

Evaluation of the Union Learning Fund Rounds 15-16 and Support Role of Unionlearn

FINAL REPORT APPENDICES October 2016

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Introduction

In June 2015, the Centre for Employment Relations Innovation and Change (CERIC) at the University of Leeds, in collaboration with the Marchmont Observatory at the University of Exeter, were commissioned by TUC/unionlearn, to conduct an evaluation of the Union Learning Fund (ULF) Rounds 15 and 16.

The objectives of the evaluation were to evaluate the extent to which ULF projects met their stated objectives, the role of unionlearn in supporting delivery of the ULF programme, the economic impact of ULF and impact on learners, workplaces and unions. The evaluation also explored the key challenges and lessons learnt by unions and interviewed national stakeholders. Finally, the evaluation team were asked to suggest practical measures for developing future evaluations that can provide a robust analysis of longer term outcomes.

This report includes the appendices to the main report which is entitled “Evaluation of the Union Learning Fund Rounds 15-16 and Support Role of Unionlearn.”

For further information about the study please contact the CERIC team at Leeds University Business School.

Appendix 1 Evaluation overview

Appendix 1.1 Evaluation objectives, key indicators and method of data collection

(UL=unionlearn, EE=External Evaluator)

Objectives	Key questions	Key Indicators	Method of data collection
Scale and nature of activities and outcomes	What is the scale of ULF activity; what is the nature of activity? (& how has this changed over time?)	Amount of ULF funding Amount and % of levered in funding Number of learning episodes Number of learners Type of learning activity	ULF project funding (UL) ULF bids (unions) ULF MI (unions) ULF MI (unions) ULF MI (unions)
Accessibility	Does the ULF support learners to overcome barriers to learning and make education and training more accessible?	Motivations and barriers to learning Role of unions in overcoming barriers/supporting participation in learning	Learner survey (EE) Learner survey (EE)
Inclusion	Does ULF activity help to engage disadvantaged learners and those more likely to be excluded from education and training systems?	Profile of union learners (gender, age, ethnicity, disability, occupation, job type, pay levels)	ULF MI (unions) Learner survey (EE) Benchmarks (Census; community learners survey; LFS (unionised workplaces))
Employability	Does ULF activity help to support learners improve employability & flexibility	Motivation for learning: transferable skills Outcomes from learning	Learner survey (EE) Learner survey; employer survey (EE)
Progression	Do learners progress within union learning and on to other education and training routes?	Number and types of learning episode Learning levels at start Learning levels at end Further participation in learning: at work; elsewhere	ULF MI (unions) and learner surveys (EE) Learner survey (EE)
Capacity building	How does the ULF support building education and training capacity and good practices in workforce development at the workplace?	ULRs trained Learning Centres Developed	
Employer engagement	Does ULF activity engage employers in supporting the education and training of employees?	Number and type of employers engaged Learning agreements developed	ULF MI (unions) ULF MI (unions)

Appendix 1.1 Evaluation objectives, key indicators and method of data collection

(UL=unionlearn, EE=External Evaluator)

Objectives	Key questions	Key Indicators	Method of data collection
	Does it impact on employer training and workforce development?	Impact on employer L&D investment and practices	Employer survey (EE)
Mainstreaming	Is union learning more 'mainstreamed' within the wider UK learning and skills system?	Understanding of and engagement with union learning by wider stakeholders	UPO survey (EE) Stakeholder interviews (EE)
Productivity, organisational performance & skills utilisation	Does ULF activity support employees to be more skilled, productive, help improve organisational performance and skills utilisation?	Learners better at their job as a result of union learning Union learning leads to better organisation performance and skills utilisation	Learner survey (EE) & Employer survey (EE) Employer survey (EE)
Impact on unions	Does ULF activity have an impact on trade unions?	Numbers of non-members learners that become members Changes in perception of the union Impact on workplace relations	Learner survey (EE) Learner survey (EE) UPO survey (EE) & Employer survey (EE)
Sustainability	Is the activity supported by the ULF sustainable in the longer term (likely to continue without ULF funding?)		UPO survey (EE) Union survey (EE) Employer survey (EE)
<u>R15</u> ; tackling skills gaps through apprenticeships & sectoral strategies	How has ULF activity supported the take up of apprenticeships?	N apprenticeships supported Union role in take up of apprenticeships	ULF MI (unions) UPO survey (EE) Stakeholder Interviews (EE)
<u>R16</u> ; young people and progression;	How has ULF activity engaged young workers and supported their progression?	N and % of young learners Motivations and progression of young learners	ULF MI (unions) Learner survey (EE)
Value for money	Has value for money been improved?	Cost per unit Deadweight	ULF MI (unions) Learner & Employer survey (EE)

Appendix 2 ULF MI Analysis

Appendix 2.1 Proportion of ULF learning outcomes met Year 1 R15 (2012/2013) and R16 (2015/16)		
Outcome Indicator	R15 Yr 1	R16
Number of new ULRs completing Stage 1 initial training	1.20%	1.40%
Number of ULRs completing Stage 2	0.90%	1.20%
Total number of Functional Skills learners	0.20%	18.00%
Total number of English Learners	0.00%	10.40%
Total Number of learners on ICT courses	26.00%	20.30%
Total number of ESOL Learners	0.30%	0.00%
Number of learners on FE programmes	21.00%	9.40%
Number of learners on HE programmes	2.10%	1.10%
Number of Apprenticeships recruited	5.40%	6.70%
CPD	42.60%	23.50%

Source ULF monitoring data

Appendix 2.2 Round 15 outcomes – all learning types		
Outcome	Profile	Actual
Union learning Representatives		
Number of new ULRs completing Stage 1 initial training*	6058	3617
Number of Male (figure, not percentage)	20	1991
Number of Female (figure, not percentage)	0	1630
Age Total	0	3916
Number aged 16 - 24	0	293
Number aged 25 - 49	0	2023
Number aged 50+	0	605
Number age undeclared	0	1095
Ethnicity Total	0	3870
Number of African / Caribbean	0	90
Number of African	0	40
Number of Asian	0	136
Number of Other Black and Minority Ethnic	0	75
Number of White	0	2535
Number of Other	0	84
Number ethnicity undeclared	0	1048
Disability Total	0	125
Number of ULRs who define themselves as disabled	0	111
Number of ULRs completing Stage 2*	5887	2106
Other follow on training modules (please specify in detail what type of follow on training in the other outcomes section)	30	1749
Functional Skills Learners		
Total number of Functional Skills learners*	15084	22995
Total number of English Learners	8947	9062
Learners working towards Functional Skills Entry levels in English	0	3177
Learners working towards Functional Skills Level 1 English	0	5107
Learners working towards Functional Skills Level 2 English	0	4198
Learners working towards a GCSE in English	0	81
Total number of English achievements	0	2493
Learners achieving Functional Skills Qualifications Entry Levels English	0	795
Learners achieving Functional Skills Qualifications in Level 1 English	0	1660
Learners achieving Functional Skills Qualifications in Level 2 English	0	1172
Total number of learners achieving Stepping Stones/Progression Awards/Certificates in English	0	91
Learners achieving Stepping Stones/Progression awards/Certificates Entry Levels English	0	48
Learners achieving Stepping Stones/Progression awards/Certificates Entry Level 1 English	0	43
Learners achieving Stepping Stones/Progression awards/Certificates Entry Level 2 English	0	0
English Initial assessments	0	4664
English Taster sessions	0	1083
Total Number of Maths learners	7487	7867
Learners working towards Functional Skills Entry levels in Maths	0	1744
Learners working towards Functional Skills Level 1 Maths	0	4364

