

Strengthening Learner Engagement in Adult Community Learning

Provider/Partnership Self-Evaluation
Matrix and Action Planning Tool



This Tool has been produced to support Adult Community Learning (ACL) providers across Wales to develop their approach to learner engagement.

Toolkit Contents

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Section 1: About the Self-Evaluation and Action Planning Tool for Learner Engagement

The Learner Engagement Tool has been developed to enable you to evaluate how you currently engage learners in decision-making both strategically and operationally, and to identify actions to further strengthen your approach.

Why has the Tool been developed?

This Tool has been produced to support Adult Community Learning (ACL) providers across Wales to develop their approach to learner engagement. It has been developed to support the sector's compliance with Medr's national Learner Engagement Code ('the Code'), which applies to all providers of tertiary education. However, it does not aim simply to support compliance.

The Tool sets out a model for self-evaluation and action planning which is grounded in ACL's long-established commitment to empowering learners and communities, the distinctive features and strengths of ACL practice and delivery, and the needs of ACL learners.



Note on terminology

The Code defines learner engagement as follows:

Learner engagement in decision-making includes opportunities for learners to:

- participate in the making of relevant decisions by their provider
- have their voices effectively represented in provider decision-making
- give their views on the education they are receiving and matters of concern or interest to them



It uses 'learner engagement' as a generic term to encompass activity across all types of tertiary education provider. In ACL, the terms 'learner voice' and 'learner involvement' are commonly used to refer to these activities, while 'learner engagement' typically describes the process of bringing adults back into learning who are not currently participating.

To be consistent with the current policy context, the term 'learner engagement' has been adopted throughout this resource. It should be taken to mean 'learner voice' and 'learner involvement' in this context.



How has the Tool been developed?

Medr commissioned Learning & Work Institute (L&W) to work with ACL providers to co-create the resource.

It draws on evidence and insights from:

- An initial online meeting of the project's strategic advisory group
- A rapid review of published evidence from current research and practice on learner engagement in decision-making in ACL in Wales, together with potentially useful models from elsewhere in Europe
- Ten in-depth interviews with adult community learning providers, chosen to illustrate a range of evolving practice in learner engagement at both provider and Partnership levels
- Two in-person workshops for providers, to review the resource and provide insights and suggestions at key stages of its development
- Detailed feedback from four adult community learning providers who piloted the draft self-evaluation matrix and action planning tool

Through these activities, key themes and topics were identified and the structure and contents of the Tool were developed and agreed. The evidence review and provider interviews also generated information on models and examples of current practice which are included in Section 2.

[1] The Tool reflects the twelve [Principles of Self-Evaluation](#) developed by Estyn and QAA Cymru.

[2] Medr (2026) [Learner Engagement Code](#).



What does the Tool cover?

The Tool is divided into five high-level domains which reflect key themes of learner engagement in ACL

Being strategic



This theme assesses your overall approach to learner engagement, underpinning policy and strategy, links to wider organisational systems and processes, and the role of the local Adult Learning Partnership. It encourages you to identify how your overall strategic and operational approach could be strengthened to embed learner engagement and create the conditions for more effective practice.

Empowering learners



This theme focuses on how effectively you place learners at the heart of learner engagement. It supports you to explore how you can develop your practice to promote learners' awareness and understanding of the opportunities to engage in decision-making, and enable them to develop the skills and confidence to become active agents of change.

Promoting inclusion



This theme looks at strengthening learner engagement practice to address barriers and ensure that all learners are able to exercise their voice, particularly those from groups who are under-represented and face particular challenges to participating. It also considers how learner engagement promotes the use of Welsh.

Building capacity



This theme explores how well tutors, managers, frontline and service staff in your organisation understand and implement learner engagement. It focuses on roles and responsibilities across the workforce, and the support that is available for staff to develop their skills and confidence to listen and involve learners in decision-making.

Achieving impact



This theme focuses on how well you analyse, report and use the evidence captured through learner engagement to drive change and improvement, as well as how you review and develop your approach to learner engagement to increase its effectiveness.

How does the Tool work?

The Tool invites you to self-evaluate your current practice in key aspects of learner engagement under each of the five domains and then to use the results to identify development priorities and actions to address these.

