC (Level 1)
BTEC (Level 2)
BTEC (Level 3)
Certificate
Diploma
Award
Key Skills
Free Standing Maths Qualification
Principal Learning

Now start typing in the name of your course (e.g 'History'). As you type, a list of matching courses will appear. Please select the correct one.

Art

Art and Design
Art with textiles
Performing arts
Art and Design graphics
Applied art and design
Applied art and design (double award)
Art studies/ fine art
History of art
Art and design: three dimensional studies
Other/ Not listed

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Next

4.18 Fuzzy-matching enabled us to compare the courses sixth-form learners said they were studying in the survey to the course data their school holds about them. We learnt that the number of courses given

in the survey by learners at CCyD, Llanishen and Pontypridd was 1,216, compared with 1,267 courses the three schools indicated their learners were studying. This means the loop captured 96 per cent of courses that the schools said were being studied.

4.19 The correct number of courses were entered into the loop by 191 learners but 162 entered too few (or too many) compared with the courses the schools had on record. Of the 162 students that did not enter the correct number of courses into the loop 70 (43 per cent) resorted to recording one or more of their courses as 'Other'. Of those who did enter the correct number of courses into the loop, 75 (39 per cent) also chose 'Other' for one or more courses. This could indicate that the learners:

- could not find their course in the list; or
- did not know what the qualification type and/or course description was, in order to find it.

4.20 If the first, this would mean that the courses available in the loop are not definitive. Asking students to describe the courses in an 'Other specify' field afterward would help to improve accuracy of recording as responses could then be back-coded into the list, or the list could be extended. The back-coding would have an associated cost but would improve the ability to report findings against courses and qualification type.

Weighting the data

4.21 The data could not be weighted for the pilot as only three datasets of learners' data were received, after the survey data had been processed and analysis completed. However, given the completeness and accuracy of the data from the three schools, within-school weighting would be easy to apply. It is likely that data in future would be weighted on gender and school year. The latter is likely to be

particularly important given the skew in response by school year that emerged in the pilot.

- 4.22 It is important to note ahead of the next chapter, on reporting, that because the data have not been weighted and a census was not achieved for each school, findings should be treated as indicative only. As such, they are not representative of Wales-wide satisfaction among sixth-form learners, or even within the school.

5. Reporting and findings

School level reports

- 5.1 One of the aims of the pilot was to assess how well the reporting processes used for the main LVW survey would work in a school setting and how useful the schools would find the reports in assessing sixth-formers' satisfaction. In order to deliver findings within the school year, the depth of reporting provided on the main LVW survey was not possible, given that the pilot fieldwork took place much later. However the schools were provided with three different reports, which are detailed below.
- 5.2 As mentioned previously, the data are not weighted so the schools were instructed to use the findings as an indication of sixth-form satisfaction only, rather than as being truly representative of the strength of feeling with their school.

PowerPoint report

- 5.3 A 27 page PowerPoint deck was produced for each of the eight participating schools, containing:
- The number of completed surveys by gender, year group, qualification level, ethnicity and first and second tier sector subject areas (for further detail on these see paragraphs 5.11 to 5.14);
 - Composite scores for each of the five themes mentioned at paragraph 2.3;
 - The percent of students responding 'very good' through to 'very poor' for each question (or the scale that was used);
 - The percent saying 'very good' to each question (where this was an applicable response) by first and second tier sector subject areas (SSAs);

- Comparison of the per cent saying 'very good' within the school against a benchmark¹¹;
- Tables for the three Welsh language questions.

Excel report

- 5.4 An Excel sheet was produced for each school, showing response from 'Very good' to 'Very poor' (or applicable scale) for each question, by gender, school year group, qualification levels and first and second tier SSAs. Where fewer than five learners were studying a qualification level and first or second tier SSA, the scores for the questions were suppressed to ensure learner anonymity.
- 5.5 The Excel sheet was provided in lieu of the giving the schools access to the Reportal (an online interactive reporting tool), which is available to providers participating in the main LVW survey. Feedback on the Excel sheet is provided at paragraph 6.12 below.

Report of verbatim comments

- 5.6 Finally, each of the participating schools was provided with the verbatim comments given by their sixth-form learners at the two open-ended questions in the survey (Q10 and Q11). These were manually cleaned by an experienced coding team using specialist software to correct spelling and grammatical errors, remove obscenities and redact student and teacher names (to protect anonymity). A flag was added to indicate where a comment might have indicated a safeguarding concern¹². Where a student responded in Welsh, the responses were checked by a Welsh-speaking researcher for obscenities, names and safeguarding concerns but not otherwise translated.

¹¹ The benchmark is the average per cent of 'very good' responses to each question by all 816 learners that answered the survey.

¹² For example where a learner indicated that they were at risk of harm, either from themselves or someone else, or that they posed a threat to others.

Reporting conventions

Rules of suppression

- 5.7 In line with research codes of conduct ¹³, all data was subject to rules of suppression meaning that learner-level details were withheld to ensure that data remained anonymous where it might have been possible for a learner to be identified. Findings were also not reported if five or fewer learners were studying a particular Sector Subject Area (discussed in more detail below at paragraph 5.11), given the risk of identification this could pose and the need to avoid schools approaching the learners to ask about the rating they gave.
- 5.8 Rules of suppression do not mean that any learners were excluded from the dataset, but only that it was not possible to breakdown data to certain specific levels.

Benchmarks and composite scores

- 5.9 Benchmarks were provided to the schools for most questions or themes so that the schools could compare their results against the average 'very good' response. This average is based on all sixth-form learners across the eight schools that participated. However, the benchmarks should be treated as indicative only, given that the profile of learners that participated was not representative at the school or national level and because the data are not weighted.
- 5.10 Composite scores were created to help summarise the views of learners across a battery of questions relating to the same theme. They are calculated at the individual level, taking an average of a learner's response to each of the questions within that theme. The scores are discussed in more detail below (at paragraphs 5.17 and 5.18).

¹³ Adhering to the Data Protection Act (1998) and the Market Research Society code of conduct: https://www.mrs.org.uk/standards/code_of_conduct.

Sector Subject Areas

- 5.11 The main LVW survey reports on first tier Sector Subject Areas (SSAs) only (a list of first and second tier SSAs can be found at Annex C). Given that schools deliver a narrower range of courses that fall under fewer first-tier SSAs than FE providers, which tend to offer a broader range of vocational qualifications, it was felt that reporting by second tier SSAs would prove more useful. In order to report by SSAs, each course on the list used to build the course-level loop needed to be allocated to a first and second tier SSA. This was done manually as no definitive list existed, with DfES making the final decision on where to allocate some of the courses that proved difficult to categorise.
- 5.12 As the PowerPoint report was intended as an overview of findings and the Excel report to provide more detail, the findings were broken down by more SSAs in the Excel report than in the PowerPoint. For example, 'Media and arts' was broken down into three second-tier SSAs in the PowerPoint report but by five in the Excel report. In total, there are 16 first-tier SSAs in the PowerPoint report and 17 in the Excel report, while there are 22 second-tier SSAs in the PowerPoint and 36 in the Excel.
- 5.13 Where a strict first-tier and second-tier classification would not provide enough granularity to the schools, the SSAs were split. For example, the first-tier SSA 'Science and Mathematics' was split into 'Science' and 'Mathematics'. In the Excel report, 'Science' was then further split between subjects that the schools would want to monitor, which are not strictly second-tier SSAs, for example 'Physics'. Following this logic, the first-tier 'Languages, Literature and Culture' was split in the PowerPoint report to 'English', 'Welsh' and 'Other modern foreign language' and in the Excel report Welsh was split out further to 'Welsh as a first language' and 'Welsh as a second language'. 'Other modern foreign language' was split into the subjects being studied by sixth-form learners in the eight schools: German, French, Spanish and

Arabic. The second-tier 'Languages of the British Isles' was not used in either report as it was not descriptive enough.

