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Her Majesty's Inspectorate
for Education and Training in Wales

The effectiveness of learner-involvement strategies in adult community learning and work-based learning

November 2014

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Introduction

This report is the third in a series of three reports requested by the Minister for Education and Skills in his annual remit a letter to Estyn. It is intended to inform the further development of the Welsh Government's learner-involvement strategy guidance for post-16 learning providers and disseminate good practice case studies across the post-16 network.

The report focuses on how well adult community learning (ACL) and work-based learning (WBL) providers implement learner-involvement strategies.

As part of this survey inspectors have collected and evaluated a range of information. We visited 12 ACL partnerships and providers and eight WBL providers (see Appendix 1). The purpose of these visits was to follow up on the progress these education and training providers have made since the introduction of the Welsh Government's learner-involvement strategy in 2010. We undertook this work between August and December 2013. We also conducted an online survey in September 2013.

The report also provides an overall evaluation of how well providers in the post-16 sector help learners to shape their curriculum and take more control of what they learn.

Background

In February 2010, the Welsh Government published guidance for post-16 providers on the implementation of learner-involvement strategies. The guidance helps providers to go beyond undertaking surveys of learners' views to give learners a key role in shaping decisions that affect their experience of learning.

The guidance sets out a framework for learner-involvement strategies. It calls on all providers of lifelong learning and skills to make sure that their own strategies include:

- a statement of commitment from the organisation's senior management to make sure that learners have direct involvement in shaping their own curriculums;
- clear strategic aims for consulting with learners and for helping them to take part in decisions affecting their learning and environment;
- arrangements for formal and informal learner-involvement activities;
- arrangements for gathering the views of learners through structured systems, using them to improve the quality of learning, and feeding back to learners so that they can see how their views have made a difference;
- arrangements for seeking the views of 'hard to reach' learners;
- procedures for the recruitment and training of learner representatives so that they can fulfil their role effectively; and
- arrangements for integrating learners' views into quality assurance systems, including self-assessment and quality development planning; and arrangements

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for monitoring, evaluating and reporting on the implementation of the strategy and its effectiveness, including ways of informing learners of action taken in response to their feedback.

In his foreword to the learner-involvement strategy guidance Leighton Andrews, the then Minister for Education and Skills, stated that:

“Involvement in decision-making has proven benefits for learners. As well as making them feel more motivated and engaged in their curriculums, it can help them to develop important skills which will equip them for their futures as active citizens. This will also help providers to improve their retention and achievement rates, by shaping a generation of learners who will actively work with staff to improve the quality of learning.”

Clearly, the Welsh Government’s aspirations for learner-involvement include helping learners to develop skills for active citizenship as well improving their achievement.

Estyn published a report titled ‘The effectiveness of strategies for learner-involvement in post-16 learning’ in May 2012. This report found that post-16 providers:

- made good use of the Welsh Government learner-involvement strategy in order to develop and implement their own strategy or make sure they are working to national guidelines; and
- used a wide range of learner-involvement activities in most post-16 sectors.

In July 2013, Estyn published a second report that focused on the effectiveness of learner-involvement strategies in further education institutions and Welsh for Adults centres. Inspectors found that providers in both of these sectors had moved considerably beyond using learner surveys as the main ways of collecting and analysing views and opinions. These providers involved learners well in activities to help shape the curriculum, influence improvements in the quality of teaching, offer advice to providers regarding the quality of facilities and contribute to self-assessment and quality development planning. Learners played an important role in improving provision.

In both publications, we reported that in all sectors learners' involvement in shaping their curriculum helps them to improve their personal and social skills and their wellbeing. However, providers were only beginning to implement formal systems for recording and recognising these outcomes for learners.

Since we began this work, the Welsh Government has launched other strategic initiatives that support learner-involvement. In March 2012, it published guidance for the ACL sector about education for sustainable development and global citizenship (ESDGC). The Welsh Government recognised that ACL and ESDGC share a common goal of empowering individuals and facilitating their development as active and aware citizens, recognising the needs of learners to engage independently and critically with the processes and networks developing as a result of global change.

In September 2012, the Welsh Government launched a second round of the Wales Union Learning Fund (WULF) in partnership with the Wales TUC. The WULF aims to identify and implement learning opportunities in the workplace to ensure that employees have the skills needed to carry out their work to the best of their ability.

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The fund increases the capacity of trade unions to promote learning in the workplace. The Wales TUC works well with the Workers Educational Association (Wales) to train union members as Union Learning Representatives (ULRs), who promote learning to employees in the workplace.

In January 2103, the Welsh Government carried out its first Learner Voice Wales survey across all phases in the post-16 sector (See Appendix 3). The survey offers learners the opportunity to give their views on: the information, advice and support provided to them; provider responsiveness, learning environment and student wellbeing; the quality of teaching and training; and overall satisfaction. During the evidence-gathering stage for this report, we were keen to determine how well providers used their survey results to respond to what their learners said about their curriculum.

Main findings

- 1 The Welsh Government's learner-involvement strategy guidance for post-16 learners has helped ACL and WBL providers to improve how learners shape their curriculum.
- 2 Providers in both sectors make good use of involvement strategies and activities to make sure that learners can influence the curriculum, resources and facilities. However, not all ACL providers use the outcomes of learner-involvement activities to improve the quality of teaching and assessment well enough.
- 3 Providers in both sectors have moved considerably beyond using learner surveys as the main ways of collecting and analysing views and opinions. Many providers use learner forums, class or course representatives and enrichment activities to extend learners' skills and help learners to evaluate the curriculum. Importantly, providers in both sectors enable learners to take leadership roles, which help them to develop skills for citizenship and contribute to the wider community.
- 4 In both sectors, providers make use of the outcomes of learner-involvement activities to inform self-assessment and quality development planning. All providers have formal ways of reporting the results to learners, providing their views and opinions. However, it is unclear how many ACL providers provide information to learners about what has happened or what they have changed as a result of taking part in these surveys or questionnaires.
- 5 Learners achieve a range of outcomes as a result of taking part in learner-involvement activities. These outcomes are mainly concerned with the development of personal and social skills. Many adult learners improve their personal effectiveness as a result of taking part in learner improvement activities. They use their learning well to improve their work and lives. Inspectors found that work-based learners developed a range of skills and knowledge that helped them in their daily working lives. In ACL, older learners take responsibility well for organising their own learning activities. However, few providers have formal systems to record and recognise the skills and knowledge gained by learners.
- 6 The impact of learner-involvement work on attainment and qualifications is less clear. Few providers have been able to measure the impact of learner-involvement on success rates accurately. Inspectors found that a range of other factors (such as readiness to engage, confidence, ability to articulate ideas) contribute to improving attainment and qualifications alongside learner-involvement. In addition, ACL partnerships and providers do not make enough use of the outcomes of learner-involvement activities to improve the quality of teaching.
- 7 In only a few cases do ACL partnerships and providers place priority on helping learners to organise their own learning. Learners gain a range of benefits from this. However, generally ACL partnerships and providers do not do enough to help learners set up their own classes or activities. Most local authority and further education ACL providers do not have an infrastructure in place to help learners to organise their own learning. As a result, not all learners have the opportunity to develop their citizenship or leadership skills.

