

Post-16 Learner Voice Wales survey results, 2015

This release summarises the headline results from the third annual Learner Voice Wales survey, covering learners in further education (FE), work-based learning (WBL), adult community learning (ACL) and Welsh for Adults (WfA). It is intended as a source of information to help providers, the Welsh Government and Estyn identify strengths and weaknesses in post-16 learning, and take action to improve the quality of provision.

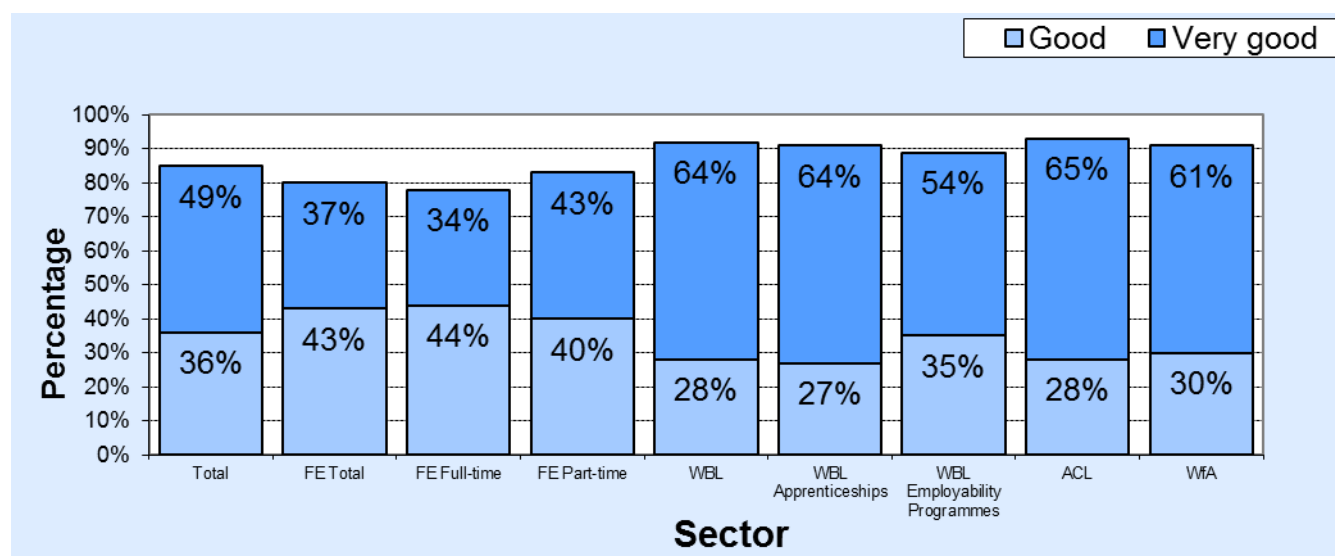
The survey took place between 1 December 2014 and 20 February 2015. Learners were asked to rate various aspects of their experience relating to information and advice; support; teaching and learning; wellbeing; responsiveness; and overall satisfaction.

The latest figures show that:

- 85% of learners responding to the core survey rated their overall experience as 'very good' or 'good'.
- There has been a positive improvement in overall experience across all sectors, most notably among further education full and part-time learners.
- Work-based and adult community learners continue to be the most positive groups of learners.
- 98% of learners responding to the easy read survey rated their overall experience as 'very good' or 'quite good'.

Summary

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



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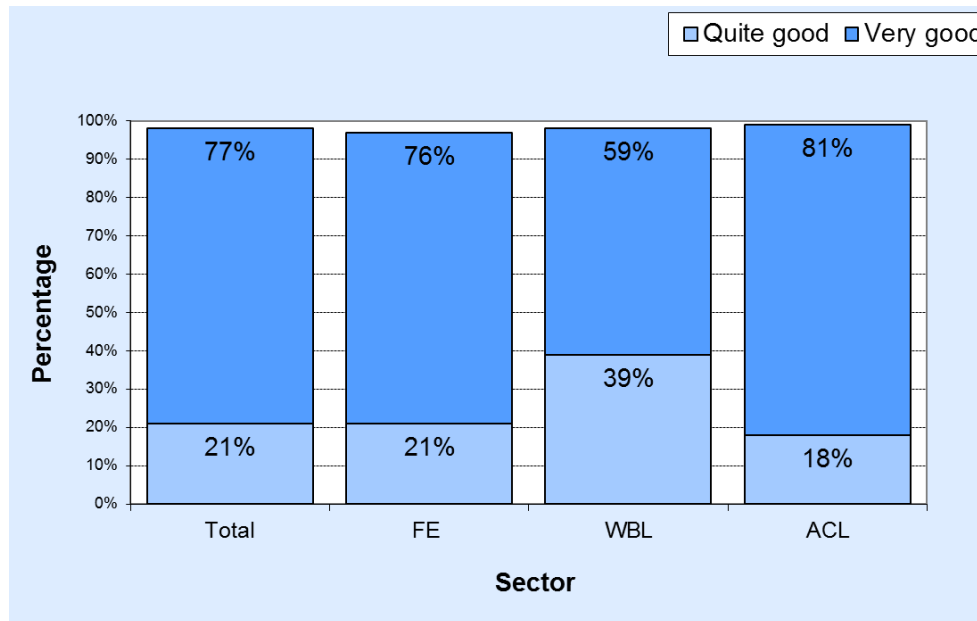
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Chart 2: Easy Read - Percentage of learners rating their overall experience as 'very good' or 'quite good'



Key Results

A total of 63,860 learners took part in the 2015 Learner Voice Wales survey including 1,966 learners taking part in the Easy Read survey. Learners taking part in the core survey (61,894) represent 47.8% of all in-scope learners across Wales, up from 43.4% in 2014 and 40.0% in 2013. Among those sampled to take part in the survey, a participation rate of 67.5% was achieved (compared to 67.9% in 2014 and 67.7% in 2013).