- 5.14 In both reports, some SSAs were renamed for simplicity when reporting, for example 'Arts, Media and Publishing' became 'Media and arts'.

Findings

Overall satisfaction

- 5.15 Two questions in the main LVW survey are used to determine learners' overall satisfaction. The first, Q8, asks learners to rate their provider¹⁴ overall (by use of a six-point range from 'very good' to very poor'). Fifty-seven per cent of sixth-form learners answered 'very good' or 'good'.
- 5.16 The second question, Q9 asks if their course(s) are what they expected. Responses to this question are 'better than I expected', 'about what I expected', 'worse than I expected' and 'did not have any expectations'. Seventy-seven per cent of sixth-form learners said their courses were 'better' or 'as expected'.

Composite scores

- 5.17 Teaching and Training, which is calculated from responses to the battery of questions forming Q6 and which are asked for each course being studied (in the course-level loop) was the theme with the highest proportion of 'very good' responses (62 per cent). Information and Advice, calculated from responses to Q1 and Q2 was rated the lowest (19 per cent said 'very good'). The remaining three themes scored as follows:
- Help and support (calculated from responses to Q3): 34 per cent;

¹⁴ In the pilot, learners were asked to rate their 'sixth-form'.

- Health and Wellbeing (calculated from responses to Q4): 39 per cent; and
- Responsiveness (calculated from responses to Q5): 31 per cent.

5.18 These findings can be used by the schools to determine broad areas for improvement, in order to provide an all-round satisfactory learning experience to their sixth-form students. If the findings were replicated at a national level following the roll-out of the survey to all sixth-forms in Wales, then it would indicate that the provision of information and advice would need most improvement.

‘Very good’ versus ‘Good’ responses

5.19 It was noted that the sixth-form learners participating in the pilot were more likely to offer a ‘good’ response across the questions, compared with ‘very good’. It is outside the scope of this research to explain why this might be the case.

This Does Not Apply to Me (TDNATM)

5.20 A higher proportion of sixth-form learners chose ‘This does not apply to me’ (where available) than is usually the case for the main LVW survey, which could indicate that these questions do not resonate with sixth-form learners particularly well. Rather than remove these responses from the base, as happens when reporting for the main survey, it was decided to leave them in the PowerPoint reports so as to help the Welsh Government decide whether they should be included in the future.

5.21 In particular, sixth-form learners were more likely to choose ‘This does not apply to me’ for Q3c and Q3e than learners responding to the main survey. These questions are about provision of extra learning support and provision of support for personal issues.

Sector Subject Areas

- 5.22 The 'very good' responses to the composite themes and Q8 (overall satisfaction) were broken down in the PowerPoint report by first and second tier Sector Subject Areas. The score was then indicated in green if it was six or more percentage points above the benchmark and indicated in red if six or less percentage points below the average. Scores within six points of the average were left white.
- 5.23 As mentioned above, Teaching and Training received the highest proportion of 'very good' responses, compared with the other themes. The first-tier Sector Subject Areas with an above and below average response for Teaching and Training¹⁵ are presented in the table below.

Table 7: First-tier SSAs with above and below average 'very good' responses to Teaching and Training

Above average	Below average
Engineering, Design and Technology (78%)	Preparation for Life and Work (41%)
Horticulture (83%)	Health, Public Services and Care (48%)
Mathematics (72%)	
History and Religious Studies (69%)	
Media and Arts (68%)	
Social Sciences (68%)	

Verbatim responses

- 5.24 There were two open-ended questions included in the survey. Question 10, which asked learners to comment on the best thing about their provider, was answered by 352 sixth-form learners. Question 11, which asked what could be improved, was answered by

¹⁵ Composite 'very good' response to Teaching and Training was 62%.

381¹⁶. Analysis was conducted to compare these verbatim responses against those given by Further Education learners in the main 2014/15 LVW survey.¹⁷ For this purpose, the responses were coded against five categories, for both questions 10 and 11. The five meta-codes for each of Q10 and Q11 are given below, alongside the types of things mentioned by the sixth-form learners that took part in the survey.

¹⁶ Not included in the base: completed surveys where learners did not provide any verbatim response, learners that said 'don't know' or 'nothing' and three nondescript responses that could not be categorised.

¹⁷ Data for the Schools Pilot was analysed through manual coding. Data for the main FE sample was analysed using a mixture of manual coding and machine learning, which uses natural language processing to mimic human choices across a vast dataset.

Table 8: Question 10 categories: things mentioned by sixth-formers that they like best

Meta-code	Types of things mentioned
Learning	Being able to learn new things Enjoyable courses Choice available for courses to study Small class sizes Freedom to study at own pace or independently
Atmosphere	Being given independence and responsibilities Being treated with respect and 'like an adult' by staff A friendly and positive environment
Facilities	The location of the sixth-form and access The canteen and/ or food IT facilities Having a sixth-form specific common room or study areas
People	Ability to meet new people and make new friends Social aspects of sixth-form Relationships and communication with staff
Support	Support and help from staff (not while learning)

Table 9: Question 11 categories: things mentioned by sixth-formers that they would like to be improved

Meta-code	Types of things mentioned
Teaching and learning	Need for better teachers or tutors More or better support while revising Need for more interesting courses Help and information about careers Better and more timely marking of work
Facilities	Better places to revise Improved sports and recreational facilities More books and improved libraries Better IT equipment: printers and ink, Wifi
Treatment	Reprimanding students that skip lessons Being allowed home during free periods Being treated more like ‘adults’, ‘fairly’ and ‘with respect’ Not being required to wear uniform
Finance	Funds to improve resources and spaces specific to sixth-form learners Provision of EMA for all students

5.25 It is important to note that only very broad comparisons between these two learner groups can be drawn, given that response to the sixth-form survey was not representative and relies on far fewer responses than for the main survey. In terms of their response to Q10, both sixth-form and FE learners said that the best thing about their provider was the learning experience. However, the proportion of learners mentioning this was higher in the FE sector: just over half (51 per cent) of FE learners in 2014/15 referred to aspects relating to ‘learning’, as compared with 41 per cent of sixth-formers.

5.26 Within ‘learning’, FE learners commented on having enjoyable courses, gaining or learning new skills, liking the assignments or practical work components, and having small class sizes. While sixth-

form learners also mentioned having enjoyable courses, they tended to focus more on having study periods in which to work or revise and the freedom to study at their own pace. For both FE and sixth-form learners, the second-most mentioned ‘best’ aspect was the ‘atmosphere’. This largely involved being treated with respect and being given independence and for sixth-formers particularly equated to being treated ‘like an adult’.