- 8 The Welsh Government carried out a national Learner Voice Wales survey in January and February 2013. The evidence from this work and from inspection demonstrates that providers are beginning to make use of the results of the Learner Voice survey in their self-assessment processes and quality improvement planning. Inspectors found that providers make use of the survey alongside the range of other learner-involvement activities reported above. Nevertheless, not all ACL partnerships use the outcomes of their Learner Voice Wales survey well enough to improve the quality of their provision. Not all work-based learners know about the results of the Learner Voice Wales survey at provider level.
- 9 Over the three years of this survey work inspectors found that providers in all post-16 settings (further education, Welsh for Adults, ACL and WBL) make good use of the Welsh Government's learner-involvement strategy to make sure that learners can contribute to shaping provision and the curriculum. Providers in all settings work well with learners to make sure that their views and opinions have a positive impact on:
 - learner outcomes – particularly personal and social skills;
 - the curriculum;
 - resources, facilities and venues;
 - support for learners;
 - quality improvement; and
 - overall leadership and management of provision.
- 10 However, whilst most sectors use learner views and opinions to improve the quality of teaching and assessment, this was less prevalent in ACL.
- 11 Providers in the post-16 sector use two main types of involvement to engage learners in shaping their curriculum:
 - reflective involvement; and
 - active involvement.
- 12 Inspectors also found four approaches to learner-involvement that engage learners in different ways:
 - leadership;
 - partnership;
 - consultation; and
 - informing.
- 13 These approaches to engaging learners are not separate pieces of work. Providers may use a mixture of these activities and help learners to move between the different approaches.
- 14 The different approaches have a different emphasis. The informing and consultation approaches are mainly concerned with improving the quality of the provision. The partnership and leadership approaches are more concerned with learners developing the skills and motivation to take action and organise their own learning.

Recommendations

Adult community learning providers should:

- R1 put formal infrastructures in place to help learners to organise their own classes and activities in their communities;
- R2 increase the use of learner-involvement strategies and activities to improve the quality of teaching and assessment;
- R3 offer programmes to learners that help them to develop their citizenship and leadership skills;
- R4 put formal systems in place to record and recognise the range of personal and social outcomes achieved by learners;
- R5 make robust use of the Learner Voice Wales survey at partnership level in quality improvement planning; and
- R6 make sure that all learners know about what has happened as a result of providing their views and opinions or what they have changed as a result of taking part in surveys or questionnaires

Work-based learning providers should:

- R5 monitor more closely the impact of taking part in learner-involvement activities for individual learners;
- R6 improve access to learner-involvement activities for learners in geographically dispersed locations; and
- R7 make sure that all learners know the outcomes of the Learner Voice Wales survey at provider level.

The Welsh Government should:

- R8 review its learner-involvement strategy to place more emphasis on the development of citizenship skills and build the capacity of learners to take leadership roles and organise their own learning.

Adult community learning providers

- 15 Inspectors visited 12 ACL partnerships and providers as part of this survey. They held in-depth discussions with a representative sample of staff and about 55 learners. We also visited a conference for learners organised by the South West Wales Regional Learning Partnership, which brought together about 50 learners from the local authority areas of Pembrokeshire, Ceredigion, Carmarthenshire, Swansea, Neath Port Talbot and Powys. Similarly, we visited a learners' forum, organised by Bridgend Adult Community Learning Partnership, attended by over 30 learners. Additionally, seven ACL providers responded to an online survey that Estyn conducted in September 2013. We have also been able to use information from inspection and monitoring visits to inform the report. We met with staff and learners from Workers Educational Association South Wales as part of this survey. Since then, the association has become part of Workers Educational Association Cymru, along with Coleg Harlech and Workers Educational Association North Wales.
- 16 Inspectors found that all ACL providers involved with this survey are making good use of the Welsh Government's learner-involvement strategy guidance to inform their own strategies and activities. They are making good use of learners' views and opinions to make changes to curriculum, resources and facilities. Learners who take part in learner-involvement activities gain a range of personal and social skills and knowledge. Most notably, many learners take on leadership roles within their providers in order to make sure that provision with which they are involved meets their needs.
- 17 Most ACL providers have a formal learner-involvement strategy, which they use to guide the work they carry out with learners to involve them in shaping the curriculum. These learner-involvement strategies describe how providers will involve learners in shaping the provision they are involved with. In a few cases, learner-involvement strategies also set out how providers will offer training to learners to help them develop skills for taking part in decision-making processes. In general, ACL providers make good use of learner-involvement strategies to make sure that learners contribute to shaping their curriculum.
- 18 The Gwent Adult Community Learning Partnership, managed by Coleg Gwent, includes the local authorities of Blaenau Gwent, Caerphilly, Monmouthshire, Torfaen and Newport. This partnership has a learner-involvement strategy, which offers a range of opportunities for learners to express their views, comments, and suggestions on all aspects of their learning and to take part in decisions affecting the curriculum and provision. The strategy sets out a range of activities that the partnership uses to involve learners. The strategy also includes measures that the partnership will use to monitor and evaluate the impact of the strategy, and the benefits it brings for both learners and providers. The partnership makes good use of the strategy to put improvement plans in place at individual local authority level. This enables individual partners to tailor the results of learner-involvement activities to their own context.
- 19 Learners in Gwent consider that the strategy and the partnership's involvement activities are useful to provide ideas about the classes they would like, and offer

ideas about the design of brochures and marketing material. They evaluate the quality of their curriculum and contribute to improving provision. They also find it useful to meet with learners from different areas across the five counties and hear what they have to say.