Appendix 2.2 Round 15 outcomes – all learning types		
Learners working towards Functional Skills Level 2 Maths	0	4390
Learners working towards a GCSE in Maths	260	63
Total number of learners achieving Stepping Stones/ Progression Awards/ Certificates in Maths	0	219
Learners achieving Stepping Stones/Progression awards/Certificates Entry Levels Maths	0	91
Learners achieving Stepping Stones/Progression awards/Certificates Entry Level 1 Maths	0	158
Learners achieving Stepping Stones/Progression awards/Certificates Entry Level 2 Maths	0	11
Total number of Maths achievements	0	2244
Learners achieving Functional Skills Qualifications in Entry Levels Maths	0	487
Learners achieving Functional Skills Qualifications in Level 1 Maths	0	1610
Learners achieving Functional Skills Qualifications in Level 2 Maths	0	1132
Maths Initial assessments	0	4221
Maths Taster sessions	0	1108
Total number of Functional Skills learners achieving a qualification	0	6986
Total number of GCSE learners	3959	6439
Total number of ICT achievements	0	1609
Number of learners on level 1 qualification	7143	12657
Numbers of learners achieving level 1 qualification	0	3838
Number of learners on level 2 qualification	9591	8723
Numbers of learners achieving level 2 qualification	130	2514
Number of learners on level 3 qualification	2522	1365
Numbers of learners achieving level 3 qualification	0	303
Number of learners on on-line basics	13866	23562
Number of learners taking other ICT courses	29227	44805
Total Number of learners on ICT courses*	61043	91034
ICT Initial assessments	0	1898
ICT Taster sessions	0	2754
Total number of ESOL Learners*	0	1039
Number of learners working towards an ESOL at Work Qualifications	876	1939
Number of learners achieving Certificate in ESOL (Entry level 1, 2 or 3)	0	186
Number of learners achieving Certificate in ESOL (level 1 or 2)	0	205
Vocational Qualifications		
Number of learners on Level 2 courses*	27836	39647
Number of learners achieving a level 2 qualification	242	17734
Number of learners on level 3 courses*	8082	11309
Number of learners achieving a level 3 qualification	0	2710
Other Learning Opportunities		
Number of learners engaged in Informal Adult and Community Learning	81307	113690
Number of learners on Continuing Progression and Professional Development*	69763	120078
#NAME?	120	33258
#NAME?	0	86288
Number of learners on FE programmes*	33891	62643
Number of learners on short FE programmes (9 hours to 1 term)	720	55313

Appendix 2.2 Round 15 outcomes – all learning types		
Number of learners on long FE programmes (1 term +)	20	6355
Number of learners on level 1 courses	0	992
Number of learners on HE programmes*	8066	4077
Support for Apprenticeships and Traineeships		
Number of Apprenticeships recruited*	15288	17501
Level 2	0	3800
Level 3	0	1095
Higher level	0	64
Level Unknown	0	1809
Raising awareness of apprenticeship or traineeships	0	2316
Engagement with employers	0	321
Total number of learners via the union route	262946	395508
Supporting Learners		
Numbers of individuals ULRs have given structured information and advice to	171672	356379
Number of learner support referrals to other organisations	60576	96206
Total number of learner support referrals	215021	417031
Learning Centres		
Number of new learning centres opened	307	256
Number of existing learning centres significantly enhanced	264	250
Dissemination Events		
Number of dissemination/networking events	7441	15172
Number of participants in dissemination/networking events	6434	493365
Learning Providers		
Number of signed partnership agreements with providers	486	341
Employers		
Number of new learning agreements signed with employers	593	356
Workplaces Covered	71	4923
Number of enhanced learning agreements signed with employers	384	64
Total outcomes	114366 0	268622 4

Source: unionlearn central database (UCD)

Appendix 2.3 Round 16 outcomes by quarter – all learning types

Outcome	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual
	Q1	Q1	Q2	Q2	Q3	Q3	Q4	Q4	Y/D	Y/D	T/D	T/D
Union learning Representatives												
Number of new ULRs completing Stage 1 initial training*	188	175	455	291	407	302	527	337	0	0	1577	1105
Number of Male (figure, not percentage)	0	96	0	153	0	186	0	149	0	0	0	584
Number of Female (figure, not percentage)	0	79	0	138	0	116	0	188	0	0	0	521
Age Total	0	24	0	141	0	68	0	124	0	0	0	357
Number aged 16 - 24	0	6	0	9	0	4	0	18	0	0	0	37
Number aged 25 - 49	0	95	0	166	0	96	0	164	0	0	0	521
Number aged 50+	0	47	0	72	0	66	0	70	0	0	0	255
Number age undeclared	0	21	0	35	0	57	0	71	0	0	0	184
Ethnicity Total	0	25	0	169	0	47	0	197	0	0	0	438
Number of African / Caribbean	0	1	0	8	0	2	0	7	0	0	0	18
Number of African	0	2	0	7	0	0	0	1	0	0	0	10
Number of Asian	0	5	0	9	0	6	0	16	0	0	0	36
Number of Other Black and Minority Ethnic	0	3	0	12	0	5	0	7	0	0	0	27
Number of White	0	118	0	205	0	125	0	214	0	0	0	662
Number of Other	0	12	0	14	0	8	0	11	0	0	0	45
Number ethnicity undeclared	0	25	0	27	0	67	0	56	0	0	0	175
Disability Total	0	17	0	11	0	22	0	9	0	0	0	59
Number of ULRs who define themselves as disabled	0	7	0	13	0	8	0	14	0	0	0	42
Number of ULRs completing Stage 2*	150	124	313	140	385	213	526	260	0	0	1374	737
Other follow on training modules (please specify in detail what type of follow on training in the other outcomes section)	0	41	0	48	0	70	0	45	0	0	0	204
Functional Skills Learners												
Total number of English and maths Learners	4360	6166	4561	6088	5826	4959	5947	5229	0	0	20694	22442
Total Number of English Learners*	2524	3351	2534	3192	3311	2709	3543	3053	0	0	11912	12305
Learners working towards Functional Skills Entry levels in English	0	804	0	522	0	490	0	547	0	0	0	2363
Learners working towards Functional Skills Level 1 English	0	1505	0	1247	0	1099	0	1258	0	0	0	5109
Learners working towards a GCSE in English	0	46	0	38	0	60	0	11	0	0	0	155
Learners working towards Functional Skills Level 2 English	0	879	0	971	0	893	0	647	0	0	0	3390
Total number of English achievements	0	417	0	531	0	454	0	509	0	0	0	1911
Learners achieving Functional Skills Qualifications Entry Levels English	0	111	0	104	0	94	0	136	0	0	0	445
Learners achieving Functional Skills Qualifications in Level 1 English	0	246	0	306	0	218	0	219	0	0	0	989
Learners achieving Functional Skills Qualifications in Level 2 English	0	122	0	169	0	293	0	155	0	0	0	739
Learners achieving Stepping Stones/Progression awards/Certificates Entry Levels English	0	0	0	0	0	0	0	11	0	0	0	11
Total number of learners achieving Stepping Stones/Progression Awards/Certificates in	0	0	0	43	0	0	0	0	0	0	0	43