- 5.27 Sixth-formers tended to comment less on ‘support’ and ‘logistics’ than FE learners did. Where they did mention anything relating to ‘logistics’, the benefits of having specific spaces to study and revise were mentioned. However, this was also mentioned as something that needed improving.
- 5.28 In terms of areas for improvement, the verbatim responses from both FE and sixth-form learners suggested that ‘teaching and learning’ was of the highest priority – although this was more the case among FE learners than for sixth-formers. Learners in the FE sector wanted to see improvements to the standard of teaching and being offered more course options and practical classes. This was also the case for sixth-form learners, with the addition of getting more help and support from teachers, as well as rethinking the Welsh Baccalaureate¹⁸.

¹⁸ The Schools Pilot survey took place prior to the introduction of the new Welsh Baccalaureate qualifications in September 2015.

6. School feedback

- 6.1 The eight schools that participated were invited to a workshop at the DfES office to provide feedback on the pilot and to inform recommendations for the future roll-out of the survey to sixth-form learners (see Chapter 7 for the recommendations). Due to the proximity of the workshop to the end of the 2015 summer term however, when schools are busy with activity days, too few were able to make it. Following attempts to contact the schools by phone, a list of 11 open-ended questions were emailed to them instead to gain written feedback. Five schools responded to this and their feedback is presented in this chapter.

Administering the survey

How students completed it

- 6.2 Schools were asked about how they had administered the survey to their sixth-form learners. A variety of methods were used by the schools although the majority asked the learners to complete it in organised sittings. For example, three had booked the IT suite for the use of an entire class during their morning registration, other free period or even during their Welsh Baccalaureate classes. Where students were not in registration on the given morning that their class completed it, one of the schools encouraged them to complete it from home instead. This school has the highest response to the survey, showing that a mix of organised completion and then a 'mop up' at home might work best.
- 6.3 At one school the learners have a tablet each for classes, so they were gathered in the school hall all at once and asked to complete it then: another way in which the schools could 'control' completion. One school emailed the link to the students alongside their ULN and allowed the students to complete the survey during 'study periods' (i.e. times during which they do not have a timetable lesson) or at home. However, this school had one of the lowest participation rates.

Problems with achieving a census

- 6.4 In the first workshop held to discuss the pilot, schools were asked to achieve as close to a census of their sixth-form learners as possible. As can be seen in Table 2 however, the highest participation rate was 80 per cent of sixth-form learners and the lowest was just a quarter (24 per cent). Schools were therefore asked what problems they had with achieving a census. Pontypridd, which had the highest participation rate, had made it all but compulsory to complete the survey. The lead spent considerable time in reminding learners who had not completed it during the morning registration slot to do so at home or later, in her office.
- 6.5 However, another school said that if a sixth-former was not at registration during the time their tutor group was booked into the IT suite, then they would not have completed the survey and were not chased. Additionally, they explained that their Year 13 learners do not attend registration from Christmas onwards. As a result, it was harder to get them to complete it because they were less likely to be told about it, or to have a slot in the IT suite booked for their tutor group. Other reasons given included two staff being absent; so their classes did not complete the survey and because the sixth-formers in one school had only completed a similar survey three months previously and it was felt that the proximity 'may have put some students off completing another one'.

Portal and materials

- 6.6 Schools were asked if they had made use of the portal and the materials that were posted on it. The materials were made available in English and in Welsh and included:
- **Survey guidance:** a fifteen page document providing guidance on several aspects of the Learner Voice Wales survey, tailored for use

in a sixth-form setting. It includes suggestions for administering the survey and detail on the questions.

- **Response reports:** these were posted to the portal on a twice weekly basis during the three weeks that the survey was open. They could be used by the schools to monitor the overall response, as well as response by gender, school year and qualification type.
- **Branding materials:** materials designed for the main LVW survey were adapted for use in the schools and included a PowerPoint summarising the pilot for teachers, posters and postcards for display around the school and a screensaver.

6.7 All five of the schools that provided feedback had used the guidance. It had proved invaluable for one lead who had not been present at the workshop but had been asked to administer the survey. One comment on the guidance was that it was clear and easy to understand and another school had used it to answer questions about administering the survey, rather than calling the research team at Ipsos MORI. Two of the five had used the posters provided, displaying them around the school, to remind their learners to take part in the survey. Two schools had used the response reports: one said that they used them to update the learners on the progress of the survey and how many had completed it.

Learner feedback

6.8 Largely the schools said that their sixth-formers were happy to participate and pleased at being asked for feedback: one said that their learners thought it was important for the Welsh Government to know their views. Another school said that the learners had only asked why they needed to complete it. They responded by saying it was good way for them to give feedback about the facilities, in order for the school to help to improve their experience. The same school said that the learners had not commented about the questions being

‘stupid’, which they had done previously when asked to give feedback in other short surveys.

- 6.9 The course-level loop was found to be easy to navigate although some learners were confused about the difference between the International and Welsh Baccalaureates. They had found it easy to change the option though and continue with the survey. One school mentioned that some of their learners had been concerned about the school seeing their individual feedback, ‘even though the internal school survey completed previously had required them to add their names’. While there is a sentence about confidentiality at the beginning of the survey, this could be reviewed to make it clearer or more obvious for students.

School feedback on the reports

- 6.10 It was thought that the reports were well laid-out, easy to interpret and to use and contained clear and relevant information. One school was particularly impressed by the RAGed tables¹⁹ as they had already identified the red scores as areas for improvement and were surprised that the survey had been able to reflect this. As such, they remarked that the findings were ‘fair’.
- 6.11 It was mentioned that the findings would be reported back to the students –one school had already used them in discussion with their Year 12 student council. Others said that the reports would be discussed with staff, including subject leaders and/ or heads of department. One of the schools said that the findings would be presented by the Head Teacher to the governors in their next meeting. They thought that slides from the PowerPoint report could simply be incorporated into their own presentation without changing them. It was clear that they would rely on the findings as ‘evidence’ of successes and also to highlight areas for improvement to the

¹⁹ These are the tables in the PowerPoint report by which the composite scores are broken down by first and second tier Sector Subject Areas and a red or green cell indicates if the score is six or more points higher or lower than the benchmark.

governors. They said that the verbatim responses would also be used in this meeting to provide context to the findings.

- 6.12 The Excel reports were less well received, as they were thought to be less visually appealing and harder to use immediately than the PowerPoint reports. However, the level of detail – being more than in the PowerPoint report - was thought to be useful. One school mentioned that they would like to receive the reports earlier, which could certainly be implemented in future providing the datasets (that would be used for matching and weighting) are received earlier than in the pilot.

Providing the datasets

- 6.13 It took some time to assemble and receive the datasets of learner details (explained in Chapter 4) and only three were received. Schools were therefore asked if they had had any concerns about sharing data with Ipsos MORI and if they had problems with assembling a dataset.
- 6.14 Four of the schools said that they had not been concerned about providing the dataset of learner details to Ipsos MORI. One school said that they had initially expressed hesitation but that the explanation by DfES about the security with which the data would be treated by Ipsos MORI allayed their concerns. As such, they would be happy to share a dataset in future.
- 6.15 While one school said they would find it easier to provide data as it is recorded in the SIMS system, another explained that they had found it relatively easy to copy and paste from SIMS into the relevant cells in the template that Ipsos MORI had sent them. The lead at this school remarked that a request for basic data is easiest to run, for example name and date of birth, but that it took her 'only about three hours' to provide all of the course information for each learner.
- 6.16 The same lead also went onto explain that she updates their databases of learner details on a daily basis. This is because, she

said, schools in Wales receive funding based on the number of students and the subjects being studied. They are also required to submit data for the Post-16 PLASC in September each year. As a result of both of these important requirements and not wanting to leave it until the last minute, she prefers to keep the school's database up to date regularly and indeed updates leavers, or where students pick up or drop a course, on a daily basis. However, it might be that if the data are not kept regularly up to date then schools might take longer, or find it harder, to provide the data to Ipsos MORI in this way in future.