- 20 The Workers Educational Association Cymru (WEA Cymru) has a long-established learner-involvement strategy. The strategy is central to the provider's mission to empower learners in and through their learning. The organisation is committed to providing education for participation, whether in local communities or in a wider democratic sense. Learners often progress from taking part in a course in their local area to become a member of a local area branch. This is a voluntary association of learners who take responsibility for organising classes and courses in their local area. A few learners move on to join the provider's national council, or other national committees. Inspectors found many examples of this type of learner journey. The organisation has a quality and learner experience committee, which is responsible for monitoring learner outcomes and the quality of provision. Learners take part in the committee and have a direct influence on the strategic direction of the organisation and its provision planning and quality improvement plans.
- 21 All ACL providers make use of questionnaires and surveys to find out learners' views about the quality of provision and the curriculum. However, inspectors have been unable to determine how extensively all providers use the responses to these questionnaires to introduce new classes and activities. Similarly, it is unclear how many ACL providers provide information to learners about what has happened or what they have changed as a result of taking part in these surveys or questionnaires.
- 22 The Welsh Government carried out a national Learner Voice survey in January and February 2013. In total 7,399 adult learners completed the survey. Overall, 89% of adult community learners considered that their overall experience was good or very good. Similarly, most respondents scored their providers as good or very good across all aspects of the survey. During inspections in Merthyr Tydfil and Ceredigion, inspectors found that the extent to which ACL partnerships used Learner Voice survey results in their self-assessment processes and quality improvement planning varied too widely. In Merthyr Tydfil, the partnership made good use of the Learner Voice survey results to improve provision. However, in Ceredigion, the partnership does not use the Welsh Government's Learner Voice results well enough to inform self-assessment and set targets for improvement.
- 23 All ACL providers use a wide range of activities to help learners improve provision and the curriculum. Providers offer learners face-to-face opportunities to discuss their ideas, views and opinions, including forums, focus groups and conferences. Learners value these face-to-face meetings with staff. They can directly provide their views and opinions to the people who organise their learning and meet other learners to share ideas and create new ideas. For example learners in the Gwent Adult Community Learning Partnership have been instrumental in providing feedback, which led to new courses in beauty, family history and A-level English.
- 24 ACL providers also provide useful opportunities for learners to represent other learners. In Torfaen, learners taking courses through the local authority provision can become members of a user group at ACL centres. Centre user groups have a formal

constitution. They can provide finance to classes and groups for a range of learning activities. This helps classes and groups to manage aspects of their learning that fall outside of the scope of learning funded by the local authority or the Welsh Government. The centre user groups effectively help learners to shape provision at a local level. The centre user group at Croesyceilog Community Education Centre gives good support to a local wood turning and woodcarving group to run their own classes at the centre. As a result, the group has been able to update its machinery.

- 25 Overall, we found that ACL partnerships and learners work well together to make changes to:
- active citizenship and the leadership roles of adult learners;
 - learner outcomes, particularly personal and social skills; and
 - the curriculum, resources and facilities.
- 26 It is less clear how well ACL providers use the outcomes of learner-involvement activities to improve teaching. Inspectors found evidence in a few cases, in the Gwent Adult Community Learning Partnership and the WEA quality and learner experience committee, that learner-involvement activities contributed to improving the quality of teaching. In the WEA, tutors have used the results of learner feedback to help learners make more use of virtual learning environments. The quality and learner experience committee, which includes learner representatives, uses feedback from learners well to inform staff development opportunities. The Gwent Adult Community Learning Partnership makes good use of feedback from learners to develop new ideas for teaching – such as making more use of the expertise of individual learners in class.

Active citizenship and the leadership roles of adult learners

- 27 The most notable feature about the impact of learner-involvement strategies for adult learners is that a significant number of adults take more responsibility for their own learning and for promoting the benefits and advantages of learning to other people. As a result, many learners are more prepared to take leadership roles within their own organisation and make significant contributions to wider public life. This is an important aspect of learner-involvement for ACL.
- 28 A few ACL providers have a specific purpose to involve learners in shaping or creating the curriculum so that learners can become independent, organise their own learning and encourage other people to take part in learning.
- 29 For example, many of the learners at the WEA make good use of their skills and knowledge in their work as branch members and take on active leadership roles at different levels within the organisation. The organisation has 16 branches across South Wales, which are responsible for organising their own programmes of learning. The branch in Llanelli, which is currently in its 100th year, organises a range of different activities including courses in history, painting, music and creative writing. The branch also organises a series of lectures on a range of subjects delivered by specialist speakers, including national celebrities and figures of importance.
- 30 The WEA also trains learners in their own organisation, or in partner providers, as

community learning representatives. The community learning representative (CLR) course (See appendix 2) helps participants develop the skills and confidence to promote ACL to others within their community. Course participants learn to promote learning opportunities to other people and help them take part in classes of courses.

- 31 The course has helped CLR's to secure a range of outcomes. One learner improved her awareness of the barriers to learning that different people can face. She now works with homeless people and encourages them to get back into education. Another participant, who completed the course just after his 80th birthday, progressed to becoming a volunteer learning assistant and helped other adults improve their essential skills. Learners from black minority ethnic communities helped adults from their communities to research and take up new learning opportunities. These learners have also encouraged women to become more involved with their children's learning. Another CLR was better able to advise friends about courses and progression opportunities for their older children.
- 32 Similarly, the WEA and TUC Wales train learners in the workplace to act as Union learning representatives to promote learning to employers and help employees to organise learning that is relevant to them. Union learning representatives have helped Nepalese employees working in a bakery to gain Food Hygiene certificates through the medium of Nepalese and improve their English language skills. Another learner, working in the civil service, took part in a range of courses including Essential Skills Wales classes and information and communication technology (ICT) classes. This led to improved performance at work. He moved on to use his newly found ICT skills as a rugby coach in his local community. Learning representatives in Dŵr Cymru have set up learning roadshows and organised initial assessments for Essential Skills Wales. This led to an increased take-up of essential skills courses across all levels in the company. As a result, employees have improved their literacy and computer skills as well as improving their general outlook about their work.
- 33 The City and County of Swansea has set up an adult learner forum. The learners involved with the forum have taken courses in advocacy skills, organising, and managing meetings and minute taking. Three of these learners have made good use of this learning to set up their own classes in jewellery, textiles and bead work. Other members of the group have used this training to work as volunteers with local charities.
- 34 The learners who organise the bead work class have effectively set up a vibrant class for other learners. They organise venues, manage finances, make a wide range of materials available to learners, recruit learners, offer ideas and coach other learners. The learners who attend the class value the opportunity to control what they learn. Learners make what they want to. Their ideas are not constrained by, but are supported by, the tutor's plans. They influence the timings of the class and the arrangements for holidays or closures. These learners also organise social occasions and enjoy the social contact and companionship offered by the class.
- 35 The Women's Institute works well with Carmarthenshire County Council to run the 'Women in Public Life' course as part of the 'Women Making a Difference' programme (see appendix 3). Learners have used their new skills and knowledge well to organise a range of activities, including a women's Summit in Swansea, a play about the suffragettes, a Save the Bees campaign and an awareness raising event about violence against women.