There are four level descriptors for self evaluation:

Initial:

We recognise the need for action on this aspect of learner engagement and are taking the first steps

Emerging:

We have tried some methods for this aspect of learner engagement and are building on these

Established:

We have a robust approach in place for this aspect of learner engagement and our practice is continuously developing

Extending:

We involve learners in continuously developing, evaluating and reviewing this aspect of learner engagement and it makes a demonstrable and meaningful difference for learners



Using the Tool effectively

- **The descriptors in the Self-Evaluation and Action Planning Matrix are designed to help you identify where you currently are in relation to each aspect of learner engagement and to identify priorities for action.** They are evidence based and summarise key features of learner engagement practice as it develops. The descriptor to the right of the one which best describes your current position will provide guidance and inspiration on how to move to the next level.
- **Descriptors at the 'extending' level aim to encourage providers to be innovative and ambitious about engaging learners as partners and making a demonstrable difference for them through effective learner engagement.** Being able to point to outcomes at this level does not imply "job done", but should serve as a prompt to explore how it could serve as a springboard to achieve even more.
- **The action planning section within each domain is designed to capture development priorities and actions to address these.** It supports you with continuous development and improvement, translating the results of your self-evaluation into agreed practical next steps, with defined accountability, resources and timescales.
- **The Tool works best when managers and practitioners with a range of perspectives and experiences are involved in completing it.** Approach it as an opportunity for discussion, sharing ideas and finding things out. In this way, colleagues can listen to one another and moderate each other's contributions, which will help to produce a more honest and rounded picture of your current practice and to build trust. It's vital that you also consider how you will involve learners in the self-evaluation process, so that your assessment of how effectively you are currently engaging learners is directly informed by their insights.
- **The Self-Evaluation Matrix shows a journey and supports growth and change.** It recognises that individual providers will not develop across all domains, or even within each domain, at the same pace, and your overall profile in terms of its level of development will be uneven. This is intended to support more nuanced and reflective discussions about your stage of development and priorities.



Aligning to the learner engagement code

The sub-topics within each domain have been mapped against the nine Principles of the Code.

Medr has indicated that you are not required to show how your published commitment meets each of the Code's Principles, but you should be able to affirm that it does. Aligning the matrix to the Principles aims to support this process.



The Learner Engagement Tool has been developed to enable you to evaluate how you currently engage learners in decision-making both strategically and operationally, and to identify actions to further strengthen your approach.





“It would help to know what the next step is after a course, and what learning could lead to.”

“Learners should be asked what would make it easier to take part before courses are planned.”

“Support with things like transport, childcare and digital access can make the difference between joining in or missing out.”

**Feedback from the
National Adult Learner Forum**



Section 2: Learner engagement in ACL

How ACL is distinctive

Medr's Learner Engagement Code applies across all forms of tertiary education, but what it means for learners to be engaged in decision-making varies in different parts of the system. These differences reflect the histories, institutions, practices and learner cohorts within each individual sector.

Adult Community Learning has a strong tradition of creating learning spaces which support individuals to develop the skills, knowledge and personal confidence to become more active and engaged citizens. It provides a way back into learning and social participation for adults who are not yet ready to learn in more formal, institutional settings, including people with few or no existing qualifications, refugees, and people with disabilities and physical or mental health conditions. Through its facilitative and participatory approach to teaching and learning, the ACL classroom can be a vital context where adults begin to find their voice and learn to become more engaged.

It is important to stress this fundamental characteristic, because the purposes and practices of ACL mean that it has a range of distinctive features which set it apart from other types of tertiary education, and have implications for its approach to learner engagement.

For instance:

- Learning takes place in dispersed community settings
- Courses are often of short duration, and classes may be for only a couple of hours a week
- Learners' relationship to the provider is light touch and typically via the course tutor and frontline staff in learning centres



- Learning is just one of many commitments that adult learners are juggling, such as family, caring, work and health, and may not be the top priority
- Providers are concerned not only with current learners but also with potential learners, so the focus of learner engagement extends to the wider community

Consequently, formal, institutional learner engagement structures and processes like those that are typically found in FE colleges and HEI are less relevant, and their absence should not necessarily be viewed as a deficit.