Appendix 2.3 Round 16 outcomes by quarter – all learning types

Outcome	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual
	Q1	Q1	Q2	Q2	Q3	Q3	Q4	Q4	Y/D	Y/D	T/D	T/D
English												
English Initial assessments	0	2231	0	1409	0	812	0	1030	0	0	0	5482
English Taster sessions	0	158	0	207	0	203	0	144	0	0	0	712
Learners achieving Stepping Stones/Progression awards/Certificates Entry Level 1 English	0	0	0	0	0	0	0	44	0	0	0	44
Learners achieving Stepping Stones/Progression awards/Certificates Entry Level 2 English	0	0	0	0	0	0	0	0	0	0	0	0
Total Number of Maths Learners*	1944	2903	2125	2896	2591	2250	2522	2176	0	0	9182	10225
Learners working towards Functional Skills Entry levels in Maths	0	217	0	163	0	256	0	201	0	0	0	837
Learners working towards Functional Skills Level 1 Maths	0	1605	0	1294	0	933	0	622	0	0	0	4454
Learners working towards Functional Skills Level 2 Maths	0	997	0	1118	0	882	0	447	0	0	0	3444
Learners working towards a GCSE in Maths	0	12	12	18	50	44	38	3	0	0	100	77
Total number of learners achieving Stepping Stones/ Progression Awards/ Certificates in Maths	0	0	0	0	0	2	0	0	0	0	0	2
Learners achieving Stepping Stones/Progression awards/Certificates Entry Levels Maths	0	0	0	0	0	2	0	0	0	0	0	2
Learners achieving Stepping Stones/Progression awards/Certificates Entry Level 1 Maths	0	0	0	0	0	0	0	0	0	0	0	0
Learners achieving Stepping Stones/Progression awards/Certificates Entry Level 2 Maths	0	12	0	3	0	0	0	0	0	0	0	15
Total number of Maths achievements	0	399	0	487	0	392	0	498	0	0	0	1776
Learners achieving Functional Skills Qualifications in Entry Levels Maths	0	54	0	60	0	90	0	154	0	0	0	358
Learners achieving Functional Skills Qualifications in Level 1 Maths	0	217	0	272	0	219	0	217	0	0	0	925
Learners achieving Functional Skills Qualifications in Level 2 Maths	0	157	0	252	0	206	0	126	0	0	0	741
Maths Initial assessments	0	1656	0	963	0	594	0	839	0	0	0	4052
Maths Taster sessions	0	168	0	198	0	220	0	271	0	0	0	857
Total number of Functional Skills learners achieving a qualification	0	528	0	819	0	763	0	866	0	0	0	2976
Total number of GCSE learners	0	84	0	115	0	90	0	27	0	0	0	316
Information Communications Technology (ICT)												
Total number of ICT achievements	0	196	0	993	0	343	0	1705	0	0	0	3237
Number of learners on level 1 qualification (ICT)	715	887	851	1258	876	1195	963	991	0	0	3405	4331
Numbers of learners achieving level 1 qualification	0	146	0	226	0	178	0	170	0	0	0	720
Number of learners on level 2 qualification (ICT)	672	1217	841	684	953	733	1056	864	0	0	3522	3498
Numbers of learners achieving level 2 qualification	0	148	0	169	0	168	0	103	0	0	0	588
Number of learners on level 3 qualification (ICT)	195	71	201	190	221	182	265	259	0	0	882	702

Appendix 2.3 Round 16 outcomes by quarter – all learning types												
Outcome	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual
	Q1	Q1	Q2	Q2	Q3	Q3	Q4	Q4	Y/D	Y/D	T/D	T/D
Numbers of learners achieving level 3 qualification	0	12	0	24	0	38	0	98	0	0	0	172
Number of learners on on-line basics (ICT)	937	911	1108	2490	1445	1327	1350	2843	0	0	4840	7571
Number of learners taking other ICT courses (NB: A breakdown of reported 'other' outcomes will be required by the ULF team) (ICT)	2307	4101	2998	3910	3328	4735	3322	3377	0	0	11955	16123
ICT Initial assessments	0	506	0	420	0	690	0	230	0	0	0	1846
ICT Taster sessions	0	340	0	221	0	302	0	478	0	0	0	1341
Total Number of learners on ICT courses*(Total of ICT to get added into total learners)	4513	7075	5766	8532	6466	8076	6629	8325	0	0	23374	32008
Total number of ESOL Learners*	0	63	0	150	0	154	0	258	0	0	0	625
Number of learners working towards an ESOL at Work Qualifications	0	71	0	160	0	75	0	26	0	0	0	332
Number of learners achieving Certificate in ESOL (Entry level 1, 2 or 3)	0	14	0	0	0	1	0	30	0	0	0	45
Number of learners achieving Certificate in ESOL (level 1 or 2)	0	0	0	1	0	0	0	1	0	0	0	2
Vocational Qualifications												
Number of learners on Level 2 courses*	3014	5097	3119	3120	3703	3763	3770	4542	0	0	13606	16522
Number of learners achieving a level 2 qualification	0	1063	0	707	0	586	0	354	0	0	0	2710
Number of learners on level 3 courses*	483	707	667	952	724	962	708	652	0	0	2582	3273
Number of learners achieving a level 3 qualification	0	208	0	141	0	161	0	113	0	0	0	623
Other Learning Opportunities												
Number of learners engaged in Informal Adult and Community Learning**	6432	12223	7368	9427	8330	7875	9190	12316	0	0	31320	41841
Number of learners on Continuing Progression and Professional Development*	5772	6778	5614	7470	8046	8385	7598	7457	0	0	27030	30090
#NAME?	0	2396	0	1762	0	2296	0	1403	0	0	0	7857
#NAME?	60	4517	90	5773	125	6089	125	6088	0	0	400	22467
Number of learners on FE programmes*	2692	6516	2467	5494	3036	4825	2663	5667	0	0	10858	22502
Number of learners on short FE programmes (9 hours to 1 term)	0	4848	0	4808	0	3532	0	4854	0	0	0	18042
Number of learners on level 1 courses	0	252	0	348	0	404	0	498	0	0	0	1502
Number of learners on long FE programmes (1 term +)	0	1456	0	341	0	889	0	321	0	0	0	3007
Number of learners on HE programmes*	199	142	304	142	423	354	360	397	0	0	1286	1035
Support for Apprenticeships and Traineeships												
Engagement with employers	0	40	0	77	0	94	0	65	0	0	0	276
Higher level	0	65	0	10	0	76	0	4	0	0	0	155
Level 2	0	2035	0	925	0	719	0	936	0	0	0	4615
Level 3	0	843	0	271	0	273	0	173	0	0	0	1560
Number of Apprenticeships recruited*	1348	2282	1586	1603	2275	1821	2515	1487	0	0	7724	7193
Raising awareness of apprenticeship or	0	788	0	582	0	462	0	472	0	0	0	2304

Appendix 2.3 Round 16 outcomes by quarter – all learning types												
Outcome	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual	Profile	Actual
	Q1	Q1	Q2	Q2	Q3	Q3	Q4	Q4	Y/D	Y/D	T/D	T/D
traineeships												
Number of Traineeships recruited*	217	76	479	122	465	186	740	92	0	0	1901	476
Total number of learners via the union route (This is the sum of all above outcomes marked with a *)	22378	34987	23724	34094	29289	33965	28950	34665	0	0	104341	137711
Supporting Learners												
Numbers of individuals ULRs have given structured information and advice to	2910	32433	1460	24706	1015	25285	965	25728	0	0	6350	108152
Number of learner support referrals to other organisations	377	7674	297	7994	289	6347	287	7076	0	0	1250	29091
Total number of learner support referrals	18121	39424	15018	32699	21905	31632	23826	32789	0	0	78870	136544
Learning Centres												
Number of new learning centres opened	20	41	27	32	30	79	21	24	0	0	98	176
Number of existing learning centres significantly enhanced	19	16	21	13	18	48	18	24	0	0	76	101
Dissemination Events												
Number of dissemination/networking events	737	1020	738	1077	876	1145	1041	1128	0	0	3392	4370
Number of participants in dissemination/networking events	0	24231	0	34408	0	33773	0	32532	0	0	0	124944
Learning Providers												
Number of signed partnership agreements with providers	39	37	51	48	45	42	58	34	0	0	193	161
Employers												
Number of new learning agreements signed with employers	39	31	54	37	56	67	83	18	0	0	232	153
Workplaces covered	0	354	0	77	0	160	0	222	0	0	0	813
Number of enhanced learning agreements signed with employers	14	9	25	1	23	4	39	6	0	0	101	20
Total outcomes	83376	234315	84874	223842	106532	215191	109645	223293	0	0	384427	896641