- 36 Members of the Swansea U3A (see appendix 1) voluntarily organise a wide range of courses, classes and activities and deliver all the learning themselves. They arrange venues, manage finances and are responsible for teaching and learning. The Swansea group takes advantage of guidance and resources available from the Third Age Trust to deliver learning activities and to govern itself. The committee in Swansea provides help and support to members who want to set up a new learning activities or groups. It provides information about venues, fees and start-up costs and how to organise teaching and learning. The group brings together people with a range of skills and expertise. As a result, these resources can be used for the benefits of a wider body of learners. The committee in Swansea also undertakes strategic development work. It has identified areas of the city that are under-represented in the membership of the Swansea U3A. The committee uses this information well to promote learning to older people living in those areas.
- 37 In Torfaen, the local authority has set up an infrastructure for supporting groups of learners who wish to set up their own class or learning activities. It has produced a handbook for learners containing relevant information such as health and safety procedures, the facilities and resources available to learners, information about education centres and details about these centres user groups. As a result, the local authority is successful in helping long-running classes make the transition to independent learning groups. For example, at Croesyceiliog, learners organise their own classes in watercolours, French and wood crafts.
- 38 Clearly learners gain a range of benefits from being involved in organising their own learning. The providers cited above place priority on helping learners organise their own learning. However, generally, ACL providers do not do enough to help learners set up their own classes and activities or use their learning in a wider context. Overall, providers place priority on organising a programme of learning and activities for learners, instead of helping them do this for themselves. Most local authority and further education ACL providers do not have an infrastructure in place to help learners organise their own learning. There is little information available to learners about venues, how to organise and deliver teaching and learning, or how to finance their classes or make arrangements for health and safety procedures and insurance. Only a few providers offer formal training to learners to develop their leadership skills.

Learner outcomes

- 39 Learner-involvement activities generate outcomes for adult learners that are different to other phases in the post-16 sector. Many adults take part in ACL as a way of making positive changes in their lives. Adult learners improve their personal and social skills and their personal effectiveness as a result of taking part in learner improvement activities. They use their learning well to improve their work and lives.
- 40 Learners at the WEA identify that making decisions about their learning has helped them develop a range of skills knowledge and attitudes. They have improved their assertiveness and learned how to handle relationships and different behaviours. They have improved their ability to manage their own lives and have learned how to manage the demands made on them by others. They have also learned a range of skills including organisation, communication skills and negotiation skills. They have also learnt how to promote learning to other people.

- 41 Many learners who take part in learners' forums in both Cardiff and Swansea report they have improved their physical and mental health as a result. They consider their involvement as a personal investment in their curriculum. This investment creates a strong sense of ownership of their learning and leads to improved skills and wellbeing. Being involved in shaping their learning also motivates learners to encourage others to take up learning. These learners also improve their skills and knowledge in their chosen subjects.
- 42 In Bridgend, the local authority has recently adopted a different approach to planning ACL. It has reduced the number of courses that it offers to learners and has begun to meet with existing groups in the community to plan learning that is more relevant to their needs. This is an effective approach to involving learners in planning and shaping their curriculum.
- 43 For example, local authority staff have worked with volunteers at Caerau Development Trust to plan and deliver a course to help volunteers design their curriculum vitae. This was initially to help learners meet the demands of the universal job match website (<https://www.gov.uk/jobsearch>). These learners have since taken part in a word-processing course and other learners have taken part in food hygiene courses. As a result, one learner has since become a director of the development trust and other learners have moved on to become volunteers in the canteen at the Trust's community centre. In another case, the local authority worked with a job centre and a local employer to organise a course for benefit claimants to develop skills in food hygiene and customer service. This was a one week course, in a work-based setting, and three of the seven learners have gained employment as a result.
- 44 Learners taking the Women's Institute's Women Making a Difference programme gain the skills to play more prominent roles in public life. They make very positive progress. Many of them move on from the programme to a range of destinations and activities. One learner stood as a member of parliament in the last election and others have become members of school governing bodies, or community partnerships. A learner originally from Zimbabwe progressed to a degree course in community development. She then became the chairperson of the Newport black and minority ethnic residents housing forum. Another learner from the Black minority ethnic is very active in the local community. She is a school governor and organises a Saturday school to help Bangladeshi children and parents understand their identity and ethnic origin.
- 45 Inspectors found that very few ACL providers have formal systems in place to record recognise the achievements and attainments of learners who take part in learner-involvement activities. As a result, very few learners are able to develop portfolios or records of achievement and attainment that demonstrate their experience and the range of personal and social outcomes they have achieved.

The curriculum, resources and facilities

- 46 ACL providers use a variety of effective ways to involve learners in shaping the curriculum.

- 47 All ACL providers use face-to-face techniques well with adult learners to help them shape the curriculum. Many providers make good use of learner forums or focus groups to discuss the provision with learners and adapt the curriculum to meet their needs. For example, the ACL partnership in Bridgend convened a meeting attended by about 40 learners. Learners were able to contribute ideas for the kind of classes they would like to see organised.
- 48 In Wrexham, the ACL partnership conducted a range of consultation activities with about 250 adults who were not taking part in learning. Staff held events in all Wrexham libraries, in Careers Wales's Wrexham office, and in community venues. In addition, staff at Coleg Cambria surveyed participants attending a community diversity event. The partnership also organised 36 focus groups involving a further 250 adult learners in the community. As a result, the partnership has been able to identify the learning needs of adults in the Wrexham area and produce a curriculum plan based on the information gathered from these activities. The partnership uses this information well to contextualise learning and vary the provision that it offers to different groups of learners.
- 49 The South West Wales Regional Learning Partnership has organised two conferences for learners from the six local authority areas it serves. The conference provides a useful platform for learners to offer ideas to ACL providers about curriculum activities. The conference also provides information to the partnership's ACL subgroup to help develop a regional and strategic overview for the planning of provision across the six partnerships in the area. The subgroup has also made good use of the information to put in place an annual action plan for ACL, which includes the continuous involvement of learners. Thus learners have an important impact on the planning of provision across a wider area than their own locality.
- 50 Learner forums, focus groups and questionnaires also provide useful information to ACL providers about the quality of resources, venues and facilities. In general, ACL providers respond well to learners views on these issues and invest in new resources or change venues when they are unsuitable.