Features of learner engagement in ACL include:

- Intelligence is often gathered through informal feedback via tutors and centre staff
- The focus of learners' concerns is typically on immediate issues relating to the course they are on or would like to join, rather than wider service issues
- Short, sharp methods of engagement are more relevant than those which require longer-term involvement



Methods of learner engagement

Drawing on findings from the evidence review and provider interviews, this section summarises the main methods of learner engagement used in ACL. Benefits, limitations and key considerations are noted for each method. Published sources are listed at the end of the section.

Most providers use a combination of methods to engage learners at different levels (individual, course, institution), and at different stages of the learning journey (before, during and after). No single method captures the full picture, and the sources consistently stress the importance of using different methods and triangulating data.

Several common themes from current practice are highlighted throughout the evidence and are applicable across the range of possible methods. Methods should support bilingual engagement and ensure that learners who wish to communicate through the medium of Welsh are able to do so. Key information on how to engage should be provided bilingually.

- **Embedding learner feedback into decision-making:** Gathering feedback from learners is only part of the learner engagement process. Providers or Partnerships also need appropriate mechanisms in place to enable learners' insights to inform decisions. This means collating and analysing data, reporting findings at the appropriate level within the organisation, and responding to what learners have said. For this to happen consistently and transparently, the different methods used for collecting learners' views need to be part of an overall coherent and strategic approach to involving learners in decision-making. For example, clear lines of reporting should be in place for findings from end-of-course feedback surveys to inform the work of curriculum planning and operational groups.
- **Closing the feedback loop:** Learners need to be informed about what action has been taken in response to their feedback, or if it is not possible to act, then why not. Failing to close the feedback loop risks learners disengaging from the process, because they cannot see how their contribution will make a difference. "You said, we did" posters and summaries are widely used by providers to communicate feedback to learners.



- **Designing for learners who are harder to engage:** Deliberate strategies need to be developed to reach learners who are part-time, based at outreach centres, studying through distance or blended learning, in work, do not have English or Welsh as their first language, have low basic skills, learning difficulties or disabilities, or otherwise lack confidence to engage through standard formal channels. Practical strategies for inclusion include: working with community partners, convenient timing and locations for meetings, reimbursed travel expenses, training in participation skills, the use of learner ambassadors, and plain language free of jargon.
- **Resourcing it adequately:** Effective learner engagement requires adequate resourcing to cover elements such as training for managers, tutors and learner representatives to understand their roles, staff time and venue hire for engagement sessions, and administrative and data support to analyse and report findings.
- **Securing senior leadership commitment:** Successful learner engagement is underpinned by visible senior leadership commitment. The head of service or other senior manager leads the strategy and reports annually to local governance structures such as the Adult Community Learning Partnership strategy group.
- **Monitoring and evaluation is a persistent gap:** Providers generally do not have a system for tracking how learner engagement activity contributes to decision-making and change. This will therefore be a key area for development as providers implement the Code and collect evidence to demonstrate their commitment to impactful learner engagement.