Source: UCD

Appendix 3 Learner Survey Supplementary Data Tables and Figures

Appendix 3.1 ULF Learner Survey 2016 - responses by union					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AEGIS	22	0.8	0.9	0.9
	ASLEF	87	3.1	3.7	4.7
	ATL	4	0.1	0.2	4.9
	BECTU	69	2.5	3.0	7.8
	BFAWU	114	4.1	4.9	12.7
	CWU	28	1.0	1.2	13.9
	EQUITY	144	5.2	6.2	20.1
	FBU	7	0.3	0.3	20.4
	GMB	72	2.6	3.1	23.5
	MUSICIANS UNION	39	1.4	1.7	25.2
	NASS	8	0.3	0.3	25.5
	NASWUT	11	0.4	0.5	26.0
	NUJ	81	2.9	3.5	29.5
	NUT	12	0.4	0.5	30.0
	POA	13	0.5	0.6	30.6
	PCS	339	12.2	14.6	45.2
	RMT	54	1.9	2.3	47.5
	RCN	39	1.4	1.7	49.2
	SoCaP	18	0.6	0.8	50.0
	TSSA	27	1.0	1.2	51.2
	UCATT	29	1.0	1.2	52.4
	UNISON	348	12.5	15.0	67.4
	UNITE	308	11.1	13.2	80.6
	URTU	8	0.3	0.3	80.9
	USDAW	388	13.9	16.7	97.6
	WRITERS' GUILD	22	0.8	0.9	98.5
	OTHER	34	1.2	1.5	100
	Total	2325	83.5	100.0	
Missing	System	459	16.5		
Total		2784	100.0		

Source: ULF Learner survey 2016

Appendix 3.2 Demographic profile of union learners compared to community learners and the general population

Characteristic	Union learning 2015/6	Union learning 2014/5	Community learning ¹	General population ²	LFS Dec 2015
Gender (n=2,317)					
Male	49%	46%	24%	53%	46%
Female	51%	53%	76%	47%	54%
Prefer not to say	n/a	1%	n/a	n/a	
Age (n=2301)					
16 to 24	3%	4%	12% (u29)	12%	9%
25 to 34	15%	53%		23%	21%
35 to 49	36%		40% (30-49)	35%	37%
50 to 64	43%	40%	36% (50-69)	26%	30%
65 or over	3%	2%	12% (70+)	4%	3%
Ethnic Origin (n=2,315)					
White British	80%	85%	81%	88% ³	92%
White other	9%				
Asian or Asian British	4%			5%	4%
Black or Black British	3%			3%	2%
Mixed	2%			1%	1%
Other	2%			3%	1%
All BAME	11%	14%	17%	12%	9%
Prefer not to say	n/a	2%	n/a	n/a	
English first language					
Yes	90%	89%	83%	92% ⁴	-
No	10%	10%	17%	8%	-
Prefer not to say	n/a	1%	n/a	n/a	-
Disability					
Have a disability	14%	15%	23% ⁵	13% ^{6, 7}	22% ⁸
Do not have a disability	86%	83%	76%	87%	73%
Prefer not to say	n/a	2%	1%	n/a	n/a

Source: ULF Learner survey 2016 and see footnote on benchmarks below.

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/128775/13-691-community-learning-learner-survey-march-2013.pdf.

² In employment aged 16 and over; Great Britain: October 2014 to September 2015. Annual Population Survey

³ Residents in employment aged 16-64; Great Britain: October 2014 to September 2015. Annual Population Survey

⁴ Census data on proportion of population with English as their 'main' language.

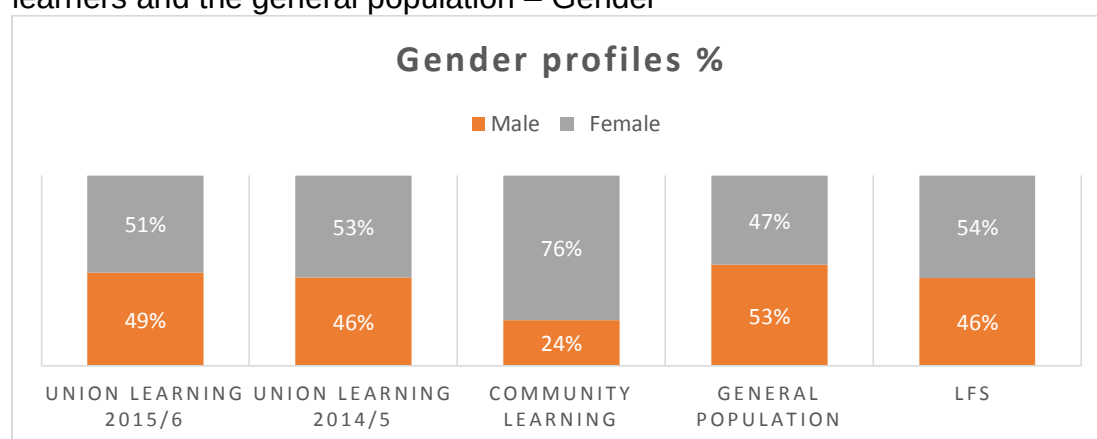
⁵ Longstanding health condition or illness.

⁶ Residents in employment aged 16 to 64; Great Britain: Annual Population Survey

⁷ EA core or work-limiting disabled

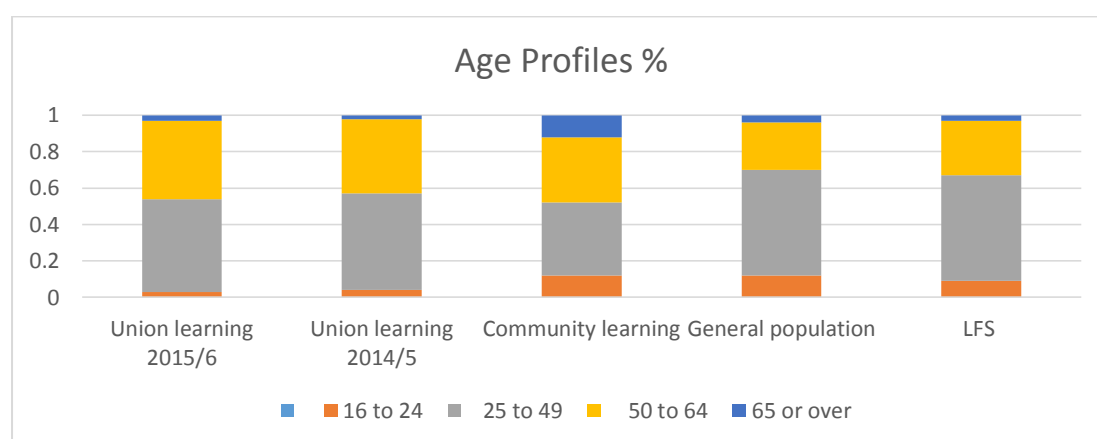
⁸ Health condition affecting work ability

Appendix 3.3 Demographic profile of union learners compared to community learners and the general population – Gender