Work-based learning

- 51 Inspectors visited eight WBL providers as part of this survey. They held in-depth discussions with a representative sample of staff and about 45 learners. Seven WBL providers responded to an online survey that Estyn conducted in September 2013. Estyn also reviewed a sample of WBL inspection reports to evaluate how well providers in the sector use learner-involvement activities to inform improvement planning.
- 52 In general, WBL providers have responded well to the Welsh Government's learner-involvement strategy. They use the Welsh Government's guidance well to inform their own strategies and learner-involvement activities. As a result, providers have been able to make improvements to the quality of teaching and learning, curriculum and qualifications, resources and facilities. Providers have also worked well with learners to shape their curriculum and learners have developed a range of personal and social skills.
- 53 Inspectors found that WBL providers have arrangements for helping learners shape their curriculum which differ from other phases in the post-16 sector. The nature of WBL is that learners often learn in isolation from each other. Therefore WBL providers have fewer opportunities to work with learners in groups. As a result, the use of learner representatives is not as prevalent as in other settings. However, WBL providers make appropriate use of stages in the learner's journey, such as induction, initial and ongoing assessment and exit interviews, to listen to learners' views and make sure they inform the curriculum. In many cases, training advisers or assessors are the most important channel that learners have for communicating their views to the provider, as they have most contact with the learner.
- 54 The Welsh Government carried out a national Learner Voice survey in January and February 2013. In total 13,266 work-based learners completed the survey. Overall, 90% of learners considered their overall experience was good or very good. Similarly most respondents scored their providers as good or very good across all aspects of the survey. Inspectors found during an inspection of the Llandrillo Menai WBL consortium (November 2013) that the consortium makes good use of Learner Voice Wales results. However, not all learners are aware of any improvements made or actions taken as a result of the Learner Voice Wales survey.
- 55 In gathering evidence for this report inspectors found that Acorn training makes good use of its Learner Voice Wales results to identify areas for improvement, for example to its induction process. It has also improved ways of communicating with learners and makes effective use of Webinars to hold online conversations with learners. Learners value this development. It cuts down on travel time, and enables them to ask questions and share information with other learners online.

Learner-involvement strategies and activities

- 56 All of the providers who responded to the survey have a formal learner-involvement strategy. They use these strategies appropriately to guide the work they carry out with learners to involve them in shaping their curriculum. In all cases, learner-involvement strategies set out the provider's:
- commitment to listening to learners;
 - range of activities used to canvass the views of learners; and
 - use of learners' views to inform quality improvement planning.
- 57 Providers review their learner-involvement strategies regularly to make sure that they are relevant and appropriate. Inspection reports on WBL provision since September 2010 confirm that providers generally use their learner-involvement strategies and activities well to inform their quality improvement planning.
- 58 Torfaen Training makes good use of its learner-involvement strategy to provide learners with good opportunities to give feedback and voice their opinions about the quality of the provision they receive. The provider uses a variety of methods, including surveys, face to face meetings and social media. Staff evaluate this feedback well and act upon it promptly. The provider publicises results and actions from the evaluation process through social media and on 'You said, we did' notice boards.
- 59 ISA Training's learner-involvement strategy sets out the provider's intentions to:
- involve learners by ensuring a wide range of methods for learners, staff and employers to contribute their opinions in a range of ways so that access is available to all;
 - share the outcomes of involvement activities with our staff, employers and managers through the quality cycle and with our learners through a range of methods; and
 - act on the outcomes and make sure that learners are aware of what provider has done as a result of their comments and feedback.
- 60 ISA Training uses a range of learner-involvement activities including questionnaires, quality observations, conferences, learner voice representatives and enrichment activities. The provider has good arrangements for integrating learners' views into their quality systems. It analyses and records feedback from learners and use it well to inform quality development planning.
- 61 At Quality Skills Alliance, the lead provider – Cardiff and Vale College – has developed a strategy for learner-involvement and a range of resources for learners. This includes the use of a student voice website and a training course for learners who want to become course representatives. The college makes good use of its strategy and resources to make improvements to its own provision. The college has responded well to learners' concerns about the quality of essential skills teaching by appointing a new tutor. This led to improved success rates. Similarly, the college changed its induction process to make it more relevant to different groups of learners. The college is currently making the strategy and resources available to other providers within the consortium.

- 62 Inspectors found that most WBL providers visited, and those who responded to the online survey, make appropriate use of questionnaires and surveys to canvass the views of learners about the quality of provision and make changes to provision.
- 63 ITEC Training has developed a bespoke electronic system for collecting and analysing learners' views – IDRIS. Learners are able to offer their views using a smartphone or a laptop. IDRIS captures learner satisfaction rates and monitors performance and customer service. The system enables learners to complete evaluations at three specific points on their learner journey, using easy to understand questionnaires. IDRIS measures both response and satisfaction rates. The provider reports satisfaction rates for all its training centres through its intranet. Centre co-ordinators, quality managers and senior managers use this information to monitor performance and customer satisfaction and make improvements to provision.
- 64 Around half of the providers visited use learner forums or learner representatives to canvas the views of learners. Torfaen Training has encouraged a range of learners from different training routes, and at different levels, to attend learner forum meetings. These forums discuss a range of issues and problems and consider how improvements can be made to provision and qualifications. ITEC training holds learner forums at each of its centres and all learners are encouraged to attend. Managers use a range of questions to gather learners' views. Mid Wales Work-Based Learning Consortium also use learner forums as a means of canvassing learners' views about the quality of its provision. Curriculum managers at Skills Academy South West meet with all learners to discuss curriculum, behaviour, respect and safeguarding issues. The information from these meetings is used by a learner voice officer to inform a learner voice action plan and address issues quickly.
- 65 At ISA Training, learners work as part of a Learner Voice representative team. They act as a channel of communication between learners and the providers Learner Voice team. The provider offers induction and training to the Learner Voice representatives, which helps them develop their skills and promote the importance of learner-involvement.
- 66 Generally, the geographical dispersal of work-based learners limits the use of learner forums or learner representatives. It is difficult for learners to travel to meet each other and take part in group discussion.
- 67 Inspectors found that WBL providers make good use of a range of ways to feedback the results of learner-involvement activities to learners. This includes making use of social media, posters, noticeboards, newsletters, and websites and through their online learning platforms. As a result, the majority of learners were aware of what their provider had done to address the issues they had raised.
- 68 All the providers who responded to the online survey, or were visited by inspectors, have appropriate arrangements for using the outcomes of learner-involvement activities to inform self-assessment and planning for improvement. Senior managers regularly review the impact of learner-involvement activities to measure progress against targets in their quality development plans. For example, at Skills Academy South-West, managers review issues raised by learners on a fortnightly basis to initiate a quick response and to monitor progress on the consortiums Learner Voice action plan. This has helped to improve retention rates for both work-based learners and further education students.