7. Going forward

- 7.1 This chapter presents a summary of the key challenges of the pilot and suggestions for change should the Learner Voice Wales survey being rolled out to all sixth-form learners in Wales. While costs for roll out will be provided to the Welsh Government separately from this report, the assumptions on which they are based will be presented in this chapter.

Process

Schools engagement with the survey

- 7.2 We suggest enlisting the support of intermediaries at a regional level that have semi-regular contact with the schools, to encourage participation. The number of attempts made by Ipsos MORI and the Welsh Government (WG) to contact the schools about participating in the pilot would be costly and inefficient if the survey were to be rolled out across Wales. An intermediary contact would prove invaluable in this and could be someone working for one of the learning consortiums, or someone else that would otherwise be more suitable. The research agency would retain responsibility for sending overarching messages and the intermediary would then take responsibility for the schools assigned to them with regard to achieving the expected learner response rate.
- 7.3 However, engagement would be likely to increase anyway if the survey was rolled out and it was understood by the schools that their participation was all but compulsory. It should be noted that this is different from making it compulsory for learners to participate: though schools would be required to participate, completing the survey would still be voluntary for the learners. Engagement would also likely increase if it was known that the findings would be used by Estyn and

that responses within each school to Q8 and Q9²⁰ were to be published, both of which are true for the main Learner Voice Wales survey. Participation might fall if the survey coincided with examination dates, so these should also be taken into account.

Achieving a representative response

- 7.4 A representative sample of learners at each school should participate in the survey to ensure that the findings can be considered to be representative. While the participating schools agreed at the workshop that they would attempt to survey all of their sixth-form learners to ensure this (see paragraph 3.5 for more on this), response in the end fell short of a census (in all schools). Response was also higher among certain groups.
- 7.5 There are two ways to ensure a representative response among schools in future:
- Response reports were made available to the schools on a twice weekly basis during the fieldwork period but not all looked at them. An intermediary responsible for schools within their locality could be given access to the response reports. They could then monitor overall response and response within particular groups (for example, school year) and feed this back to the schools.
 - Response cannot be truly representative unless you are able to compare against the profile of learners within the school. For example, you might know that 130 learners in Year 12 have completed the survey but not what proportion of that year group this constitutes, or the wider sixth-form population that this represents. It was not possible to provide this in the response reports to the schools during the pilot as datasets of learner details were only received after fieldwork and, furthermore, only from three schools. As such, a reliable sample profile would be needed before

²⁰ Q8 asks learners to rate their sixth-form overall and Q9 asks how their experience of their courses compares with their expectations.

fieldwork commenced, that included the: total number of sixth-form learners in each school; numbers in each year group; of each gender; and at each qualification level.

Providing the survey online and as a paper version

- 7.6 As discussed at paragraph 3.5, schools decided at the workshop that they would not need the paper version of the survey and that they would get their learners to take part online. The paper version was made available on the portal as a contingency but none of the schools used it during the pilot. We recommend continuing with solely with an online survey and not making a paper version available.

Methodology

Obtaining the learner datasets for matching and weighting

- 7.7 Some thought needs to be given before a future roll out about how to obtain a dataset from each of the schools ahead of, or during, fieldwork. The main challenge to the survey was the inability to live or retrospectively match the majority of learners that participated in the survey to their course records.
- 7.8 Live matching, as currently happens during the main survey, has the advantage of providing higher quality findings because learners are asked to respond to Q6²¹ for each of their courses. This is unlike in the pilot, which relied on sixth-form learners choosing all of their courses correctly. Live-matching makes it quicker and easier for the learner to respond and would avoid the numerous 'Other not listed' responses that were generated in the pilot, which are not used in the findings. Therefore, in the event that only retrospective matching can take place in future waves, the list of courses available to sixth-form learners on which the course-level loop is built needs to be very accurate.

²¹ Question 6 is formed of a battery of statements about teaching.

- 7.9 While not ideal, matching retrospectively only still allows for checks to be undertaken on the data. In any case, a dataset of learner details from each school is needed to be able to weight the data. Without weighting, schools cannot be sure that their findings are representative of their sixth-form population as a whole (unless they achieve a census) and are unable to compare their data against the benchmark.
- 7.10 The high match rates obtained between the learner data (provided by three schools) and the survey responses indicate that the quality of the data that the schools hold is high. Rather, the issue is more likely to be with obtaining the datasets on time, in a flat rather than stacked format, and reassuring the schools of the confidentiality and security with which a research agency would treat the data. Again, an intermediary contact may prove invaluable in helping the schools to assemble the datasets and in authorising a research agency's access to the data.

'This does not apply to me' responses

- 7.11 As mentioned in paragraph 5.20, a higher proportion of sixth-form learners chose 'this does not apply to me', for questions where it was available, than in the main survey. In particular, sixth-form learners were more likely to choose TDNATM for Q3c and Q3e than learners responding to the main survey. These questions are about provision of extra learning support and provision of support for personal issues.
- 7.12 Interestingly, schools at the workshop asked for these two statements to be removed from the questionnaire. It was felt to be outside of the remit of schools, for various reasons, to provide these types of support and they did not want to be marked negatively for something they did or could not provide. However, the high proportion of learners choosing TDNATM would indicate that they are able to make a judgement themselves about how applicable the statement is to them. It is also important for the Welsh Government to know the proportion

of learners saying 'fairly poor', 'poor' or 'very poor' to these questions, which might indicate the need for such support to be provided. We would therefore suggest that the statements with a high proportion of 'this does not apply to me' responses are retained and asked in a future roll out of the survey to all sixth-formers.

Reporting

- 7.13 The reports were generally well received by the schools that provided feedback. To provide a useful level of granularity, a number of the first and second tier Sector Subject Areas needed to be broken down further (as discussed in paragraph 5.13). However, breaking down findings by all of the available courses would make the reports unwieldy and would have a relatively high cost because it would increase the number of slides in the PowerPoint deck and the size of the Excel sheet. Before roll out, DfES may want to discuss further with schools if the break downs given in the pilot reports are appropriate or need tweaking.
- 7.14 Schools were also keen to get the reports well before the summer term ended, so that they could feedback to the students and take any action that might be required. Sharing a timetable of reporting ahead of time would also help them to plan things like governors' meetings.

Cost assumptions

Costs for roll out of the Learner Voice Wales survey to all schools across Wales with sixth-form learners have been provided to the Welsh Government in a separate document to this report. A number of assumptions have been made in order to provide costs and these are based on learnings from the pilot identified in this chapter. The assumptions are listed at Annex D.