A total of 676 learners completed the core survey in Welsh and a further 7 learners completed the Easy Read survey in Welsh.

More than eight in ten (82.4%) were successfully matched to the Lifelong Learner Wales Record (LLWR), which represents a fall from 89.9% in 2014 but remains higher than the 74% achieved in 2013.

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

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

	Further Education learners			Work Based Learning		ACL	WfA	Overall total	
	Total	Full-time (b)	Part-time (b)	Total	Apprenticeship (c)				
Total in-scope learners population	67,748	41,480	26,268	37,531	31,485	4,706	12,041	129,551	
Total sample of in-scope learners	48,047	41,480	6,567	37,531	31,485	4,706	3,010	91,646	
Total completes	34,679 (d)	28,419	6,001	20,535 (e)	17,366	2,669	4,728	61,894	
	Online	32,821	27,660	4,930	13,295	10,954	1,899	942	48,138
	Paper	1,858	759	1,071	7,240	6,412	770	3,786	13,756
Response in Welsh	112	97	15	163	159	3	118	283	676
Participation rate (% of all in-scope population)	51.2%	68.5%	22.8%	54.7%	55.2%	56.7%	39.3%	16.0%	47.8%
Participation rate (% of total sample)	72.2%	68.5%	91.4%	54.7%	55.2%	56.7%	157.1%	63.8%	67.5%
Match Rate to LLWR (% of completes)	84.2%			95.5%			45.4%	82.1% (g)	82.4% (h)

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

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

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

(d) This figure includes 259 FE learners who cannot be identified as full-time or part-time because they could not be matched to the LLWR and could not provide this information in the survey.

(e) This figure includes 500 WBL learners who cannot be identified as studying on the Apprenticeships or Employability Programmes frameworks because they could not be matched to the LLWR and could not provide this information in the survey.

(f) Match rate data is only currently available at the 'total sector' and 'overall total' level.

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

(h) The match rate is based on all learners even though there is no LLWR data for some WfA learners. Excluding WfA learners without LLWR data increases the match rate to 84.4%.

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

	FE	WBL	ACL	WfA	Overall total
Total completes (all paper)	989	125	846	0	1,966
English	982	125	846	0	1,959
Welsh	7	0	0	0	7

(a) 9 FE institutions, 6 WBL providers/consortia, and 10 ACL partnerships, took part in the Easy Read survey. No Welsh for Adults Centres participated in the Easy Read survey in 2015

The results to the core survey show that:

- In line with the previous surveys 85% of all respondents rated their overall experience as ‘good’ or ‘very good’, compared with 84% in 2014 and 2013. In more detail, half (49%) rated their overall experience as ‘very good’ and just over a third (36%) said it was ‘good’. Only a very small proportion (three per cent in total) said that their overall experience was ‘fairly poor’, ‘poor’ or ‘very poor’.
 - There has been a positive improvement in overall experience across all sectors, most notably among FE full-time, FE part-time, and WfA learners showing a three percentage point increase in the proportion rating it ‘very good’ (from 31% to 34%, from 58% to 61% and from 40% to 43% respectively). WBL learners also registered a two percentage point increase on this measure (from 62% to 64%).
 - While all groups of learners are more positive than in 2014, ACL and WBL learners continue to be the most positive, with 65% and 64% rating their overall experience as ‘very good’ respectively. In comparison, 37% of learners in further education rate their overall experience as ‘very good’.
- Nine in ten learners said that their course either met (50%) or exceeded (40%) their expectations. Again, this is in line with findings for 2014 and 2013 (89% and 90% met or exceeded, respectively).
- As in previous years, learners remain most positive about:
 - The respect shown to learners by provider’s staff (63% ‘very good’, 27% ‘good’), and teachers and trainers treating everyone fairly (59% ‘very good’, 28% ‘good’).
 - Feeling safe whilst on their learning programme (59% ‘very good’, 32% ‘good’).
 - The help they receive to settle into their provider or course (52% ‘very good’; 34% ‘good’)
 - (For WBL learners only) ensuring the training they receive is relevant to their work (67% ‘very good’, 26% ‘good’) and staff giving learners enough one-to-one support (65% ‘very good’, 25% ‘good’). Both of these measures have seen a continued improvement in the proportion rating them ‘very good’ (from 64% and 61% in 2014 respectively).
- Learners were comparatively less positive about a range of other factors (although still with very high levels of satisfaction and showing some modest improvement on previous years) including:
 - The information and advice offered to learners both when choosing a course (43% ‘very good’ and 39% ‘good’) and the different options available to them once they have completed it (36% ‘very good’, 39% ‘good’). Although, encouragingly there has been a slight increase in the proportion of learners rating these questions as ‘very good’ since 2014 (42% and 34% respectively).
 - The ability for learners to give their views, for example, through student council, surveys or questionnaires (40% ‘very good’, 36% ‘good’). There has also been an increase in the proportion rating this as ‘very good’ compared to 2014 (38%) and 2013 (37%).
 - Telling learners what has happened as a result of the views they have given (34% ‘very good’, 32% ‘good’). Again, there has been an increase in the proportion of learners rating feedback as ‘very good’ year on year (32% in 2014 and 31% in 2013). However, 14% of learners said they ‘did not know’ how to rate their provider on this measure, suggesting that providers could still do more to raise learners’ awareness of how they are responding to learners’ views and input.