- 69 Overall we found that the WBL providers use learner-involvement strategies and activities well, including the national Learner Voice Wales survey, to secure improvements to:
- learner outcomes;
 - the quality of teaching and training;
 - the learner journey; and
 - the curriculum, facilities and resources.
- 70 Additionally, WBL providers use a range of enrichment activities to motivate learners to become more involved both in their training programmes and in making improvements to their curriculum. Enrichment activities include learners acting as 'peer teachers' and taking part in competitions that demonstrate the quality of learners' work and the level of their skills. A few providers also involve learners in planning and shaping these events.

Learner outcomes

- 71 In common with other settings in the post-16 sector, WBL providers were unclear about the extent to which learner-involvement activities helped to improve learners' attainment and success rates. A few providers visited considered that learners who took part in involvement activities improved their attainment and success rates. However, overall, providers considered that improvements in attainment and success rates could not be solely attributed to learners' involvement in shaping their curriculum. Other factors such as readiness to engage, confidence, ability to articulate ideas contribute to improving attainment and success rates alongside learner-involvement.
- 72 Notwithstanding this, learners' involvement in shaping their curriculum had positive benefits for their personal and social skills. At ISA Training, all of the learners who took part in learner-involvement activities considered that they had increased their confidence levels, had better teambuilding skills and were better able to manage conflict.
- 73 Those providers who responded to the online survey reported that learners developed a range of skills and knowledge that helped them in their daily working lives. These included:
- communication and negotiation;
 - assertiveness;
 - how to chair meetings;
 - working with others; and
 - how to work with people from different backgrounds and cultures.
- 74 Providers recognise the skills and knowledge that learners gain through being involved by the use of portfolios, awards, publicising good news on their website and by enabling learners to use evidence on these activities to contribute to their assessments and qualifications.

- 75 However, whilst WBL providers have a clear understanding of the benefits of involving learners, their main focus for this work is on the process of learner-involvement to improve the quality of provision. Few providers have a specific focus on the impact of this work for individual learners.

The quality of teaching and training

- 76 In most providers, learners were able to influence the quality of teaching and training directly.
- 77 At a minimum level, providers made good use of feedback from learners about the quality of teaching to inform their self-assessment process and set targets for improving teaching. Similarly, providers also use learners' feedback from assessment appropriately to tailor support and teaching to individual learners. Providers also use feedback from learners well to improve the training and development of staff to use teaching methods such as such as e learning or Webinars which more appropriately meet the needs of learners.
- 78 In a few cases, feedback from learners has helped providers to introduce new ways of training learners. Acorn Learning Solutions have introduced online learning as a result of feedback from learners. This has cut down on the amount of time learners spend travelling. ISA Training has introduced alternative teaching methods, tools and techniques and makes greater use of electronic interactive learning materials as a result of feedback from learners. The provider has also redesigned the content and frequency of taught sessions in vocational areas. It has also tried out the use of WiFi to offer learners real-time access to additional learning resources in the workplace.
- 79 At ITEC Training, learners are involved in the recruitment of tutors. They are given the opportunity to sit in on specific stages of the interview process when interviewees deliver a micro teaching lesson. Learners evaluate the lesson using a range of criteria. They also evaluate what they have learned from the lesson and how it has improved their understanding of the subject. Furthermore, learners provide an evaluation as to whether they would employ the trainer or not.

The learner journey

- 80 Many providers consider that listening to the views and suggestions of learners has helped them to improve the learner journey.
- 81 One provider uses an e-portfolio to track learners' progress more accurately. The same provider has revised its induction programme to make it shorter and reduce the amount of paperwork involved. This has improved the learner's experience of induction. As a result, fewer learners leave the programme at an early stage. Similarly, another provider has revised its induction programme to reduce paperwork and make it more manageable for learners. Another provider has revised its handbooks for learners. These handbooks provide important advice and information to learners.
- 82 A few providers have improved support to learners to enable them to stay on their programmes following feedback from learners. This includes one-to-one support

from mentors or learning coaches, breakfast clubs, communication and confidence building workshops and taster activities prior to making decisions about future training. As a result, these providers have improved their retention rates.

- 83 A few providers make good use of social media and online activities to communicate with learners, and respond to their requests, queries and questions as they arise. This has improved the ease of contact with learners outside of face to face contact time.

The curriculum, facilities and resources

- 84 Learners have been able to influence the content of the curriculum in a variety of ways as a result of contributing their view and opinions.
- 85 Torfaen Training works well with learners to review and adapt curriculum and qualifications. In one case, learners worked well with awarding bodies to review and revise cookery qualifications. As a result, future graduates will be more suitably qualified. In another case, learners in Monmouthshire requested locally based training via Careers Wales. In response, Torfaen Training worked with Monmouthshire County Council's Youth Service to organise and deliver a pre-engagement course to 10 learners near to where they live. As a result, all learners progressed to a level 1 course.
- 86 At ISA Training, learners have been able to influence the structure of off-the-job training days to develop their technical skills. ITEC Training has set up a Young Parents group, which has helped these learners remain in learning, and a Family Learning group that helps parents and grandparents contribute to young people's learning.
- 87 At Skills Academy Wales, learners asked for more support to develop their skills in English and mathematics. The Skills Academy responded positively to this by setting up additional classes by including the development of these skills into other subjects.
- 88 In a few providers, learners have been able to negotiate changes in programme delivery. These include the scheduling of assessments, the proportion of theory to practical work and the alignment of start and finish times to public transport timetables.
- 89 Many providers use enrichment activities, such as skills competitions, well to motivate and inspire learners. In one case the provider and learners worked well together to plan how competitions were structured and the various categories they took part in. Learners consider that these competitions are effective in raising their confidence, improving their vocational skills and expanding their professional contacts.
- 90 Many providers have improved curriculum resources and materials to support learners as a result of their learner-involvement activities. For example, ISA Training has issued new laptops with interactive on-line resources they can use with learners in the workplace. The same provider has also made good use of feedback from learners to adapt workbooks for Essential Skills learning. It has produced workbooks for vocational areas such as Construction, Hairdressing or Childcare, which offer learners ideas as to how they can use their essential skills in the workplace.