Suggestions for roll-out

- 7.15 The main concern for the schools was the timing of the survey. They explained that parts of the school year can be extremely busy, particularly for sixth-form learners and that it is important to make sure the survey period does not clash with these points. One school suggested running it in November but it was mentioned at the set-up workshop that this might not provide sufficient time for Year 12 learners to form an opinion of their experience. While the schools at the workshop asked for a three week fieldwork period, it might be sensible in future to run the survey for the same length of time as the main LVW online survey is open for (beginning of January to around 20th February) to provide flexibility to schools. This might also have the effect of increasing the participation rate.
- 7.16 One school queried what the benchmark was and how they could use it. After explanation, they were asked if they would prefer in future to benchmark against the whole sixth-form population in Wales or against the Further Education sector. They replied that benchmarking against the wider sixth-form population would be preferable as the Further Education sector is just too different to compare with, in terms of the learners themselves and their requirements, the teaching standards and the courses and qualifications provided.
- 7.17 A final suggestion by one school was for someone from outside of the school to introduce the survey in assembly (and if not in person, then by video), presumably to underscore the importance of it to the Welsh Government. This could fall under the responsibility of an intermediary from a learning consortium, or similar.

Annex A

The below images are the English and then Welsh versions of the questionnaire used in the pilot (four pages each). Note that this is the paper version of the questionnaire and that the all of the sixth-form learners taking part in the pilot actually responded to a version that was adapted for online use (as discussed at paragraph 3.9).

LEARNER VOICE WALES SURVEY 2015

- ✓ This survey will help schools and the Welsh Government decide how best to improve the learning experience for learners like you.
- ✓ Please place your survey in the envelope provided and seal it before handing it back to your teacher or tutor.
- ✓ Your survey answers will go to a survey company called Ipsos MORI. Your teachers or tutors will not look at your answers.

School code number	<input style="width: 100%;" type="text"/>	Please enter these details to help us understand your answers.
Pupil number	<input style="width: 100%;" type="text"/>	
Surname	<input style="width: 100%;" type="text"/>	Ask your teacher or tutor if you do not know your school code or pupil number.
Date of Birth	<input style="width: 100%;" type="text"/> (dd/mm/yy)	

INFORMATION, ADVICE AND SUPPORT

Q1 Please rate the information you were given by your school when you were choosing your sixth-form course(s). PLEASE TICK ONE BOX ONLY


Very good	Good	Fairly good	Fairly poor	Poor	Very poor	Don't know	This does not apply to me
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Q2 How would you rate the information and advice offered by your school about the different options available to you once you have completed your sixth-form course(s)? PLEASE TICK ONE BOX ONLY


Very good	Good	Fairly good	Fairly poor	Poor	Very poor	Don't know	This does not apply to me
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3 Please think about how your school supports you and your learning in sixth-form. How would you rate your school for each of the following...? PLEASE TICK ONE BOX FOR EACH STATEMENT

	Very good	Good	Fairly good	Fairly poor	Poor	Very poor	Don't know	This does not apply to me
Helping you settle into your sixth-form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Informing you of where to go for support, within and outside your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Providing extra learning support services such as reading, writing or maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making sure you have the right equipment and materials for your course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Providing support for personal issues that help you to stay on your course, for example, finance, caring responsibilities, transport and health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







LEARNING ENVIRONMENT, TEACHING AND TRAINING

Q4 Please rate your school for each of the following... PLEASE TICK ONE BOX FOR EACH STATEMENT

	Very good	Good	Fairly good	Fairly poor	Poor	Very poor	Don't know
The respect shown to you by <u>all</u> staff within the school...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking you to give your views about the school, for example, student council or questionnaires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling you what has happened as a result of the views you have given.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 Thinking about your time in sixth-form, how do you rate your school for each of the following...?

If any of the questions do not apply to you, select 'this does not apply to me'.

PLEASE TICK ONE BOX FOR EACH STATEMENT

	Very good	Good	Fairly good	Fairly poor	Poor	Very poor	Don't know	This does not apply to me
Making sure that you feel safe whilst in your school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting you to have a healthy lifestyle, for example, providing facilities and information for exercise and a healthy diet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping you to understand and respect people from different backgrounds.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please think now about your experience in your classes with teachers. If you take more than one course, the following questions apply to your teachers across all courses in general.

Q6 How would you rate your teachers at each of the following...?

PLEASE TICK ONE BOX FOR EACH STATEMENT

	Very good	Good	Fairly good	Fairly poor	Poor	Very poor	Don't know
Talking about your learning aims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explaining the work you have to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to you and what you need to help you learn.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving you feedback on how to improve.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making sure that other learners do not disturb your work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treating everyone fairly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making good use of your time including starting and finishing classes on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering the course in a way that keeps you interested...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stretching you to do your best.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7a

How would you describe your Welsh language skills? PLEASE TICK ONE BOX ONLY

I am fluent and can use Welsh in all situations

I can participate in most everyday conversations

I can understand and respond to most basic greetings, phrases or questions

I have very limited / no Welsh language skills

Q7b

How often do you use and hear Welsh informally at school? Think about your experiences inside and outside of the classroom, for example when talking with your friends, speaking with teachers and staff, or attending events organised by your school.

PLEASE TICK ONE BOX ONLY

Very often

Fairly often

Not very often

Never

Don't know

This does not apply to me

Q7c

To what extent does your school promote or raise awareness of Welsh culture and history? For example in lessons, assemblies and celebrations.

PLEASE TICK ONE BOX ONLY

A great deal

A fair amount

Not very much

Not at all

Don't know

OVERALL EXPERIENCE

Q8

These questions are about how you are feeling about your course and your sixth-form overall.Could you now rate your experience in sixth-form overall?PLEASE TICK ONE BOX ONLY

Very good

Good

Fairly good

Fairly poor

Poor

Very poor

No opinion / don't know

Q9

Are your sixth-form courses what you expected them to be? Please think about the work you have to do, the content of the course and the advice you had when choosing the course. PLEASE TICK ONE BOX ONLY

Better than I expected

About what I expected

Worse than I expected

I did not have any expectations

Don't know

Q10

What do you like best about your sixth-form? PLEASE WRITE IN OR IF YOU DO NOT HAVE ANY COMMENTS, TICK THE 'I DO NOT HAVE ANY COMMENTS' BOX. Your comment will remain anonymous except where it identifies a person at risk of serious harm. I do not have any comments

Q11

What, if anything, would you improve about your sixth-form? PLEASE WRITE IN OR IF YOU DO NOT HAVE ANY COMMENTS, TICK THE 'I DO NOT HAVE ANY COMMENTS' BOX. Your comment will remain anonymous except where it identifies a person at risk of serious harm.

I do not have any comments

ABOUT YOU

The next few questions are about you so that we can understand your answers.

Q12

Which year are you in?
TICK ONE BOX ONLY

Year 12.....	<input type="checkbox"/>
Year 13.....	<input type="checkbox"/>
Year 14.....	<input type="checkbox"/>
Prefer not to say.....	<input type="checkbox"/>

Q14

Are you...? TICK ONE BOX ONLY

Male.....	<input type="checkbox"/>
Female.....	<input type="checkbox"/>
Prefer not to say.....	<input type="checkbox"/>

Q13

And which of these best describes your ethnic group? TICK ONE BOX ONLY

White.....	<input type="checkbox"/>
Black - Caribbean.....	<input type="checkbox"/>
Black - African.....	<input type="checkbox"/>
Other Black.....	<input type="checkbox"/>
Asian - Indian.....	<input type="checkbox"/>
Asian - Pakistani.....	<input type="checkbox"/>
Asian - Bangladeshi.....	<input type="checkbox"/>
Chinese.....	<input type="checkbox"/>
Other Asian.....	<input type="checkbox"/>
Mixed – White and Black Caribbean.....	<input type="checkbox"/>
Mixed – White and Black African.....	<input type="checkbox"/>
Mixed – White and Asian.....	<input type="checkbox"/>
Other Mixed.....	<input type="checkbox"/>
Other Ethnic background (tick box and write in below).....	<input type="checkbox"/>
<div style="border: 1px solid black; width: 150px; height: 20px;"></div>	
Prefer not to say.....	<input type="checkbox"/>

Q15

Do you see yourself as having any disabilities or learning difficulties?
TICK ONE BOX ONLY

Yes.....	<input type="checkbox"/>
No.....	<input type="checkbox"/>
Prefer not to say.....	<input type="checkbox"/>

Q16

How did you complete this survey?
TICK ONE BOX ONLY

I had little or no help from my teacher or tutor.....	<input type="checkbox"/>
I had help from a teacher or tutor with most or all of the questions.....	<input type="checkbox"/>

THANK YOU VERY MUCH FOR YOUR HELP.