- (For FE and WBL learners only) the support given to learners to help them have a healthy lifestyle (33% 'very good', 33% 'good'). There has been a three percentage point increase in the proportion saying 'very good' compared with both 2014 and 2013.
- In relation to teaching and learning, the findings are mixed. While there was a slight fall in the proportion rating a number of measures as 'very good' in 2014 most have regained ratings from 2013 including: explaining the work you have to do (57%); and making good use of learners' time (56%). In addition, the proportion rating talking about their learning aims as 'very good' has increased by two percentage points (from 52% to 54%); as has the proportion who feel their teachers and tutors treat everyone fairly (from 57% to 59%). Only delivering the course in a way that keeps learners interested remains below its 2013 rating (51% 'very good' compared with 53% in 2013).
- As was the case in both previous surveys, older learners were more likely to be positive about their overall experience. Similarly, females are more likely to be positive than males.
- Reflecting an increase from 2014, around half of learners were given the opportunity to learn in Welsh or in both Welsh and English (49% compared with 45% previously).
- When asked, one in ten learners said they would prefer to learn in Welsh or in a mixture of both Welsh and English (11%).

The results to the Easy Read survey show that:

- As per last year, almost all learners completing the Easy Read survey reported a positive learning experience: 77% rate their experience as 'very good' with a further 21% rating their experience as 'quite good'.
- In line with last year, questions that elicited particularly positive responses relate to:
 - The respect learners receive from staff, with 84% rating this as 'very good'.
 - More than eight in ten (82%) rate the safety on the course as 'very good'.
 - A similar proportion (82%) feel the support they receive from staff is 'very good'.
- This year, questions that elicited comparatively less positive responses from learners relate to:
 - The information they received about the course, with 66% rating this as 'very good'.
 - Around seven in ten (71%) rated the chance they get to say what they think as 'very good'.
 - More than seven in ten (73%) of learners rated the feedback they get on how to improve as 'very good'.

Further information on how to interpret the findings is provided in the 'notes' following.

Tables

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

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

	FE Learners			WBL				
	Total	Full-time	Part-time	Total	Apprenticeship	Employability programmes	ACL	WfA
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Total number of responses (b)	34,679	28,419	6,001	20,535	17,366	2,669	4,728	1,952
<u>Information and advice</u>								
Very good	31	29	36	52	54	40	52	40
Good	42	44	39	35	34	43	33	38
<u>Support</u>								
Very good	37	35	41	56	58	46	60	55
Good	38	40	36	32	31	39	28	30
<u>Responsiveness</u>								
Very good	35	32	40	58	60	46	62	54
Good	36	38	31	30	28	41	24	20
<u>Health and wellbeing (c)</u>								
Very good	41	38	47	59	61	50	n/a	n/a
Good	36	37	34	30	29	36	n/a	n/a
<u>Teaching and learning (d)</u>								
Total number of responses (e)	46,103	39,461	6,379	20,549	13,085	2,154	4,728	1,952
Very good	46	43	55	64	67	50	73	68
Good	35	37	31	26	24	36	22	22

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

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

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

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

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

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

	Total	FE	WBL	ACL
	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
Total number of responses (b)	1,966	989	125	846
<u>Information you got about your course</u>				
Very good	66	66	55	67
Quite good	29	28	41	27
<u>Help you got to settle into your course</u>				
Very good	78	77	64	82
Quite good	20	22	32	17
<u>Support you get from staff</u>				
Very good	82	80	66	87
Quite good	16	18	30	12
<u>Help you get for reading, writing or maths, if you need it</u>				
Very good	75	72	62	80
Quite good	22	24	32	18
<u>Respect you get from staff</u>				
Very good	84	82	70	88
Quite good	15	17	29	11
<u>Chances you get to say what you think about your course</u>				
Very good	71	67	59	77
Quite good	25	28	34	20
<u>Safety on your course</u>				
Very good	82	81	71	85
Quite good	15	16	22	12
<u>Staff at explaining the work you have to do</u>				
Very good	81	79	69	84
Quite good	18	19	31	15
<u>Feedback you get on how to improve</u>				
Very good	73	72	67	76
Quite good	23	23	28	22
<u>Thinking about everything, how good or bad do you think your course is</u>				
Very good	77	76	59	81
Quite good	21	21	39	18

(a) 9 FE institutions, 6 WBL providers/providers/consortia, and 10 ACL partnerships, took part in the Easy Read survey. No Welsh for Adults Centres participated in the Easy Read Survey in 2015. Attempts should not be made to compare the Easy Read survey results between sectors. Not all providers took part in the Easy Read survey, and learner participation was at the discretion of providers. The results are therefore not representative of each sector.