- 91 Similarly, learners have been able to influence improvements in training facilities and equipment. Mid Wales Work-Based Learning Consortium has improved its training resources, equipment and learning environments. It has installed subsidised vending machines and rest facilities for learners within centres. ITEC Training has adapted its centre at Cwmbran to provide a more conducive learning environment and reduced distractions to learning. ISA Training has relocated its off the job training venues to improve accessibility and ease of travel for learners attending taught sessions.

Summary evaluation of the impact of the Welsh Government's learner-involvement strategy

- 92 As discussed earlier, Estyn has published two other reports about the impact of the strategy. This section summarises the findings of the three year survey of the impact of the Welsh Government's learner-involvement strategy.
- 93 Providers in all post-16 settings (further education, Welsh for Adults, ACL and WBL) make good use of the Welsh Government's learner-involvement strategy to make sure that learners can contribute to shaping provision and the curriculum. Overall, providers in all settings work well with learners to make sure that their views and opinions have a positive impact on:
- learner outcomes, particularly personal and social skills;
 - teaching and assessment;
 - the curriculum;
 - resources, facilities and venues;
 - support for learners;
 - quality improvement; and
 - overall leadership and management of provision.
- 94 However, whilst most sectors use learner views and opinions to improve the quality of teaching and assessment, this was less prevalent in ACL.
- 95 Providers in all phases have difficulty in measuring the impact of learner-involvement on learner attainment or qualifications. Providers are only beginning to implement formal systems for recording and recognising these outcomes for learners.
- 96 Providers in all settings report that, in most cases, improvements to learners' attainment and qualifications cannot be contributed solely to their taking part in learner-involvement activities. A few providers across the post-16 sector have implemented systems for recording and recognising outcomes for learners. However, at this stage of development, inspectors and providers are cautious about using this type of data to draw conclusions about the impact of learner-involvement activities on success rates. For example, learners who take part in learner voice activities, by their nature, may be more confident and articulate than their peers and therefore 'self-select' for these activities.

- 97 However, the impact of learner-involvement on improving attainment and qualifications is only part of the story. Inspectors have found that learners greatly improve their personal and social skills and learn important skills for citizenship. Learners in further education institutions and WBL take responsibility for representing the views of others and organise social activities. They also recognise the importance of voicing their opinions in order they can shape their curriculum and improve the quality of provision. These are important lessons for their future role as citizens in Wales. The impact of learner-involvement on the citizenship role of adult learners is the most notable aspect of this provision. Many adult learners quickly move from being recipients of learning to organising and leading on learning for others. They get involved in supporting other activities and their communities. Welsh language learners also learn to carry out similar roles and help organise a range of different learning opportunities.
- 98 These benefits for personal and social development and for improving the citizenship role of learners fit well with the aspirations of the Welsh Government's learner-involvement strategy as well as for other its strategic initiatives such as support for ESDGC.

Types of learner-involvement

- 99 Inspectors have found that providers in the post-16 sector use two main types of involvement to engage learners in shaping their curriculum.
- 100 **Reflective involvement** in shaping provision: helping learners think about what would improve the quality of their curriculum. This approach to learner-involvement is usually instigated by the provider. Providers help learners to reflect on the quality of their curriculum and offer their views to the provider. Providers usually implement this through the use of questionnaires, learner focus groups or forums. Providers use the outcomes of this approach to make improvements quality and to inform learners about what they do as a result.
- 101 **Active involvement** in shaping provision: helping learners take action to improve the quality of provision and the curriculum. This may be through participation in learner committees, which take responsibility for making decisions about the learner experience. Providers may also support learners to take responsibility for organising their own classes and learning and/or organise and deliver learning for others. Learners may also act on other issues that are important to them in their lives, for example tackling issues of oppression, global citizenship, campaigning on women's issues or campaigning on community issues. Learners may also be involved in organising their own learning without any reference to or involvement with a learning provider.
- 102 Estyn found that **reflective involvement** is concerned with improving how providers deliver learning to learners. It is concerned with making changes to the provider's infrastructure – its purpose, philosophy of learning, style of delivery and facilities and resources. However, **active involvement** – preparing learners to take leadership – requires providers to help learners take more responsibility for curriculum, classes, teaching and the administration of learning.

- 103 **Active involvement** has different purposes, philosophy of learning, style and delivery, support and resources. It requires a different infrastructure. Providers place learners at the centre of the infrastructure. Learners identify what it is they want/need to learn and the provider's role is to facilitate this. This may be through financial support or support with venues, equipment loans or signposting to people or providers that have the expertise required. Learning providers help individual learners or groups to find their own way and come to their own conclusions and insights.

Approaches to learner-involvement

- 104 Inspectors also found four approaches to learner-involvement that engage learners in different ways.
- 105 **Leadership** – learners make independent decisions and act independently upon them. They **lead on** their own learning activities (U3A, WEA learner branches, self-directed learning). They may receive some support from the provider (for example subsidised rents).
- 106 **Partnership** – learners **work in** partnership with providers to make decisions about their curriculum, the curriculum and organising activities (for example learner committees or self-organised classes).
- 107 **Consultation** – providers **consult** learners about their views, face-to-face, about the quality of their curriculum so that the provider can act upon them (for example learner forums or focus groups).
- 108 **Informing** – learners **inform** providers about their views through questionnaires or surveys and providers **inform** learners about what has happened as a result (for example questionnaires or surveys).
- 109 These approaches to engaging learners are not separate pieces of work. Providers may use a mixture of these activities and help learners to move between the different approaches.
- 110 The different approaches have a different emphasis. The informing and consultation approaches are mainly concerned with improving the quality of the curriculum. The partnership and leadership approaches are more concerned with learners developing the skills and motivation to take action and organise their own learning.