Method	Benefits	Limitations	Other considerations
Embedded in teaching and learning			
Needs assessment, induction, ILP, informal discussions with tutor, progression interview	Naturally occurring and embedded in existing processes. Inclusive of and meaningful for all learners Builds on trust between tutor and learners As learners' confidence grows, they can engage more critically and impactfully.	Depends on staff skills and commitment to ensure consistent use across provision. Learners may be reluctant to raise difficult issues with tutor. Less useful for short courses	Should be a genuinely two-way process that empowers learners to express needs and preferences. Scope should extend beyond teaching quality and enable learners to comment on issues such as accessibility, course timings, progression opportunities etc.
Consultation and feedback gathering			
Learner feedback forms / surveys	Can be administered at scale across provision. Generate benchmarkable data. End of course surveys can collect data on learners' self-reported wider outcomes. Relatively low-cost to administer, especially if done online.	Learners may be uncomfortable giving negative feedback in front of tutor. Staff may lack the research skills to develop a high-quality learner survey that generates useful data. Online surveys tend to have low response rates and may exclude learners who have limited digital skills / access. Paper-based formats may be needed to increase response rates but can be more costly to administer. Risk of low response rates due to 'survey fatigue' if the method is frequently used to get feedback on different aspects of provision.	Best used alongside at least one qualitative method e.g. focus group to explore key issues in more depth. Response rates improve when learners complete surveys in class time rather than being asked to do so independently, but time constraints may mean this is not feasible in short courses.
Focused topic specific or targeted surveys.	Can generate relatively quick, in-depth feedback on a specific question or issue.	Not a substitute for seeking a comprehensive picture of views across the whole learning experience. Risk of low response rates due to 'survey fatigue'.	Helpful as one element of a wider approach, rather than as the primary method of engagement . Typically administered electronically, which may exclude some learners
Focus groups and forums.	Valuable for detailed, qualitative feedback. Can explore in depth issues flagged through learner surveys / feedback forms. Participative and can enable genuine listening and dialogue.	Not suitable for producing quantitative or comparable data. Participants may not reflect a broad cross-section of learners. Can be dominated by a few vocal participants .	Requires clear structure and skilled and independent facilitation. Some learners will need more support and preparation to enable them to participate fully. Staff training may be needed to ensure effective facilitation.

Method	Benefits	Limitations	Other considerations
Suggestion boxes (real and virtual) and comment leaflets.	Low cost. Accessible for learners who are part-time or dispersed across community settings. Lower the barrier to raising concerns.	Not representative on its own. Requires on-going checking and maintenance.	Need to be actively promoted and part of a wider strategy.
Formal representative structures			
Learner representatives (provider or Partnership level).	Can pick up informal learner feedback that otherwise might not come to light. Reps can act as advocates for less confident peers. Valuable development opportunity for individual participants.	Hard to sustain in ACL due to dispersed and transient cohorts and short, episodic nature of most learning.	Recommended to appoint two reps so that they can support one another. Appropriate training, induction and on-going support should be built in so that learners can meaningfully engage. Staff should consider what changes may need to be made to meetings etc. so that learners are listened to.
Learner led models			
Learner ambassadors / learning champions.	Flexible model that can be developed to engage key target groups. Effective for engaging potential learners and gathering views via community partners to shape new provision. Highly participative and learner led. Valuable development opportunity for individual participants.	High turnover likely so resource implications to make the model sustainable. Learners may be difficult to engage as some will have little interest in the service beyond their own subject.	Provider / Partnership needs to be committed to granting appropriate autonomy to learners. Multiple ambassadors / learning champions should be engaged to develop a group that can be embedded within provider's / Partnership's overall approach. Engaging learners with the time and interest to commit to the role is key. Appropriate training, induction and on-going support should be built in so that learners can meaningfully engage. Learner ambassadors / learning champions can potentially take on representative roles.

Section 3: Self-Evaluation Matrix and Action Planning Tool





Being strategic

Date:

Initial	Emerging	Established	Extending
Strategy and commitment Principles 1, 7			
☐ A published commitment to learner engagement has been developed or is in development, in line with the requirements of the Learner Engagement Code. ☐ A strategy for learner engagement exists but may be out of date and no longer in use.	☐ The approach to learner engagement is aligned with strategies and plans for quality improvement, workforce development, curriculum planning and other relevant systems and processes. ☐ Requirements relating to learner engagement are specified in contracts for providers delivering under commissioning and franchise arrangements.	☐ Learner engagement is embedded across the organisation and implemented in line with relevant strategies and plans. ☐ Targeted learner engagement interventions are deployed to gather insights to inform actions to address priorities identified through inspection, self-assessment and other quality and planning processes.	☐ Across its institutional strategies, policies and practices, the organisation clearly demonstrates its commitment to valuing learners' views. ☐ Intelligence from learners consistently shapes provision and delivery, and there is willingness to listen to and act on challenging feedback. ☐ Learners are involved as partners in the annual review and on-going development of the approach to learner engagement.
Methods of approach Principles 1, 6			
☐ Quantitative surveys and feedback forms are the principle mechanisms for engaging current learners. ☐ Learners have limited opportunities to participate collectively in decision-making. Where qualitative, collective methods (e.g. learner forums and focus groups) are used, they are ad hoc with limited reach and levels of involvement. ☐ Mechanisms for directly engaging learners in key organisational decision-making spaces are absent.	☐ A range of methods for learner engagement are in place. The purpose of and rationale for different mechanisms is defined and understood. It is stated what data will be collected, how it will be used and its intended impact on learning and learners. ☐ Potential learners are engaged to strengthen understanding of barriers to participation and to inform provision planning. ☐ Engagement happens via mechanisms such as community outreach and relationships with third sector organisations and other referral partners.	☐ A proportionate and complementary range of quantitative and qualitative methods of learner engagement are used, such as surveys, learner forums and focus groups. ☐ Curriculum and course planning and review processes provide a mechanism for tutors to systematically report learner feedback from informal classroom interactions. Evidence collected is shared internally at provider or Partnership level as appropriate.	☐ Learner-led methods are used to involve learners as partners in decision-making (e.g. as learner ambassadors, learning champions). They may contribute to shaping decisions on course content, class location, timing, delivery mode, resources and wider learning environment.