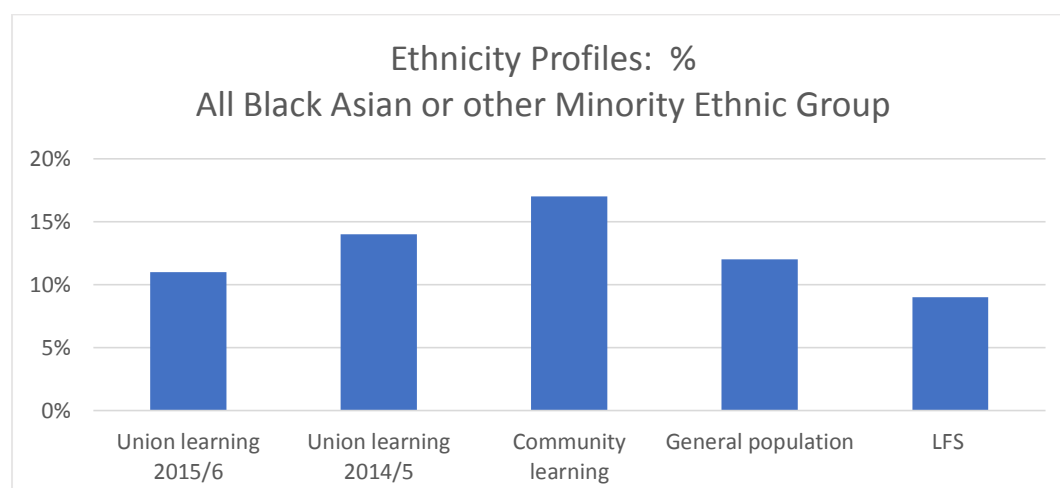
Source: ULF Learner survey 2016 and see footnote on previous page

Appendix 3.4 Demographic profile of union learners compared to community learners and the general population – Age



Source: ULF Learner survey 2016 and see footnote on previous page

Appendix 3.5 Demographic profile of union learners compared to community learners and the general population – Ethnicity



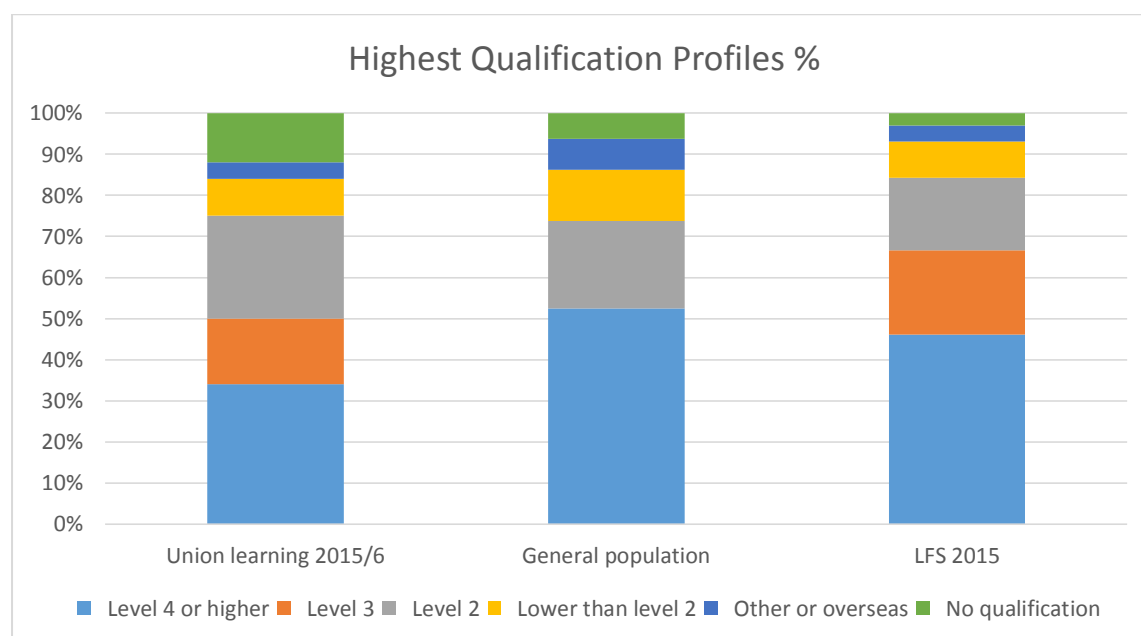
Source: ULF Learner survey 2016 and see footnote on previous page

Appendix 3.6 Education and occupational profile of union learners compared to community learners and the general population

Characteristic	Union learning 2015/6	Union learning 2014/5	Community learning ⁹	General population ¹⁰	LFS Dec 2015
Highest qualification (n=2,673)					
Level 4 or higher	34%	26%	37%	42% ¹¹	47%
Level 3	16%			19% ¹	21%
Level 2	25%	68%		17%	15% ¹²
Lower than level 2	9%			10%	9%
Other or overseas	4%			6%	4%
No qualification	12%	7%	9%	5% ¹	3%
Occupation (n=2,256)					
Manager or senior official	9%	n/a		10% ¹³	10%
Professional	22%	n/a		20%	22%
Technical or associate professional	9%	n/a		14%	14%
Skills trades	8%	n/a		11%	6%
Service, caring or admin occupation	24%	n/a		27%	34%
Operative	22%	n/a		6%	5%
Other	6%	n/a		11%	9%

¹ Population aged 16 to 64. ² Includes self-employed. Source: ULF Learner survey 2016 and see footnote.

Appendix 3.7 Qualification profile of union learners compared to community learners and the general population



Source: ULF Learner survey 2016 and see footnote

⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/128775/13-691-community-learning-learner-survey-march-2013.pdf.

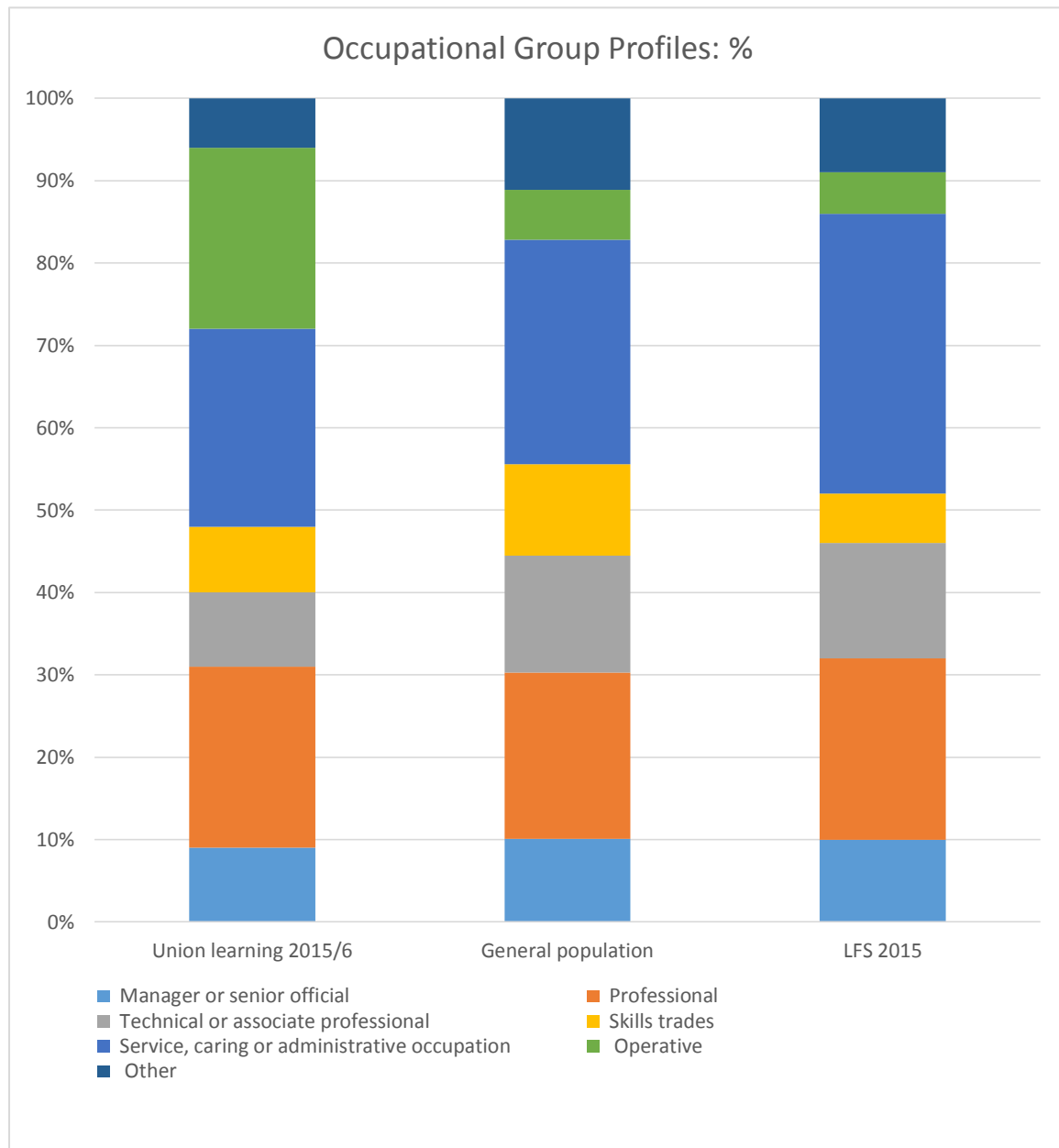
¹⁰ Annual Population Survey, 16 and over. (Oct 2013-Sep 2014).