The survey follows the rules of the Market Research Society. If you have any concerns about the survey, you can contact the research company, Ipsos MORI, at learnervoicewales@ipsos.com

AROLWG LLAIS Y DYSGWR CYMRU 2015

- ✓ Bydd yr arolwg hwn yn helpu ysgolion a Llywodraeth Cymru i benderfynu ar y ffordd orau o wella'r profiad dysgu i ddysgwyr fel chi.
- ✓ Ar ôl ei gwblhau, rhwch eich arolwg yn yr amlen a ddarperir a'i seilio cyn ei rhoi yn ôl'ch athro neu diwtor.
- ✓ Bydd eich atebion yn mynd at gwmi arolwg o'r enw Ipsos MORI. Ni fydd eich athrawon na'ch tiwtoriaid yn gweld eich atebion.

Rhif cod ysgol	<input type="text"/>	Nodwch y manylion hyn er mwyn ein helpu i ddeall eich atebion.
Rhif Dysgybl	<input type="text"/>	Holwch eich athro neu eich tiwtor os nad ydych yn gwybod beth yw cod eich ysgol neu eich rhif disgybl.
Cyfenw	<input type="text"/>	
Dyddiad Geni	<input type="text"/> / <input type="text"/> / <input type="text"/> (dd/mm/yy)	

GWYBODAETH, CYNGOR A CHEFNOGAETH

C1 Rhwch farn am y wybodaeth a roddwyd i chi gan eich ysgol pan oeddech yn dewis eich cwrs (cyrsiâu) chweched dosbarth. TICIWCH UN BLWCH YN UNIG

Da iawn	Da	Eithaf da	Eithaf gwael	Gwael	Gwael iawn	Ddim yn gwybod	Ddim yn berthnasol i mi
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C2 Rhwch farn ar y wybodaeth a'r cyngor a roddwyd i chi gan eich ysgol am y gwahanol opsiynau sydd ar gael i chi pan fyddwch wedi cwblhau eich cwrs (cyrsiâu) chweched dosbarth. TICIWCH UN BLWCH YN UNIG

Da iawn	Da	Eithaf da	Eithaf gwael	Gwael	Gwael iawn	Ddim yn gwybod	Ddim yn berthnasol i mi
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C3 Meddyliwch am sut mae eich ysgol yn eich cefnogi chi a'ch proses ddysgu yn y chweched dosbarth. Beth yw eich barn am eich ysgol ym mhob un o'r canlynol...?

TICIWCH UN BLWCH YN UNIG AR GYFER POB DATGANIAD

	Da iawn	Da	Eithaf da	Eithaf gwael	Gwael	Gwael iawn	Ddim yn gwybod	Ddim yn berthnasol i mi
Eich helpu i ymgartrefu yn y chweched dosbarth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rhoi gwybod i chi ble ddylech chi fynd am gymorth, o fewn a thu allan i'ch ysgol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Darparu gwasanaethau cymorth dysgu ychwanegol fel darllen, ysgrifennu neu fathemateg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sicrhau bod yr offer a'r deunyddiau cywir ar gyfer eich cwrs gennych chi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Darparu cefnogaeth gyda materion personol sy'n eich helpu i barhau â'ch cwrs, er enghraifft, cyllid, cyfrifoldebau gofal, trafndiaeth a materion iechyd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Ipsos MORI



YR AMGYLCHEDD DYSGU, YR ADDYSGU A'R HYFFORDDIANT

C4 Rhwch farn ar eich ysgol o ran pob un o'r canlynol... TICIWCH UN BLWCH AR GYFER POB DATGANIAD

	Da iawn	Da	Eithaf da	Eithaf gwael	Gwael	Gwael iawn	Ddim yn gwybod
Parch a ddangosir i chi gan <u>holl</u> staff eich ysgol.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holi eich barn chi am yr <u>ysgol</u> , er enghraifft, cyngor myfyrwyr neu holiaduron.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dweud wrthydd am yr hyn sydd wedi digwydd yn sgil rhoi eich barn.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C5 Gan feddwl am eich cyfnod yn y chweched dosbarth, beth yw eich barn am eich ysgol ym mhob un o'r canlynol...? Os oes cwestiwn nad yw'n berthnasol is chi, dewiswch 'ddim yn berthnasol i mi'. TICIWCH UN BLWCH YN UNIG AR GYFER POB DATGANIAD

	Da iawn	Da	Eithaf da	Eithaf gwael	Gwael	Gwael iawn	Ddim yn gwybod	Ddim yn berthnasol i mi
Gwneud yn siŵr eich bod yn teimlo'n ddiogel yn yr <u>ysgol</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhoi cymorth i chi fyw'n iach, er enghraifft, darparu cyfleusterau a rhoi gwybodaeth am ymarfer corff a deiet iach.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eich helpu i ddeall a pharchu pobl o gefndiroedd gwa hanol.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Meddylwch nawr am eich profiad yn eich dosbarthiadau gydag athrawon. Os ydych chi'n astudio mwy nag un cwsr, mae'r cwestiynau canlynol yn berthnasol i'ch athrawon a'ch tiwtoriaid ar draws pob cwsr yn gyffredinol.C6 Beth yw eich barn am eich athrawon ym mhob un o'r canlynol...?TICIWCH UN BLWCH UN UNIG A GYFER POB DATGANIAD

	Da iawn	Da	Eithaf da	Eithaf gwael	Gwael	Gwael iawn	Ddim yn gwybod
Siarad am eich nodau dysgu.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Esbonio'r gwaith y mae'n rhaid i chi ei wneud.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gwrando arnoch chi a'r hyn sydd ei angen arnoch chi i'ch helpu i ddysgu.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhoi adborth i chi ar sut i wella.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gwneud yn siŵr nad yw dysgwyr eraill yn tarfu ar eich gwaith.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trin pawb yn deg.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gwneud defnydd da o'ch amser gan gynnwys dechrau a gorffen dosbarthiadau yn brydlon.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cyflwyno'r cwsr mewn ffordd sy'n cynnal eich diddordeb.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Yn eich ymestyn i wneud eich gorau?</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C7a

Sut y byddech chi yn disgrifio eich sgiliau iaith Gymraeg? TICIWCH UN BLWCH YN UNIG

Rwy'n rhugl ac yn gallu defnyddio'r Gymraeg ym mhob sefyllfa	Rwy'n gallu cymryd rhan yn y rhan fwyaf o sgwrsiau dydd i ddydd	Rwy'n gallu deall ac ymateb i'r rhan fwyaf o gyfarchion, brawddegau neu gwestiynau sylfaenol	Mae fy sgiliau Gymraeg yn gyfyngedig / Nid oes gennyf unrhyw sgiliau iaith Gymraeg
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C7b

Pa mor aml ydych chi'n defnyddio ac yn clywed y Gymraeg yn anffurfiol yn yr ysgol? Meddyliwch am eich profiadau yn yr ystafell ddosbarth a'r tu allan iddi, er enghraifft, wrth sgwrsio â'ch ffrindiau, siarad ag athrawon a staff, neu mewn digwyddiadau a drefnwyd gan eich ysgol.