Being strategic

Initial	Emerging	Established	Extending
Adult Learning Partnership Principles: (This sub-section can be skipped if the Tool is being used at Partnership level)			
☐ Partners individually capture and use learner engagement feedback, but collaborative and strategic approaches	☐ Lead responsibility for learner engagement within the Partnership's group structure is defined. ☐ Partners' individual approaches to learner engagement are being mapped to identify methods, strengths, challenges, etc, and key themes. This work is informing planning for collaborative action. ☐ Partners share ideas, methods and resources for learner engagement.	☐ The Partnership has a shared vision and strategy in place for learner engagement. ☐ Core partners have developed and use joint methods of learner engagement (e.g. annual learner survey, learner forum meetings) to inform collaborative decision-making. ☐ Planning is underway to establish Learning Ambassadors or similar initiatives at Partnership level to act as a bridge between the Partnership and learners / potential learners. ☐ Data from learner engagement activities informs the Partnership's joint self-assessment.	☐ Evidence from Partnership-wide learner engagement activities consistently informs collaborative strategic planning. ☐ Learners contribute directly to Partnership decision-making through participation in relevant Partnership management groups.



Action Plan: Being strategic

Date:

	Examples of current practice	Actions to take	Responsibility / provider	Resources needed	Review date	Review update
Strategy and commitment						
Methods of approach						
Adult Learning Partnership						



Empowering learners

Date:

Initial	Emerging	Established	Extending
Awareness and understanding Principles 2, 3			
☐ The published commitment to learner engagement is accessible to learners.	☐ Information about how learners can give feedback, share their views and participate in decision-making is communicated to learners via multiple channels e.g. online, in learner handbooks and posters and leaflets in learning centres. There is a reliance on passive communication methods.	☐ The value of and mechanisms for influencing decisions are actively and consistently promoted to learners throughout their learning journey by tutors, other frontline staff and managers. ☐ Methods and messaging are appropriate to the learner cohorts being targeted.	☐ Messaging highlights tangible ways in which learners have positively influenced decision-making, to build interest and commitment. ☐ Learners in roles such as learner ambassadors and learning champions take a lead role in promoting the value of engagement to their peers. They co-produce communication methods and messaging to enhance their reach and relevance with target cohorts.
Support and skill development Principles 2, 3, 4, 6, 8			
☐ Learning, teaching and assessment methods develop learners' skills, confidence and agency to express their views, reflect, listen and respond within both a learning context and in wider life. However, curriculum-based methods are not explicitly identified learner engagement opportunities.	☐ The support needed to ensure that learners can participate meaningfully in decision-making through different methods has been identified and put in place.	☐ Learners receive practical and appropriate encouragement and support from tutors, managers and other frontline staff to give feedback, share their views and participate in decision-making. ☐ Learners participating in activities such as learner forums and focus groups are briefed and supported to enable them to make meaningful contributions. ☐ Appropriate induction, training and on-going support, including access to accredited units, is provided for learners taking on formal roles in learner engagement (e.g. learner ambassadors, learning champions, class reps, Partnership roles).	☐ Learners recognise and value the skills and experience they gain from taking part in decision-making. ☐ The support offer is regularly reviewed and developed in response to learner feedback.