¹¹ In employment aged 16 to 64; Great Britain: January to December 2014. Annual Population Survey

¹² Trade or skilled Apprenticeship (could be Level 2 or 3)

¹³ In employment aged 16 and over; Great Britain: October 2014 to September 2015. Annual Population Survey

Appendix 3.8 Occupational profile of union learners compared to community learners and the general population



Source: ULF Learner survey 2016 and see footnote on previous page

Appendix 3.9 Employment characteristics profile of union learners compared to community learners and the general population

Characteristic	Union learning 2015/6	Union learning 2014/5	Community learning	General population
Economic status (n=2,302)				
Employed full time	67%	71%	17%	62 ¹⁴
Employed part time	17%	17%	14%	22
Self-employed	12%	1%	7%	14
Unemployed	2%	1%	10%	-
Other (mainly economically inactive)	2%	3%	53%	* †
Prefer not to say	n/a	2%	-	-
Contract type (n=1984)				
Fixed term or temporary contract	12%	13%	-	5% ¹⁵
Agency worker	3%	3%	-	-
Permanent job	85%	82%	-	95%
Prefer not to say	n/a	1%	-	-
Sector (n=2,230)				
Private sector	49%			78%
Public sector	46%			22%
Voluntary sector or charity	4%			n/a

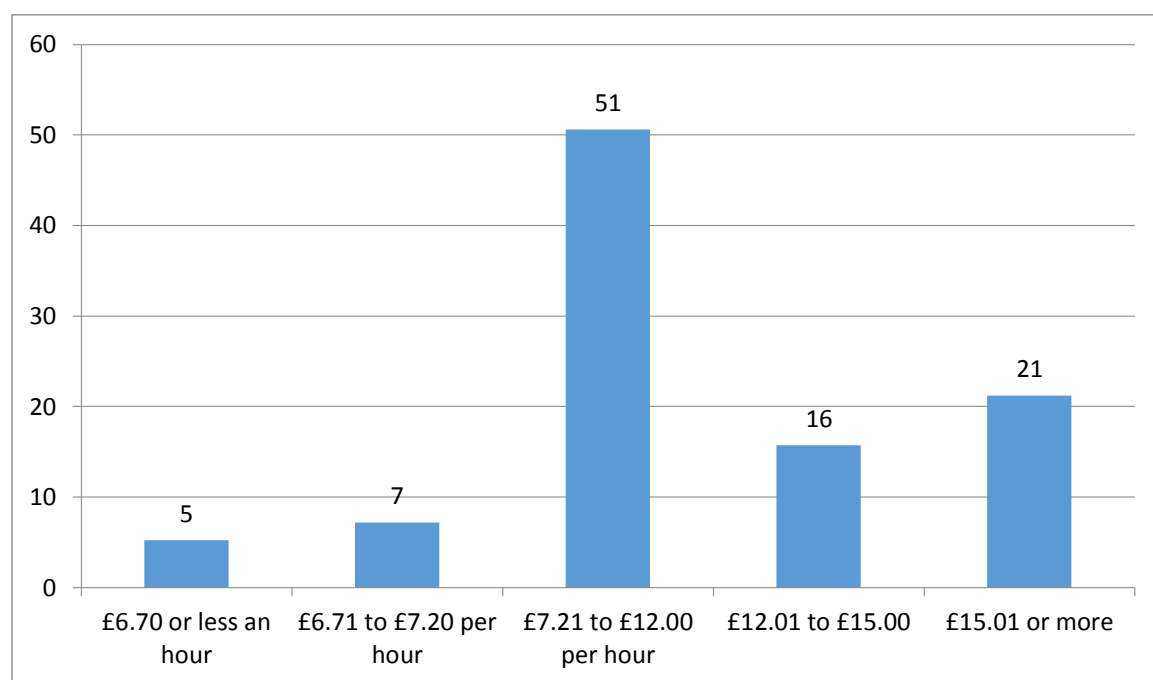
† Less than 1%. Unpaid family workers and on government training scheme

Source: ULF Learner survey 2016 and see footnote on previous page

¹⁴ UK population aged 16 and over in employment. Labour Force Survey September-November 2015
http://www.ons.gov.uk/ons/dcp171778_429765.pdf

¹⁵ % of all in employment in non-permanent employment; Great Britain: October 2014 to September 2015. Annual Population Survey

Appendix 3.10 Hourly earnings before tax of union learners



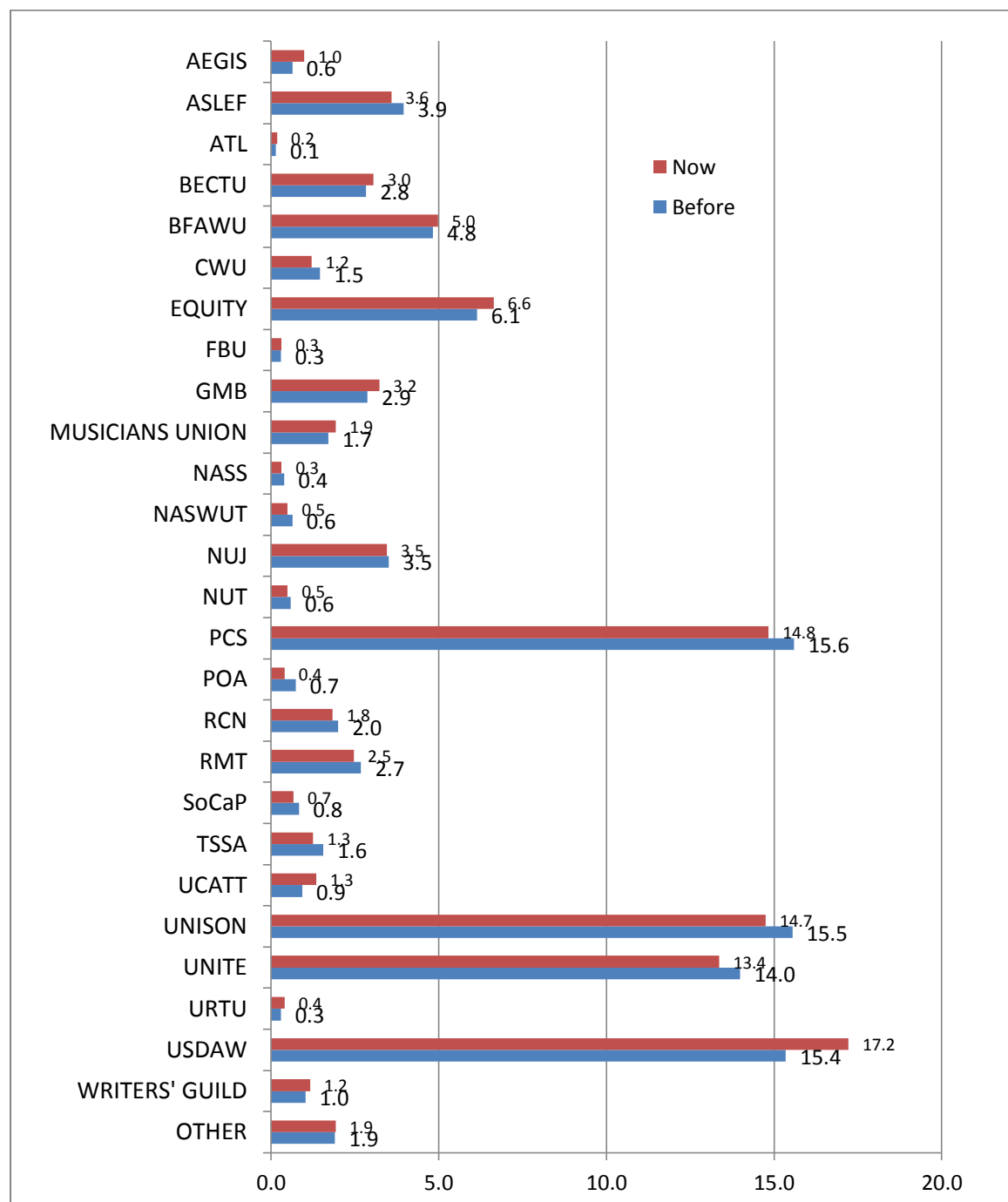
Source: ULF Learner survey 2016. Base: 2,122