TICIWCH UN BLWCH YN UNIG

Yn fawr iawn	Yn weddol aml	Ddim yn aml iawn	Byth	Ddim yn gwybod	Ddim yn berthnasol i mi
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C7c

I ba raddau y mae eich ysgol yn hyrwyddo neu'n codi ymywybyddiaeth o ddiwylliant a hanes Cymru? Er enghraifft mewn gwersi, gwasanaethau a dathliadau. TICIWCH UN BLWCH YN UNIG

Yn fawr iawn	Cryn dipyn	Dim llawer o gwbl	Dim o gwbl	Ddim yn gwybod
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y PROFIAD YN GYFFREDINOL

C8

Mae'r cwestiynau hyn yn gofyn i chi sut rydych yn teimlo am eich cwrs a'ch eich chweched dosbarth yn gyffredinol.

Rhowch farn nawr am eich profiad yn y chweched dosbarth yn gyffredinol?

TICIWCH UN BLWCH YN UNIG

Da iawn	Da	Eithaf da	Eithaf gwael	Gwael	Gwael iawn	Dim barn/ Ddim yn gwybod
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

+

C9

Ydi eich cwrsiau yn y chweched dosbarth fel roeddech wedi'i ddisgwyl iddynt fod? Meddyliwch am y gwaith y mae'n rhaid i chi ei wneud, cynnwys y cwrs a'r cyngor a gawsoch pan roeddech chi'n dewis cwrs.

TICIWCH UN BLWCH YN UNIG

Gwell na'r disgwyl	Yr hyn yr oeddwn yn ei ddisgwyl	Yn waeth na'r disgwyl	Doedd gen i ddim disgwyliadau	Ddim yn gwybod
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C10

Beth yw'r peth gorau am eich chweched dosbarth? YSGRIFENNWCH YMA, NEU OS NAD OES GENNYCH CHI UNRHYW SYLWADAU, TICIWCH Y BLWCH 'DOES GEN I DDIM SYLWADAU'. Bydd eich sylwadau'n aros yn ddi-enw ac eithrio mewn achosion lle bydd person mewn perygl o niwed difrifol.

 Does gen i ddim sylwadau

C11 Beth, os o gwbl, fydddech chi'n ei wella ynglŷn eich chweched dosbarth? YSGRIFENNWCH YMA, NEU OS NAD OES GENNYCH CHI UNRHYW SYLWADAU, TICIWCH Y BLWCH 'DOES GEN I DDIM SYLWADAU'. Bydd eich sylwadau'n aros yn ddi-enw ac eithrio mewn achosion lle bydd person mewn perygl o niwed difrifol.

Does gen i ddim sylwadau

GWYBODAETH AMDANOCH CHI

Mae'r cwestiynau nesaf amdanoch chi er mwyn i ni allu deall eich atebion.

C12 Ym mha flwyddyn ydych chi?
TICIWCH UN BLWCH YN UNIG

Blwyddyn 12.....	<input type="checkbox"/>
Blwyddyn 13.....	<input type="checkbox"/>
Blwyddyn 14.....	<input type="checkbox"/>
Mae'n well gennyf beidio â dweud.....	<input type="checkbox"/>

C13 A pha un o'r rhain yw'r disgrifiad gorau o'ch grŵp ethnig? TICIWCH UN BLWCH YN UNIG

Gwyn.....	<input type="checkbox"/>
Du - Caribiaidd.....	<input type="checkbox"/>
Du - Affricanaidd.....	<input type="checkbox"/>
Cefndir Du arall.....	<input type="checkbox"/>
Asiaidd - Indiaidd.....	<input type="checkbox"/>
Asiaidd - Pacistaidd.....	<input type="checkbox"/>
Asiaidd - Bangladeshaidd.....	<input type="checkbox"/>
Tsineiaidd.....	<input type="checkbox"/>
Cefndir Asiaidd arall.....	<input type="checkbox"/>
Cymysg - Gwyn a Du Caribiaidd.....	<input type="checkbox"/>
Cymysg - Gwyn a Du Affricanaidd.....	<input type="checkbox"/>
Cymysg - Gwyn a c Asiaidd.....	<input type="checkbox"/>
Cefndir Cymysg arall.....	<input type="checkbox"/>
Cefndir Ethnig arall (ticiwch y blwch ac ysgrifennu isod).....	<input type="checkbox"/>
<div style="border: 1px solid black; width: 100px; height: 15px;"></div>	
Mae'n well gen i beidio â dweud.....	<input type="checkbox"/>

C14 Ydych chi'n...? TICIWCH UN BLWCH YN UNIG

Wryw.....	<input type="checkbox"/>
Fenyw.....	<input type="checkbox"/>
Mae'n well gen i beidio â dweud.....	<input type="checkbox"/>

C15 Ydych chi'n ystyried bod gennyh unrhwy anableddau neu anawsterau dysgu?

TICIWCH UN BLWCH YN UNIG

Ydw.....	<input type="checkbox"/>
Nac ydw.....	<input type="checkbox"/>
Mae'n well gen i beidio â dweud.....	<input type="checkbox"/>

C16 Sut wnaethoch chi gwblhau'r arolwg hwn?

TICIWCH UN BLWCH YN UNIG

Ni chefais lawer o help, os o gwbl, gan fy athro neu diwtor.....	<input type="checkbox"/>
Cefais help gan athro neu diwtor i ateb y rhan fwyaf neu bob un o'r cwestiynau.....	<input type="checkbox"/>

DIOLCH YN FAWR IAWN I CHI AM EICH HELP.
Mae'r arolwg yn dilyn rheolau Cymdeithas Ymchwïl i'r Farchnad. Os Oes gennych chi unrhyw bryderon am yr arolwg, gallwch gysylltu a'r cwmni ymchwïl, Ipsos MORI, yn learnervoicewales@ipsos-mori.com

Annex B – Fields requested in the Data Sharing Agreement

These fields are provided in the extract of the LLWR that is provided by the Welsh Government, in order to live and retrospectively match survey responses to learner data:

Code	Section/Field name	Dataset
LN01	ULI – Unique Learner Identifier	LN
LN02	Learner identifier with provider	
LN03	Provider identifier	
LN04	Surname	
LN11	Current home – postcode	
LN15	Date of birth	
LN16	Gender	
LN17	Ethnic identifier	
LN22	Unique Learner Number	
LP23	Welsh Speaker Indicator	
LP01	ULI – Unique Learner Identifier	
LP03	Provider identifier	
LP04	Learning programme identifier	
LP16	Sector framework code	
LP17	Type of learning programme	
LP29	Disability of learning flag	
LP30	Primary type of disability and/or learning difficulty	