Action Plan: Empowering learners

Date:

	Examples of current practice	Actions to take	Responsibility / provider	Resources needed	Review date	Review update
Awareness and understanding						
Support and skill development						



Promoting inclusion

Date:

Initial	Emerging	Established	Extending
Accessible opportunities Principles: 4			
There is reliance on standard feedback tools across all learner groups, with limited adaptation to meet specific accessibility needs.	Data on participation in learner engagement opportunities is routinely analysed to identify which learner groups are currently involved and which are under-represented. Analysis is based on variables including social-demographic and protected characteristics, curriculum area and mode of study.	- Quantitative and qualitative data is used to gain insight into barriers to meaningful participation in learner engagement faced by under-represented groups and inform the development of inclusive practice. - Learners are consulted to understand their preferences regarding the methods and tools for engaging them in decision-making. - Targeted and tailored methods are developed to address barriers to engagement and enable specific learner groups to give feedback, share their views and participate in decision-making.	- Learner ambassadors and other learner-led, tailored approaches are used to engage under-represented groups. - Data shows measurable improvement in levels of engagement by learners from groups identified as under-represented, following action to increase their involvement.
Bilingual and multilingual approaches Principles: 5			
- All learner engagement opportunities are offered in both Welsh and English. - The commitment to learner engagement is published in Welsh and English.	- Bilingualism in learner engagement is actively promoted to learners. - Learner engagement proactively tests and develops demand for Welsh medium provision, e.g. via taster sessions, partnership working. Insights from learner engagement systematically inform planning and delivery of Welsh-medium provision.	- The bilingual offer is fully embedded across all methods of learner engagement. - Multilingual materials to support learner engagement are made available in response to specific requests.	- There is a clear understanding of the range of first languages spoken by learners accessing the provision and key learner engagement materials are made available in translation to meet the needs of the learner cohorts. - Learners report increased input into decision-making as a consequence of being able to participate in the language of their choice.



Action Plan: Promoting inclusion Date:

	Examples of current practice	Actions to take	Responsibility / provider	Resources needed	Review date	Review update
Accessible opportunities						
Bilingual and multilingual approaches						



Building capacity

Date:

Initial	Emerging	Established	Extending
Roles and responsibilities Principles: 1, 2, 3			
☐ Some managers and tutors are delivering helpful learner engagement activities, but in a fragmented and ad hoc way without strategic guidance or consolidation of an overall approach. ☐ Tutors recognise curriculum-based approaches to learner engagement (e.g. ILPs, end of course feedback) as intrinsic elements of effective classroom practice and embed these effectively in course delivery.	☐ Lead responsibility for learner engagement is defined within a management role. ☐ The range of roles across the organisation which include responsibilities in relation to learner engagement has been mapped (e.g. tutors, managers, other frontline staff, service staff). ☐ Job descriptions and contracts of employment are explicit about responsibilities in relation to learner engagement. ☐ All managers, tutors and other staff are informed about the value of learner engagement, the organisation's approach, and their specific roles and responsibilities in facilitating it, at induction and through CPD as appropriate.	☐ Tutors and other frontline staff articulate the value and benefits of learner engagement and promote opportunities to learners to encourage participation. ☐ Managers, tutors and other frontline staff actively engage with and listen to learners. They use evidence and insights from learner engagement to advocate on behalf of learners at strategic and operational levels as appropriate.	☐ ACL leaders and managers use evidence and insights from learner engagement to promote learners' views and interests and influence and challenge senior internal and external stakeholders and decision-makers.
Professional learning and development Principles: 7, 8, 9			
☐ Learner voice and engagement are not an explicit theme in CPD.	☐ Effective practice in learner voice and engagement is recognised, encouraged and shared across the Adult Community Learning Partnership.	☐ Induction and on-going support for tutors and other staff includes a focus on learner voice and engagement to embed consistent and effective practice. ☐ CPD pro-actively builds the skills and confidence of tutors and other staff to facilitate effective learner voice and engagement. This includes a focus on listening and responding, as well as encouraging and supporting learner participation.	☐ Intelligence from learner voice and engagement activities is systematically analysed to identify workforce training and support needs and inform the content of CPD.