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

Table 2c) All learners (a)

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (c)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your college overall	61,621	49	36	11	2	1	1	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	60,298	43	39	14	2	1	1	1	2,137
Information and advice offered about the different options available to you once you have completed your course(s)	58,927	36	39	16	3	2	1	3	4,058
<u>Support</u>									
Helping you settle into your college	61,627	52	34	10	1	1	*	1	n/a
Informing you where to go for support	61,339	43	36	14	3	1	1	2	n/a
Providing extra learning support e.g. reading, writing or maths	51,368	42	36	15	3	1	1	2	12,453
Making sure you have the right equipment and materials	61,372	46	35	13	2	1	1	1	n/a
Providing support for personal issues that help you stay on your course, e.g. finance, childcare, transport and health issues	50,679	43	34	13	3	2	2	3	13,891
<u>Responsiveness</u>									
The respect shown to you by all staff within the college	61,761	63	27	8	1	1	*	1	n/a
Asking you to give your views about the college	61,550	40	36	13	3	1	1	7	n/a
Telling you what has happened as a result of your views	61,389	34	32	13	4	2	2	14	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	58,217	59	32	7	1	*	*	1	4,643
Supporting you to have a healthy lifestyle (d)	46,717	33	33	17	6	4	3	4	8,903
Helping you understand and respect people from different backgrounds (d)	50,949	47	36	11	2	1	1	2	4,357
<u>Teaching and learning (e)</u>									
Talking about your learning aims	73,153	54	35	8	1	*	*	1	n/a
Explaining the work you have to do	73,136	57	31	9	2	1	*	*	n/a
Listening to you and what you need to help you learn	73,129	56	31	9	2	1	*	1	n/a
Giving you feedback on how to improve	73,125	56	30	9	2	1	*	1	n/a
Making sure that other learners do not disturb your work	72,949	45	33	13	3	1	1	3	n/a
Treating everyone fairly	73,093	59	28	8	2	1	1	1	n/a
Making good use of your time e.g. starting and finishing on time	73,085	56	31	9	2	1	1	1	n/a
Delivering the course in a way that keeps you interested	52,239	51	31	12	3	1	1	1	n/a
Giving you enough one-to-one time (f)	19,655	65	25	7	2	1	*	1	n/a
Ensuring that the training is relevant to the work you are doing or wish	19,587	67	26	5	1	*	*	1	n/a

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

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

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

(d) This question was asked of only FE and WBL learners

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

(f) WBL learners were able to answer additional questions under this battery. These include: (1) Giving you enough one-to-one time and (2) Ensuring that the training is relevant to the work you are doing or wish to do

Table 2d) All Further Education learners (a)(b)

	Total (c)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (e)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your college overall	34,648	37	43	15	2	1	1	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	34,067	35	42	17	2	1	1	1	846
Information and advice offered about the different options available to you once you have completed your course(s)	33,709	28	42	21	4	2	1	2	1,548
<u>Support</u>									
Helping you settle into your college	34,561	43	40	14	2	1	*	1	n/a
Informing you where to go for support	34,496	35	39	18	4	2	1	2	n/a
Providing extra learning support e.g. reading, writing or maths	29,816	34	39	19	4	2	1	2	5,844
Making sure you have the right equipment and materials	34,542	36	39	17	4	2	1	1	n/a
Providing support for personal issues that help you stay on your course, e.g. finance, childcare, transport and health issues	30,932	36	37	16	4	2	2	2	5,053
<u>Responsiveness</u>									
The respect shown to you by all staff within the college	34,664	51	33	11	2	1	1	1	n/a
Asking you to give your views about the college	34,643	29	39	17	4	1	1	9	n/a
Telling you what has happened as a result of your views	34,627	26	35	16	6	3	2	12	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	33,760	51	37	9	1	*	*	1	1,315
Supporting you to have a healthy lifestyle	31,379	27	33	19	8	5	4	4	5,160
Helping you understand and respect people from different backgrounds	32,937	42	38	13	3	1	1	2	2,687
<u>Teaching and learning (d)</u>									
Talking about your learning aims	46,088	47	39	10	2	1	*	1	n/a
Explaining the work you have to do	46,082	48	35	12	2	1	1	1	n/a
Listening to you and what you need to help you learn	46,084	48	35	12	3	1	1	1	n/a
Giving you feedback on how to improve	46,082	50	34	11	3	1	1	1	n/a
Making sure that other learners do not disturb your work	46,057	37	36	17	5	2	2	1	n/a
Treating everyone fairly	46,074	50	32	11	3	1	1	1	n/a
Making good use of your time e.g. starting and finishing on time	46,058	47	35	12	3	1	1	1	n/a
Delivering the course in a way that keeps you interested	45,693	45	34	14	3	1	1	1	n/a

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

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

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

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

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

Table 2e) Full-time Further Education learners (a)