Appendix 3.11 Motivation to train by age and gender (% in each category)

	Gender		Age					All
	M	F	16-24	25-34	35-49	50-64	65+	
To perform better in current job	69	73	70	75	70	70	75	71
To improve skills for a future job or career	73	80	91	88	80	70	64	77
To gain promotion at work	32	33	53	52	34	23	17	32
To gain pay rise	25	25	47	39	25	17	17	25
Increase security in current job	42	37	57	49	40	35	26	39
Personal interest and enjoyment	83	89	78	87	88	85	82	86
Gain skills that are of use in everyday or home life	71	77	70	77	75	73	63	73
Support people at work or in the wider community	70	71	51	73	70	73	72	70
For fun and to meet new people	46	50	44	55	46	48	44	47
Support people at work (online only)	46	44	16	32	43	54	31	46
Support people in community (online only)	35	34	14	26	32	42	28	34
Base								

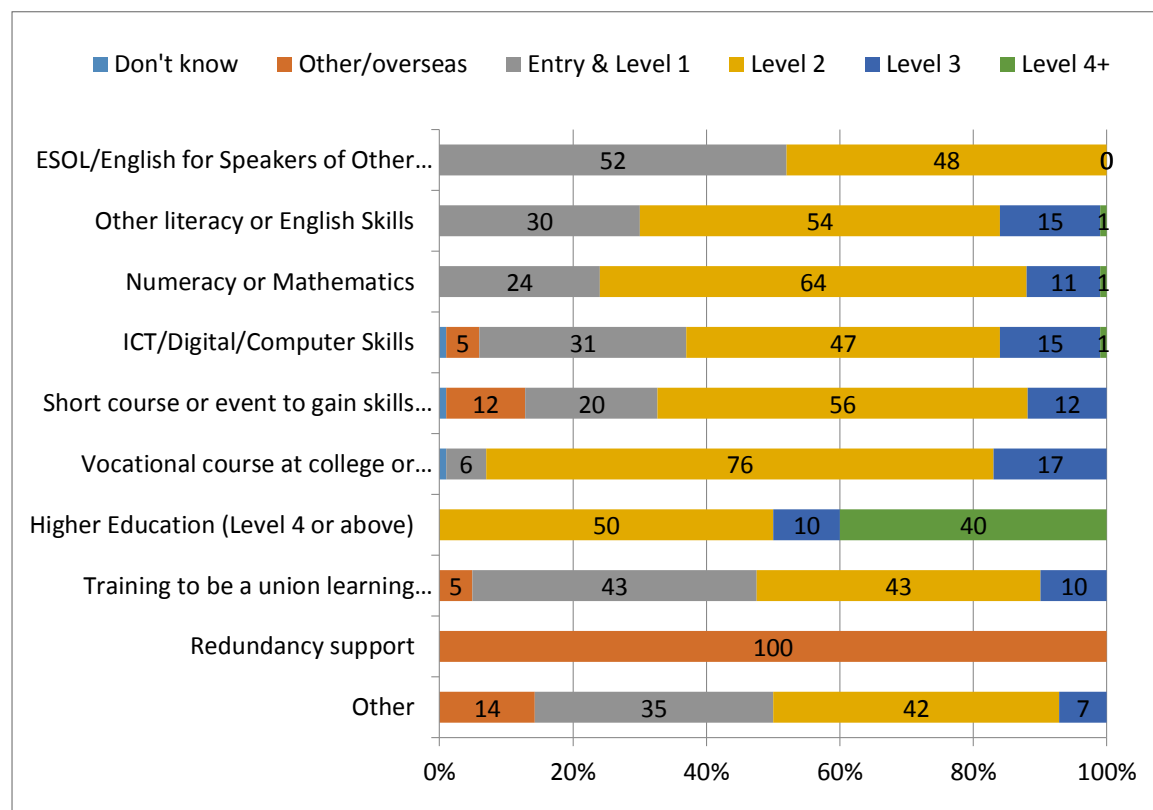
Source: ULF Learner survey 2016.

Appendix 3.12 Union membership before and after union learning



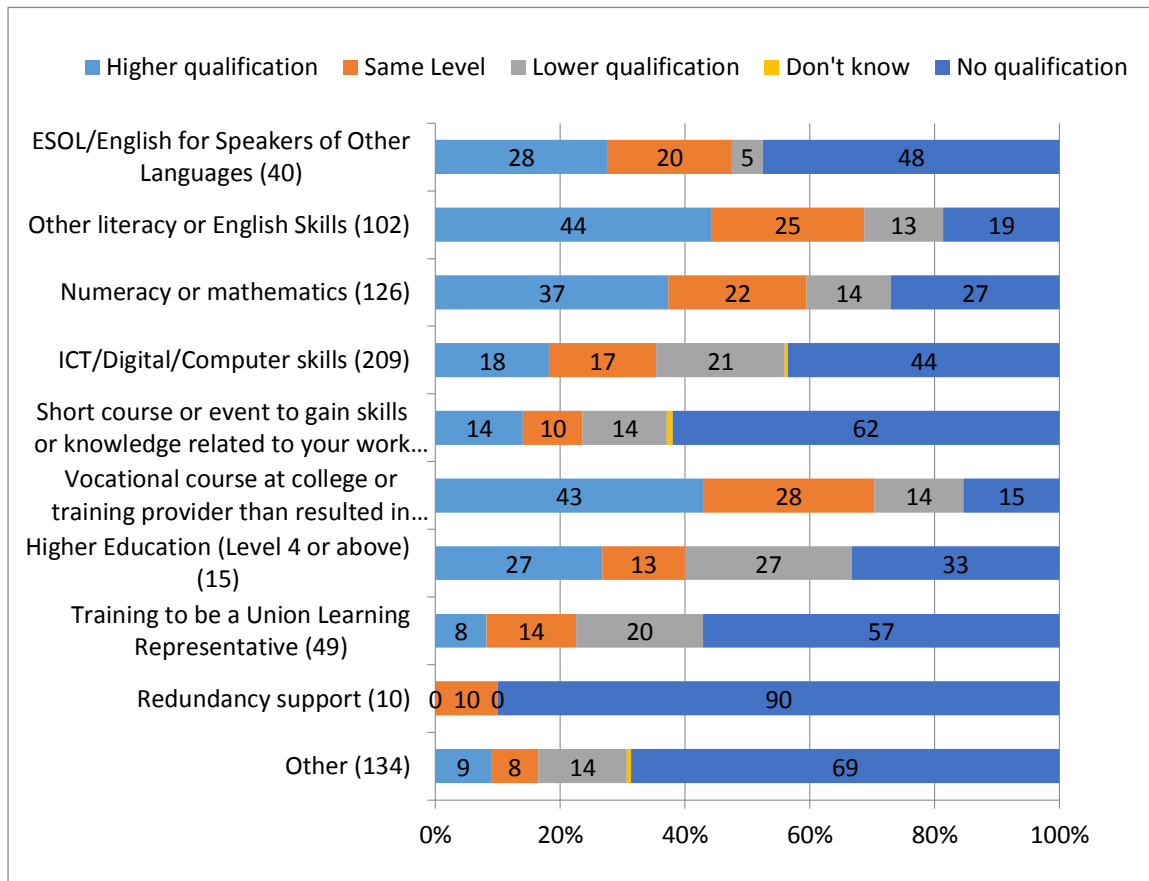
Source: ULF Learner survey 2016. Base: Multiple responses