Appendix 1: Evidence base

In preparing for this report, Estyn undertook an online survey of ACL and WBL providers. The following providers responded:

- Acorn Learning Solutions;
- Cambrian Training Company;
- Cardiff and Vale College;
- Coleg y Cymoedd;
- Cyswllt Dysgu Adult Community Learning Partnership;
- Gwent Adult Community Learning Partnership;
- ISA Training;
- ITEC Training Solutions;
- Mid Wales Work-based Learning Consortium
- Skills Academy Wales;
- Skills Academy Wales (South West);
- Workers Educational Association South Wales; and
- Wrexham Adult Community Learning Partnership.

We also visited:

- Acorn Training;
- Bridgend Adult Community Learning Partnership;
- Bridgend County Borough Council;
- Cambrian Training Company;
- Carmarthenshire County Council;
- Cardiff County Council;
- City and County of Swansea and individual learners;
- Gwent Adult Community Learning Partnership;
- ISA Training;
- ITEC Training;
- Mid Wales Work-based Learning Consortium;
- Montana Park Jewellery Class, Swansea;
- Skills Academy South West;
- South West Wales Regional Learning Partnership;
- Swansea U3A;
- Torfaen County Borough Council - adult community learning;
- Torfaen Training;
- Wales TUC;
- Women's Institute;
- Workers Educational Association South Wales; and
- Quality Skills Alliance.

During these visits, we conducted a range of interviews with a range of managers and held group interviews with learners.

We also reviewed inspection reports of ACL partnerships and WBL consortia for the period 2012 to 2014.

Appendix 2: Examples of providers whose ethos and practice are based on involving learners

The University of the Third Age (U3A) is a movement which provides, through its local groups a very wide range of learning activities. Individual members voluntarily come together to study a specific topic and learn from each other. Members share their skills and life experiences: the learners teach each other.

U3As are independently managed charitable associations with their own constitutions and are self-governing. The U3A movement is supported by a national organisation, the Third Age Trust. The Third Age Trust is the national representative body for U3As in the UK. It underpins the work of local U3As by providing educational and administrative support to their management committees and to individual members and assists in the development of new U3As across the UK. Membership of The Third Age Trust is a requirement in order to use the U3A name and logo.

The movement's strategy is simple. Individual members decide what they want to learn and voluntarily set about organising groups or getting involved in groups to further their learning.

There are just over 50 U3A groups in Wales, covering most part of the country ([Wales U3A's](#)). [Swansea](#) has the largest U3A group in Wales, with 1,200 members and nearly 90 activity groups. In Swansea, the U3A is run by a committee, which meets monthly to make sure that the organisation runs smoothly at a local level, and to publicise the activities of the group. The committee is responsible for managing the finances of the local group and for helping to set up activity groups.

The committee provides guidelines for activity groups on aspects like fees, financial management, and resources. The committee also refers individual members to the UK U3A for specialist subject advice. The committee helps new groups start up and provides advice about where they can meet and what individual members need to do to sustain the group. Individual committee members will also put people in touch with each other if they have similar interests.

The U3A in Swansea hosts a wide range of activities including Bridge, or Groups, Computers, Local History, and Ukulele. The group also takes part in shared learning projects where a group of U3As combine to research a particular topic, for example the history of Swansea market. The group also organises study days and works with members of other groups in Wales to organise a national conference.

This kind of learning has a range of benefits for members including developing new friendship groups, coping with bereavement, retirement planning and inspiring enthusiasm and building confidence for older people. Involvement in the U3A also encourages members to travel and maintain social networks, for example, becoming involved in initiatives at UK level.

The committee in Swansea works strategically to encourage the establishment of new groups in areas of the city where membership of the U3A is low. It is able to provide start-up funding for new groups as well as supporting new groups in their early stages.

Women Making a Difference is a capacity building programme that educates and empowers women in Wales to have the skills, confidence, and attitude to become the leaders in their communities and decision-makers at all levels of public and political life.

In Wales, the programme is hosted by the National Federation of Women's Institutes ([Women's Institute Wales](#)) and courses are organised in partnership with a range of partners including Carmarthenshire County Council and the Workers Educational Association Cymru.

The Women's Institute run three courses to encourage women to play prominent roles in public life:

- Engendering change in the community;
- Women in public life; and
- Women into management.

The courses are intended for women from all walks of life to inspire and motivate them. Seven hundred learners have been involved in the programme and the Women's Institute has created a network of learners across Wales. The courses have brought together women from arrange different backgrounds including women who are amputees, transgender, have health issues or are asylum seekers. Just over a third of course participants are non-British and a quarter of learners do not have English as a first language.

The Women's Institute also work with the British Council to run active citizens courses. This involves women making connections with learners in other countries in to develop a global perspective.

Participants taking the Women in Public Life course in Carmarthenshire have achieved a wide range of outcomes and learnt the skills to take action on issues that are important to them. Including:

- tackling violence against women;
- raising awareness about mental health issues;
- campaigning to make schools safer places for girls; and
- befriending immigrants to help them settle in the community.

[The Workers Educational Association Cymru](#) has run the community learning representative training programme since September 2006. The association has worked in partnership with a range of providers to train community learning representatives.

The course builds on the strengths of participants by providing them with the skills and confidence to promote ACL to others within their communities. The course equips learners with the skills, knowledge and understanding to provide advice to potential learners and help them make progress. The course covers learning styles, barriers to learning, personal and social skills, the range of learning providers, basic skills and action planning.

The course helps learners take a leadership role in their local communities and promote learning to others. Community learning representatives are effective in reaching people who would not otherwise engage with learning, or seek support from providers or community providers. Community learning representatives often meet with other potential learners in familiar environments such as at the school gates, at a play group or community group or through a friendship network.

The WEA works with the Wales TUC to organise a 'Union Learning Representative' training programme. This programme prepares people in the workplace to promote and organise learning for their colleagues. This involves working in partnership with employers to organise learning and enable their colleagues to attend courses. Union learning representatives see their role as facilitators of learning – a key part of which is removing barriers to access to learning for employees.

Appendix 3: 2014 Learner Voice Wales Survey

The Welsh Government carried out a second Learner Voice Wales survey between December 2013 and February 2014 ([Learner Voice Wales 2014](#)).

In the work-based learning sector 20,496 learners responded and 92% rated their provider as very good or good.

In adult community learning 6299 learners responded and 91% rated their provider as very good or good.

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