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (d)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your college overall	28,412	34	44	17	3	1	1	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	28,048	32	44	18	2	1	1	1	317
Information and advice offered about the different options available to you once you have completed your course(s)	27,915	26	43	22	5	2	1	2	415
<u>Support</u>									
Helping you settle into your college	28,356	40	42	15	1	1	*	*	n/a
Informing you where to go for support	28,320	33	40	19	4	1	1	1	n/a
Providing extra learning support e.g. reading, writing or maths	24,959	32	40	20	4	2	1	2	2,672
Making sure you have the right equipment and materials	28,341	33	40	19	4	2	1	1	n/a
Providing support for personal issues that help you stay on your course, e.g. finance, childcare, transport and health issues	26,010	35	38	17	4	2	2	2	1,843
<u>Responsiveness</u>									
The respect shown to you by all staff within the college	28,415	45	36	14	3	1	1	*	n/a
Asking you to give your views about the college	28,413	27	42	19	5	2	1	4	n/a
Telling you what has happened as a result of your views	28,409	24	37	19	7	3	2	7	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	27,874	48	39	10	1	*	*	1	448
Supporting you to have a healthy lifestyle	26,625	25	34	20	9	5	4	3	1,438
Helping you understand and respect people from different backgrounds	27,540	40	39	14	3	1	1	2	680
<u>Teaching and learning (c)</u>									
Talking about your learning aims	39,459	44	41	11	2	1	*	1	n/a
Explaining the work you have to do	39,459	44	37	13	3	1	1	1	n/a
Listening to you and what you need to help you learn	39,459	44	37	13	3	1	1	1	n/a
Giving you feedback on how to improve	39,456	47	35	12	3	1	1	1	n/a
Making sure that other learners do not disturb your work	39,446	34	37	18	5	2	2	1	n/a
Treating everyone fairly	39,454	46	34	13	3	2	2	1	n/a
Making good use of your time e.g. starting and finishing on time	39,443	44	38	13	3	1	1	1	n/a
Delivering the course in a way that keeps you interested	39,343	41	36	15	4	2	1	1	n/a

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

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

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

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

Table 2f) Part-time Further Education learners (a)

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (c)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your college overall	5,977	43	40	13	2	1	1	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	5,766	40	38	16	2	2	1	1	524
Information and advice offered about the different options available to you once you have completed your course(s)	5,544	32	39	18	3	3	2	3	1,121
<u>Support</u>									
Helping you settle into your college	5,947	47	36	12	2	1	*	2	n/a
Informing you where to go for support	5,920	39	35	16	4	2	1	4	n/a
Providing extra learning support e.g. reading, writing or maths	4,638	37	36	17	3	2	1	3	3,137
Making sure you have the right equipment and materials	5,944	42	38	14	3	1	1	2	n/a
Providing support for personal issues that help you stay on your course, e.g. finance, childcare, transport and health issues	4,700	41	33	15	4	3	2	4	3,176
<u>Responsiveness</u>									
The respect shown to you by all staff within the college	5,990	61	28	7	1	1	*	1	n/a
Asking you to give your views about the college	5,972	31	34	13	3	1	1	17	n/a
Telling you what has happened as a result of your views	5,960	28	30	12	4	3	2	22	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	5,638	56	35	7	1	*	*	1	852
Supporting you to have a healthy lifestyle	4,534	33	30	16	7	4	4	6	3,688
Helping you understand and respect people from different backgrounds	5,158	46	34	12	2	1	1	3	1,991
<u>Teaching and learning</u>									
Talking about your learning aims	6,366	55	34	8	1	*	*	1	n/a
Explaining the work you have to do	6,360	57	31	9	1	*	*	1	n/a
Listening to you and what you need to help you learn	6,362	57	30	9	2	1	*	1	n/a
Giving you feedback on how to improve	6,364	57	30	9	2	1	*	1	n/a
Making sure that other learners do not disturb your work	6,349	46	33	13	3	1	1	2	n/a
Treating everyone fairly	6,357	60	28	8	2	1	1	1	n/a
Making good use of your time e.g. starting and finishing on time	6,352	56	30	10	2	1	1	1	n/a
Delivering the course in a way that keeps you interested	6,157	55	30	11	2	1	1	1	n/a

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

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

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

Table 2g) Work-based learners (a) (b)

	Total (c)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (d)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your provider overall	20,409	64	28	6	1	*	*	1	n/a
<u>Information/support</u>									
Information you were given when choosing your training	20,049	56	34	8	1	*	*	*	328
Information and advice offered about the different options available to you once you have completed your training	19,587	49	36	10	2	1	1	2	659
<u>Support</u>									
Helping you settle into your training	20,496	63	29	6	1	*	*	*	n/a
Informing you where to go for support	20,458	55	33	9	1	1	*	1	n/a
Providing extra learning support e.g. reading, writing or maths	17,551	53	33	10	1	1	*	1	2,217
Making sure you have the right equipment and materials	20,389	55	32	9	1	1	*	1	n/a
Providing support for personal issues that help you stay on your training e.g. finance, childcare, transport and health issues	16,208	55	31	9	2	1	1	2	3,291
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	20,469	73	23	4	*	*	*	*	n/a
Asking you to give your views about the provider	20,406	53	35	7	1	*	*	3	n/a
Telling you what has happened as a result of your views	20,349	49	32	8	2	1	1	8	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your training	18,990	68	27	4	*	*	*	*	1,119
Supporting you to have a healthy lifestyle	15,338	48	32	11	3	1	1	3	3,743
Helping you understand and respect people from different backgrounds	18,012	59	31	7	1	*	*	1	1,670
<u>Teaching and learning</u>									
Talking about your learning aims	20,472	65	29	5	1	*	*	*	n/a
Explaining the work you have to do	20,463	68	25	5	1	*	*	*	n/a
Listening to you and what you need to help you learn	20,464	68	25	5	1	*	*	*	n/a
Giving you feedback on how to improve	20,469	66	26	6	1	*	*	1	n/a
Making sure that other learners do not disturb your work	20,373	55	30	7	1	*	*	6	n/a
Treating everyone fairly	20,433	69	24	4	1	*	*	2	n/a
Making good use of your time e.g. starting and finishing on time	20,429	65	26	5	1	*	*	2	n/a
Giving enough one-to-one time	19,655	65	25	7	2	1	*	1	n/a
Ensuring the training is relevant to the work you do or wish to do	19,587	67	26	5	1	*	*	1	n/a