Action Plan: Building capacity

Date:

	Examples of current practice	Actions to take	Responsibility / provider	Resources needed	Review date	Review update
Roles and responsibilities						
Professional learning and development						



Achieving impact

Date:

Initial	Emerging	Established	Extending
Feedback loops Principles: 2, 7			
☐ Formal feedback mechanisms are in place for some methods of learner engagement, but gaps and inconsistencies mean that learners are not routinely informed about how their views have been used.	☐ Appropriate feedback mechanisms are in place for all methods of learner engagement(qualitative and quantitative, formal and informal). Information about the relevant feedback loops is included in communications about learner engagement opportunities.	☐ Learners are routinely and consistently informed about how their feedback has been listened to and used. This includes explaining why it has not been possible to act, when this is the case, and exploring alternative courses of action.	☐ On-going dialogue with learners enables the impact and effectiveness of actions taken in response to learner voice feedback to be assessed and any further actions identified.
Impact of learner engagement Principles: 1, 7			
☐ It may be possible to identify individual instances where learner engagement has led to change, but no overarching strategic approach is in place for collecting and reporting evidence of impact.	☐ Processes are in place to record how intelligence gathered through learner engagement activities has been used and what difference it has made (if any) to provision planning and delivery.	☐ Intelligence from learner engagement informs the planning and delivery of provision and this is routinely monitored and reported. Effective action planning and follow-up takes place to understand the impact of any changes made because of learner engagement. ☐ Consistent, structured and transparent processes are in place for reviewing evidence captured through learner engagement. These effectively identify the most appropriate level for reporting and follow-up action in response to the issues raised (provider, Partnership or regional / national policy). ☐ Learner engagement data is triangulated with data from other sources such as observations, learning walks and performance and outcomes monitoring to inform decision-making.	☐ Learners report feeling that their views are valued and listened to. They can identify how their input has influenced decisions. ☐ There is demonstrable evidence of improvements to learner outcomes and experience because of effective learner engagement.



Achieving impact

Initial	Emerging	Established	Extending
Effectiveness of methods and approach Principles: 7, 9			
☐ There is limited systematic evaluation of the effectiveness of learner engagement methods.	☐ The evaluation, review and development of learner engagement is included in the provider's quality development plan. ☐ Performance indicators have been agreed to monitor and evaluate how effectively different methods of learner engagement reach and engage learners. e.g. response rates, participation measures.	☐ The effectiveness of methods of learner voice and engagement is regularly evaluated, and approaches are reviewed and developed to strengthen practice. ☐ Learners and tutors are involved in reviewing and evaluating methods and tools for learner engagement.	☐ Methods of learner engagement are consistently reviewed and discussed with learners, tutors, managers and at strategic decision-making level to improve outcomes. ☐ Insights from approaches to learner engagement across Wales, the UK and internationally are used to develop and trial new approaches and improve practice. Where benchmarking data exists, this is used to strengthen critical reflection and inform development.



	Examples of current practice	Actions to take	Responsibility / provider	Resources needed	Review date	Review update
Feedback loops						
Impact of learner engagement						
Effectiveness methods of learner engagement						

References

- [Empowering Learner Ambassadors](#) (Learning and Work Institute / Taith, 2025)
- [The ENHANCE Matrix Background Paper](#) (ENHANCE project / SOLIDAR, 2024)
- [Research on Student Partnership in Welsh Higher Education and Further Education Institutions](#) (OB3, 2020)
- [Learner Involvement Strategies: Guidance for lifelong learning and skills providers in Wales](#) (Welsh Assembly Government, 2010)
- [The Effectiveness of Strategies for Learner Involvement in Adult Community Learning and Workbased Learning](#) (Estyn, 2014)
- [The Learner Engagement Code - Medr](#) (2025)
- [Estyn / Quality Assurance Agency \(QAA\) - Principles of self-evaluation](#)





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We work in close collaboration with our partners to enable a tertiary education and research system that is centred around the needs of learners, society, and the economy, with excellence, equality, and engagement at its heart.

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