LP31	Secondary type of disability and/or learning difficulty	
LP63	Sub-contractor delivering programme	
LP66	Sector framework code	
LA01	ULI – Unique Learner Identifier	LA
LA03	Provider identifier	
LA04	Learning programme identifier	
LA05	Learning activity identifier	
LA06	Learning aim reference	
LA07	Learning activity reference used by provider	
LA08	Title of learning activity	
LA09	Date commenced learning activity	
LA10	Expected end date of learning activity	
LA15	LLDD	
LA28	Provider delivering learning	
LA29	Postcode of site of delivery	

These fields were requested from the schools taking part in the pilot in order to retrospectively match survey responses to learner data:

School identifiers	LEA number
	School number
	School name
Pupil identifiers	ULN (Unique Learner Number)
	Surname
	Forename
	Date of Birth
Pupil status	Gender
	Enrolment Status
	Date of Entry to Current School
	Part-time Indicator
	Pupil NC Year Group
Learning activities	Pupil Postcode
	Learning Activity Identifier
	Learning Activity Reference
	Date Commenced Learning Activity
	Expected End Date of Learning Activity
Actual End Date of Learning Activity	

	Learning Activity Delivered Through the Medium of Welsh
	Provider Delivering Learning
	Completion Status

Annex C – List of 1st and 2nd tier Sector Subject Areas

Area	First Tier	Area	Second Tier
1.	Health, Public Services and Care	1.1	Medicine and Dentistry
		1.2	Nursing and Subjects and Vocations Allied to Medicine
		1.3	Health and Social Care
		1.4	Public Services
		1.5	Early Years, Childcare and Playwork
2.	Science and Mathematics	2.1	Science
		2.2	Mathematics and Statistics
3.	Agriculture, Horticulture and Animal Care	3.1	Agriculture
		3.2	Horticulture and Forestry
		3.3	Animal Care and Veterinary Science
		3.4	Environmental Conservation
4.	Engineering and Manufacturing Technologies	4.1	Engineering
		4.2	Manufacturing Technologies
		4.3	Transportation Operations and Maintenance
5.	Construction, Planning and the Built Environment	5.1	Architecture
		5.2	Building and Construction

		5.3	Urban, Rural and Regional Planning
6.	Information and Communication Technology	6.1	ICT Practitioners
		6.2	ICT for Users
7.	Retail and Commercial Enterprise	7.1	Retailing and Wholesaling
		7.2	Warehousing and Distribution
		7.3	Service Enterprises
		7.4	Hospitality and Catering
8.	Leisure, Travel and Tourism	8.1	Sport, Leisure and Recreation
		8.2	Travel and Tourism
9.	Arts, Media and Publishing	9.1	Performing Arts
		9.2	Crafts, Creative Arts and Design
		9.3	Media and Communication
		9.4	Publishing and Information Services
10.	History, Philosophy and Theology	10.1	History
		10.2	Archaeology and Archaeological Sciences
		10.3	Philosophy

		10.4	Theology and Religious Studies
11.	Social Sciences	11.1	Geography
		11.2	Sociology and Social Policy
		11.3	Politics
		11.4	Economics
		11.5	Anthropology
12.	Languages, Literature and Culture	12.1	Languages, Literature and Culture of the British Isles
		12.2	Other Languages, Literature and Culture
		12.3	Linguistics
13.	Education and Training	13.1	Teaching and Lecturing
		13.2	Direct Learning Support
14.	Preparation for Life and Work	14.1	Foundations for Learning and Life
		14.2	Preparation for Work
15.	Business, Administration and Law	15.1	Accounting and Finance
		15.2	Administration
		15.3	Business Management
		15.4	Marketing and Sales
		15.5	Law and Legal Services

Annex D – Cost assumptions

The full-set up cost would be in the range of **£65,000 - £75,000 excluding VAT** and is based on the assumptions below. There would potentially be savings if the survey for schools was run alongside the other sectors.

The questionnaire:

- Will not exceed the current 33 questions (two of which will remain open-ended) or a mean length of 11 minutes and 30 seconds;
- Will be made available to complete only online via most web browsers and be rendered to work on the most popular mobile devices;
- The Question Bank and Easy Read questionnaire will not be made available to schools and the survey will be available online only.

Process

- The survey will be rolled out to each of the c.161 schools across Wales that have sixth-form learners;
- The portal will be made available for schools and intermediaries to log onto to download key documents like the Survey Guidance and branding materials;
- The research agency will communicate primarily by mass email to the schools at key points in the survey period but local contacts would help to encourage participation and delivery of the learner datasets needed for fuzzy matching and weighting;
- The Welsh Government shall have the responsibility of recruiting appropriate intermediaries from local consortia and organising a half-day workshop in each of North and South Wales to brief them before fieldwork;

- Learners studying one or more of their courses at a 'host' provider should take part in the survey at their 'home' institution only but answer the course-level loop about all of their courses, wherever they are being studied. The school that is their 'home' institution will have responsibility for ensuring they answer the survey in this way and will provide them with the appropriate ULN.

Methodology

- Costs for response are based on a participation rate of 68 per cent²². While this is much higher than for the pilot (which was 43 per cent), the use of intermediaries to chase participation and an understanding by the schools of the importance of the survey findings to Estyn should increase the participation rate;
- The cost of cleaning and anonymising responses to Q10 and Q11 are based on 1.5 verbatim responses per learner responding to the survey, which is estimated at c.21,900 if 68 per cent of c.200 sixth-formers per 161 schools respond;
- It will be the responsibility of the intermediaries to obtain a dataset of learners' details from each of the schools assigned to them and share this with the research agency, ascertaining as far as possible that the datasets are of a high quality;
- Datasets of learners' details will be received by the research agency from the schools in a flat rather than stacked format (as happened for the pilot, which is different from is received from the LLWR) and that the fields will be filled in a specified, standard format;
- It has also been assumed that retrospective fuzzy matching only will take place and costs are based on an achieved match rate of 90 per cent (the same as for the main survey);

²² This is the participation rate achieved for the main Learner Voice Wales survey in 2014/15.

- Within school weighting will be applied where a dataset has been provided. Given findings from the pilot, it is likely that weighting will be important to apply on school year (Year 13s will need to be weighted up) and gender (males will need to be weighted up). All Wales weighting will also be applied where possible, so that schools can reliably compare their findings against the benchmark.

Reporting

- Each school will receive a PowerPoint deck of 39 slides or less (of which there will be 22 'findings' slides). This is the same number of slides that are in the FE/ WBL/ ACL/ WfA reports (27 slides were provided to the schools taking part in the pilot);
- Each school will receive an Excel report that breaks down response to each question by gender, school year, qualification type and the mix of first and second tier SSAs that were provided for the pilot;
- Each school will receive an Excel sheet of their verbatim findings to Q10 and Q11, which will have been cleaned to correct spelling and grammar mistakes, remove obscenities and identifying names and flagged if thought to indicate a safeguarding issue. The cost provided assumes that no more than one per cent of responses will be in Welsh;
- A one page PDF with the findings for Q8 and Q9 will be produced for each school and made available to the Welsh Government to publish separately; and
- An 'All Wales' PowerPoint deck and final technical report.

Not included in the costs:

- The costs for translation are not included in the price below as this would need to be calculated depending on final decisions about school communications and reporting requirements. However, it would not exceed £83 per 1,000 words;

- Additional cognitive testing, as it is assumed that the questionnaire will not be changed;
- The cost of a workshop to engage schools and/ or intermediary contacts, or the cost for the research agency to travel to the workshop or any meetings in Wales; and
- The upload of data to the Reportal (and maintenance of this site) that is currently available for providers answering the main LVW survey.