(a) This table presents responses for all WBL learners i.e. all WBL learners identified as taking an Apprenticeship (see table 2h for a more detailed breakdown), all WBL learners identified as taking an Employability Programme (see table 2i for a more detailed breakdown), plus 500 WBL learners that could not be assigned to a programme

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

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

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

Table 2h) Work-based learners on Apprenticeships (a)

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (c)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your provider overall	17,259	65	27	6	1	*	*	1	n/a
<u>Information/support</u>									
Information you were given when choosing your training	16,919	58	32	7	1	*	*	*	301
Information and advice offered about the different options available to you once you have completed your training	16,484	51	34	9	2	1	1	2	613
<u>Support</u>									
Helping you settle into your training	17,332	65	28	6	1	*	*	*	n/a
Informing you where to go for support	17,300	57	32	8	1	1	*	1	n/a
Providing extra learning support e.g. reading, writing or maths	14,651	56	31	9	1	1	*	1	2,013
Making sure you have the right equipment and materials	17,230	57	31	8	1	1	*	1	n/a
Providing support for personal issues that help you stay on your training e.g. finance, childcare, transport and health issues	13,301	56	30	9	2	1	1	2	3,087
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	17,308	75	21	3	*	*	*	*	n/a
Asking you to give your views about the provider	17,253	56	33	7	1	*	*	3	n/a
Telling you what has happened as a result of your views	17,204	50	30	7	2	1	1	9	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your training	15,884	70	26	3	*	*	*	*	1,074
Supporting you to have a healthy lifestyle	12,623	50	31	11	2	1	1	3	3,485
Helping you understand and respect people from different backgrounds	15,075	60	31	6	1	*	*	1	1,589
<u>Teaching and learning</u>									
Talking about your learning aims	17,304	68	27	4	1	*	*	*	n/a
Explaining the work you have to do	17,299	70	23	5	1	*	*	*	n/a
Listening to you and what you need to help you learn	17,300	70	24	5	1	*	*	*	n/a
Giving you feedback on how to improve	17,306	69	24	5	1	*	*	1	n/a
Making sure that other learners do not disturb your work	17,214	58	28	6	1	*	*	7	n/a
Treating everyone fairly	17,273	71	23	4	1	*	*	2	n/a
Making good use of your time e.g. starting and finishing on time	17,262	67	25	5	1	*	*	3	n/a
Giving enough one-to-one time	16,916	68	23	6	1	1	*	1	n/a
Ensuring the training is relevant to the work you do or wish to do	16,850	69	24	5	1	*	*	1	n/a

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

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

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

Table 2i) Work-based learners on Employability Programmes (a)

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (c)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your provider overall	2,654	54	35	8	1	*	*	1	n/a
<u>Information/support</u>									
Information you were given when choosing your training	2,643	43	43	11	1	1	*	1	16
Information and advice offered about the different options available to you once you have completed your training	2,628	37	43	15	2	1	1	2	28
<u>Support</u>									
Helping you settle into your training	2,666	53	37	9	1	*	*	*	n/a
Informing you where to go for support	2,660	42	41	13	1	1	*	1	n/a
Providing extra learning support e.g. reading, writing or maths	2,459	40	40	15	2	1	1	2	159
Making sure you have the right equipment and materials	2,662	47	39	11	1	1	1	1	n/a
Providing support for personal issues that help you stay on your training e.g. finance, childcare, transport and health issues	2,484	48	38	10	2	1	1	1	147
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	2,661	61	31	6	*	*	*	*	n/a
Asking you to give your views about the provider	2,655	38	47	10	1	*	*	3	n/a
Telling you what has happened as a result of your views	2,647	38	44	11	2	1	*	4	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your training	2,630	59	34	6	1	*	*	*	27
Supporting you to have a healthy lifestyle	2,432	37	38	15	4	2	1	3	178
Helping you understand and respect people from different backgrounds	2,587	52	36	9	1	1	*	1	54
<u>Teaching and learning</u>									
Talking about your learning aims	2,668	53	39	7	1	*	*	1	n/a
Explaining the work you have to do	2,665	55	36	7	1	*	*	*	n/a
Listening to you and what you need to help you learn	2,665	55	36	7	1	*	*	1	n/a
Giving you feedback on how to improve	2,664	53	36	8	2	1	*	1	n/a
Making sure that other learners do not disturb your work	2,662	41	38	13	3	1	2	1	n/a
Treating everyone fairly	2,662	57	32	7	1	1	1	1	n/a
Making good use of your time e.g. starting and finishing on time	2,668	51	38	8	1	1	*	1	n/a
Giving enough one-to-one time	2,414	45	36	13	2	1	1	1	n/a
Ensuring the training is relevant to the work you do or wish to do	2,412	50	37	9	1	1	1	1	n/a

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

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

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

Table 2j) Adult community learners (a)

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (c)
	Number	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Number
Could you now rate your provider overall	4,627	65	28	5	*	*	*	2	n/a
<u>Information/support</u>									
Information you were given when choosing your course	4,423	56	32	8	1	1	*	1	379
Information and advice offered about the different options available to you once you have completed your course(s)	4,063	50	33	10	1	2	1	3	662
<u>Support</u>									
Helping you settle into your course	4,642	68	25	5	1	1	*	1	n/a
Informing you where to go for support	4,486	53	31	8	2	1	*	4	n/a
Providing extra learning support e.g. reading, writing or maths	2,886	55	30	8	1	1	1	3	1,996
Making sure you have the right equipment and materials	4,546	63	27	6	1	1	1	2	n/a
Providing support for personal issues that help you stay on your course e.g. finance, childcare, transport and health issues	2,742	57	28	7	1	1	1	4	2,147
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	4,683	81	17	2	*	*	-	*	n/a
Asking you to give your views about the provider	4,572	56	30	6	1	1	*	6	n/a
Telling you what has happened as a result of your views	4,499	47	27	8	1	1	*	16	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	4,079	75	22	2	*	*	*	1	693
<u>Teaching and learning</u>									
Talking about your learning aims	4,650	70	26	3	*	*	*	1	n/a
Explaining the work you have to do	4,647	76	21	3	*	*	*	*	n/a
Listening to you and what you need to help you learn	4,638	75	21	2	*	*	*	1	n/a
Giving you feedback on how to improve	4,632	72	23	3	1	*	*	1	n/a
Making sure that other learners do not disturb your work	4,593	65	27	5	*	*	*	2	n/a
Treating everyone fairly	4,641	79	19	2	*	*	*	*	n/a
Making good use of your time e.g. starting and finishing on time	4,653	75	20	3	*	*	*	*	n/a
Delivering the course in a way that keeps you interested	4,608	74	21	4	*	*	*	1	n/a

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

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

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

Table 2k) Welsh for Adults learners (a)

	Total (b)	Very good	Good	Fairly Good	Fairly Poor	Poor	Very Poor	Don't know	This does not apply to me (c)
	<i>Number</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>	<i>Number</i>
Could you now rate your provider overall	1,937	61	30	7	1	1	*	1	n/a
<u>Information/support</u>									
Information you were given when choosing your course	1,759	45	38	13	2	1	1	1	584
Information and advice offered about the different options available to you once you have completed your course(s)	1,568	36	37	13	4	2	1	7	1,189
<u>Support</u>									
Helping you settle into your course	1,928	64	26	6	1	1	1	1	n/a
Informing you where to go for support	1,899	50	31	11	3	1	1	4	n/a
Providing extra learning support e.g. reading, writing or maths	1,115	51	29	11	4	1	1	4	2,396
Making sure you have the right equipment and materials	1,895	56	31	10	1	1	1	2	n/a
Providing support for personal issues that help you stay on your course e.g. finance, childcare, transport and health issues	797	47	29	10	3	2	2	8	3,400
<u>Responsiveness</u>									
The respect shown to you by all staff within the provider	1,945	85	12	2	*	*	*	1	n/a
Asking you to give your views about the provider	1,929	49	29	8	1	1	1	11	n/a
Telling you what has happened as a result of your views	1,914	27	21	10	4	3	2	35	n/a
<u>Health and wellbeing</u>									
Making sure that you feel safe whilst on your course	1,388	71	23	3	1	*	*	2	1,516
<u>Teaching and learning</u>									
Talking about your learning aims	1,943	58	28	8	2	1	*	2	n/a
Explaining the work you have to do	1,944	69	24	5	1	1	*	*	n/a
Listening to you and what you need to help you learn	1,943	68	22	5	2	1	*	1	n/a
Giving you feedback on how to improve	1,942	64	24	8	2	1	*	1	n/a
Making sure that other learners do not disturb your work	1,926	57	27	6	1	1	*	7	n/a
Treating everyone fairly	1,945	78	18	3	*	*	*	*	n/a
Making good use of your time e.g. starting and finishing on time	1,945	75	19	4	1	*	1	*	n/a
Delivering the course in a way that keeps you interested	1,938	75	18	4	2	1	1	*	n/a

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

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

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

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

	Age				Gender		Ethnicity		Disability	
	Under 19	19-24	25-44	45 or older	Male	Female	White	BME	Yes	No
Total number of learners (b)	29543	12926	12142	24776	28780	32911	57467	3346	6242	52886
<u>Information and advice</u>										
Very good	28	43	46	48	38	41	40	37	39	40
Good	45	37	35	34	40	38	39	46	38	39
<u>Support</u>										
Very good	34	48	53	56	43	48	46	39	46	46
Good	41	34	31	30	36	34	35	39	33	35
<u>Responsiveness</u>										
Very good	42	48	54	55	44	47	46	41	44	46
Good	40	32	26	24	34	30	31	36	32	31
<u>Health and wellbeing FE, WBL (c)</u>										
Very good	37	51	56	57	44	49	47	44	46	47
Good	38	33	30	30	35	33	34	36	35	34
<u>Health and wellbeing ACL (d)</u>										
	<u>Under 25</u>									
Very good	74		74	76	76	77	77	61	77	75
Good	23		23	22	22	20	20	34	21	21
<u>Health and wellbeing WfA (e)</u>										
	<u>Under 25</u>									
Very good	72		72	74	69	71	71	79	68	71
Good	27		23	23	25	23	23	16	23	23
<u>Teaching and learning FE, ACL and WfA (f) (g)</u>										
Very good	40	51	63	66	49	52	52	48	52	52
Good	39	32	26	25	35	32	32	36	32	32
<u>Teaching and learning WBL (h)</u>										
Very good	50	66	72	72	58	64	64	64	59	65
Good	36	25	20	20	31	26	26	27	20	26

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

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

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

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

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

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

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

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

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

	Age			Gender		Ethnicity	
	Under 25	25-44	45+	Male	Female	White	BME
Total number of learners (b)	666	741	492	839	1086	1740	148
<u>Thinking about everything, how good or bad do you think your course is</u>							
Very good	68	81	83	73	80	78	72
Quite good	28	18	16	24	19	20	26

(a) 9 FE institutions, 6 WBL providers/providers/consortia, and 10 ACL partnerships, took part in the Easy Read survey. No Welsh for Adults Centres participated in the Easy Read Survey in 2015

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

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

	Sector							Language Preference				
	Total (a)	FE Total	FE Full-time	FE Part-time	WBL Total	WBL Apprenticeship	WBL Employability programmes	ACL	WfA	Welsh	Bilingual	English
Total number of responses (a)	59134	34634	28405	5972	20366	17211	2659	4134	n/a	525	6001	52524
Yes, I was offered the chance to learn in Welsh only	12	10	11	8	16	18	10	9	n/a	53	16	11
Yes, I was offered the chance to learn in a mixture of both English and Welsh	37	34	35	30	49	51	36	26	n/a	27	53	35
No, I was not offered the chance to learn in Welsh	21	23	21	27	13	11	21	32	n/a	13	19	22
Don't Know	30	33	32	35	22	20	33	33	n/a	7	12	32

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

Notes

1. Data sources

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

The survey was administered to learners by providers between 1 December 2014 and 20 February 2015. It was available in English and Welsh. Learners were able to complete the core survey online or on paper, the Easy Read survey was only available in paper format. Learners were asked to rate their provider on: the information, advice and support provided to them; provider responsiveness, learning environment and student well-being; quality of teaching and training; and overall satisfaction.

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

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

LLWR data is collected by the Department for Education and Skills (DfES) to inform funding allocations, monitor performance and outcomes and to inform strategy development. The data provides the official source of statistics on post-16 learners in Wales (excluding Higher Education Institutions (HEIs) and school sixth forms). This release uses data from a statistical freeze taken in February 2015.

Further information on LLWR including user support manuals can be found at:

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

2. Definitions

2.1. Terminology

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

2.2. Cohort of learners

The cohort underpinning the 2015 Learner Voice Wales survey comprises of active DfES-funded learners enrolled at a Welsh provider of post-16 education or training between 1 December 2014 and 20 February 2015. The cohort does not include non-DfES funded learners or learners at higher education institutes or sixth forms.

3. Rounding

All figures in this release are rounded to the nearest whole number and therefore there may be slight discrepancies between the sum of the constituent rows/columns and the independently rounded totals.

A * means a figure greater than 0% but less than 0.5%

4. Key Quality information

4.1. Relevance

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

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

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

[Programme for Government](#)

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

[Quality and Effectiveness Framework](#)

4.2. Accuracy

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

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

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

Data for Gower College Swansea WBL has been weighted to match their learner profile as of February 2014, this is in line with latest data available for this provider through the LLWR. For all other providers, data has been weighted to the 2014/15 statistical freeze of the LLWR taken in February 2015.

The Easy Read survey data is unweighted because there is no population information for eligible learners.

4.3. Timeliness and punctuality

The release has been published within eight weeks of the fieldwork window closing; this balances timeliness against the need for accurate data-quality. The statistics in this release use data derived from the 2014/15 statistical freeze of the LLWR taken in February 2015, to maximise the matching of respondents to detailed LLWR data.

4.4. Accessibility and clarity

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

4.5. Comparability

The results from the core survey are not directly comparable with findings from the Easy Read survey. This is because the Easy Read survey uses a different response scale and question wording. Moreover,

attempts should not be made to compare the Easy Read survey results between sectors. Not all providers took part in the Easy Read survey, and learner participation was at the discretion of providers. The results are, therefore, not representative.

The survey questions and methodology employed in 2013, 2014 and 2015 Learner Voice Wales are different to that of the provider-led learner voice pilots in 2009 and 2010. Questions were designed in consultation with providers and cognitively tested with learners. Four versions of the questionnaire were created, with tailored question wording for the different learning context in FE, WBL, ACL and WfA.

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

There were no changes to the questionnaire between 2014 and 2015, therefore 2015 data can be compared to the 2014 data collected in year two of the survey.

To allow for a more robust comparison between questions, sectors and providers, 'this does not apply to me' responses have been excluded from the question base. Percentages are calculated on all those giving a valid response only (i.e. 'very good' to 'very poor' or 'don't know'). The data for 2013 has been re-calculated using this method to allow for direct comparison between 2013, 2014 and 2015 data.

It should also be noted that ESG and League Football Education have not taken part in the 2015 survey. It should also be noted that data for Coleg Gwent FE and Cardiff and Vale College was collected by the providers and shared with Ipsos MORI for data processing.

4. Additional information

4.1. Further dissemination of results

A more detailed all-Wales report will be available on the Welsh Government website in Summer 2015.

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

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

- [Post-16 Learner Voice Wales; Statistical First Release 2014](#)
- [Learner Voice Wales 2013: All-Wales report](#)
- [Post-16 Learner Voice Wales; Statistical First Release 2013](#)
- [Provider-led Learner Voice: Pilot Evaluation \(November 2009\)](#)
- [Provider-led Learner Voice Survey for Post-16 Learning, 2010: Pilot Results](#)
- [Provider Led Learner Voice for Wales 2010: Technical report of the full pilot](#)



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