Appendix 3.13 Level of qualification by type of learning



Source: ULF Learner survey 2016.

Appendix 3.14 Type of learning by level of qualification gain



Source: ULF Learner survey 2016.

Appendix 3.15 Qualification progression by highest qualification before union learning

Qualification level before union learning	Higher	Same	Lower	Don't know	No qualification	All (=100%)	Base
Level 5+	1	3	26	1	70	15	352
Level 4	1	3	29	1	66	18	428
Level 3	3	17	39	1	40	16	385
Level 2	17	40	13	1	30	26	601
Entry/ Level 1	48	31	1	0	20	10	225
Other & overseas	43	7	0	0	50	3	72
None	68	0	0	0	32	12	285
All	20	17	19	1	44	100	2,348
Base	457	402	444	15	1,030	2,348	

Source: ULF Learner survey 2016.

Appendix 3.16 Highest qualification gained and qualification progression by demographic characteristics

	Gender		Age					Ethnic Minority		English Language ^{1st}		Disability		ALL
	M	F	16-24	25-34	35-49	50-64	65+	Yes	No	Yes	No	Yes	No	All
Qualification gained														
Yes	59	52	61	61	55	56	40	55	56	56	56	64	54	56
No	41	48	39	39	45	44	60	45	44	44	44	36	46	44
Level 5 +	2	2	0	1	2	2	4	4	2	2	1	6	1	2
Level 4	6	5	0	4	6	7	4	6	6	6	3	8	5	6
Level 3	16	15	8	15	14	18	19	14	16	17	4	21	15	16
Level 2	46	48	59	51	49	44	42	49	47	48	40	35	49	47
Entry & Level 1	23	23	31	25	23	23	12	23	23	20	47	22	23	23
Other & overseas	6	5	3	3	5	6	19	4	5	5	4	7	5	6
Don't know	1	1	0	1	1	1	0	1	1	1	0	2	1	1
Higher qualification	21	19	18	27	18	20	17	22	20	18	39	24	20	20
Same qualification	19	16	30	18	19	15	11	13	18	18	13	16	18	17
Lower qualification	20	19	21	18	19	20	8	20	19	20	11	23	18	19
Don't know	1	1	0	1	2	1	0	*	1	1	0	1	1	1
No qualification	40	46	32	35	44	44	64	44	43	44	37	37	44	43

Source: ULF Learner survey 2016.

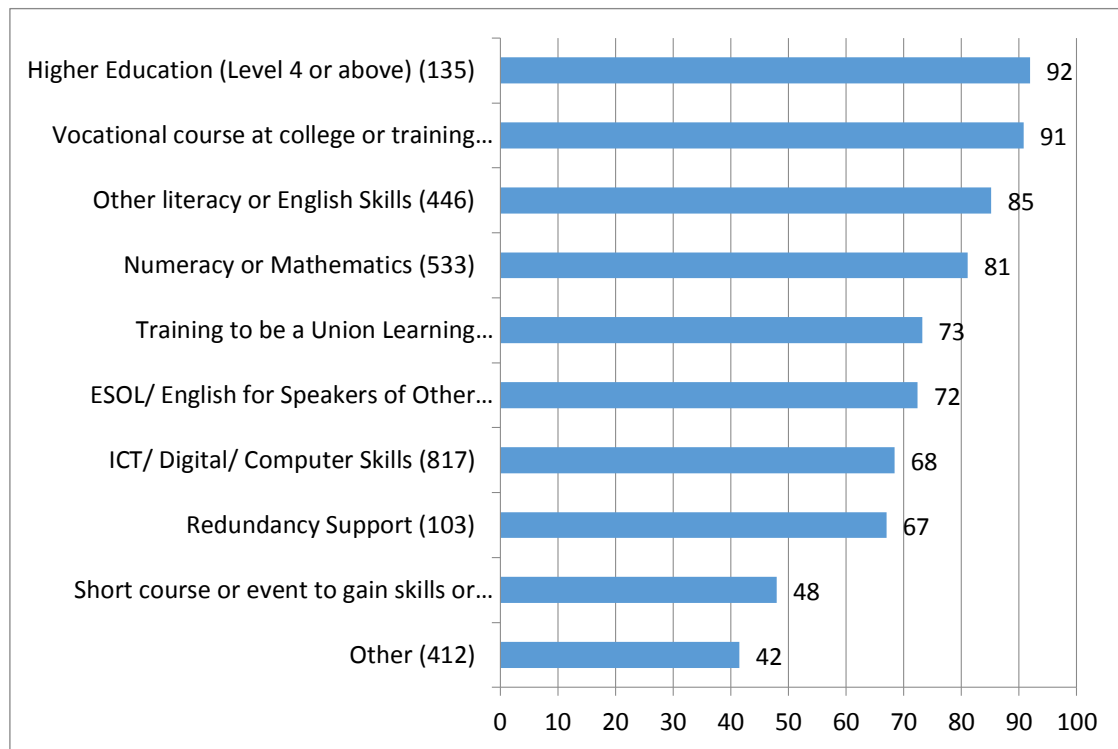
Appendix 3.17 Highest qualification gained and qualification progression by pay level and occupation

	Pay					Occupation							
	£6.70 or less	£6.71-£7.20	£7.21-£12.00	£12.01-£15.00	£15.01 or more	Other	Operative	Service, caring or admin	Skilled trades	Techn. or ass. Profes.	Profes.	Man. or senior official	All
Qualification gained													
Yes	41	57	66	54	44	67	70	63	65	42	37	53	56
No	59	43	34	46	56	33	30	37	35	58	63	47	44
Level 5	0	2	2	3	4	2	1	3	3	1	3	3	2
Level 4	0	4	5	8	9	10	4	4	7	8	11	4	6
Level 3	6	7	16	24	17	18	7	21	13	18	18	26	16
Level 2	45	59	49	39	46	40	52	47	51	39	46	51	48
Entry & Level 1	47	22	24	17	15	25	34	22	19	14	16	10	23
Other & overseas	2	6	3	6	9	6	2	4	5	15	4	5	5
Don't know	0	0	1	3	2	0	1	1	2	5	2	1	1
Higher qualification	26	25	25	17	11	24	35	22	21	11	8	12	20
Same qualification	9	20	22	12	13	16	26	16	26	13	11	17	18
Lower qualification	10	17	20	23	20	18	13	25	17	30	17	23	19
Don't know	0	0	0	2	0	0	*	*	1	2	1	1	1
No qualification	54	38	33	47	56	42	26	37	35	45	64	48	42

Appendix 3.18 Highest qualification gained and qualification progression by economic and employment status

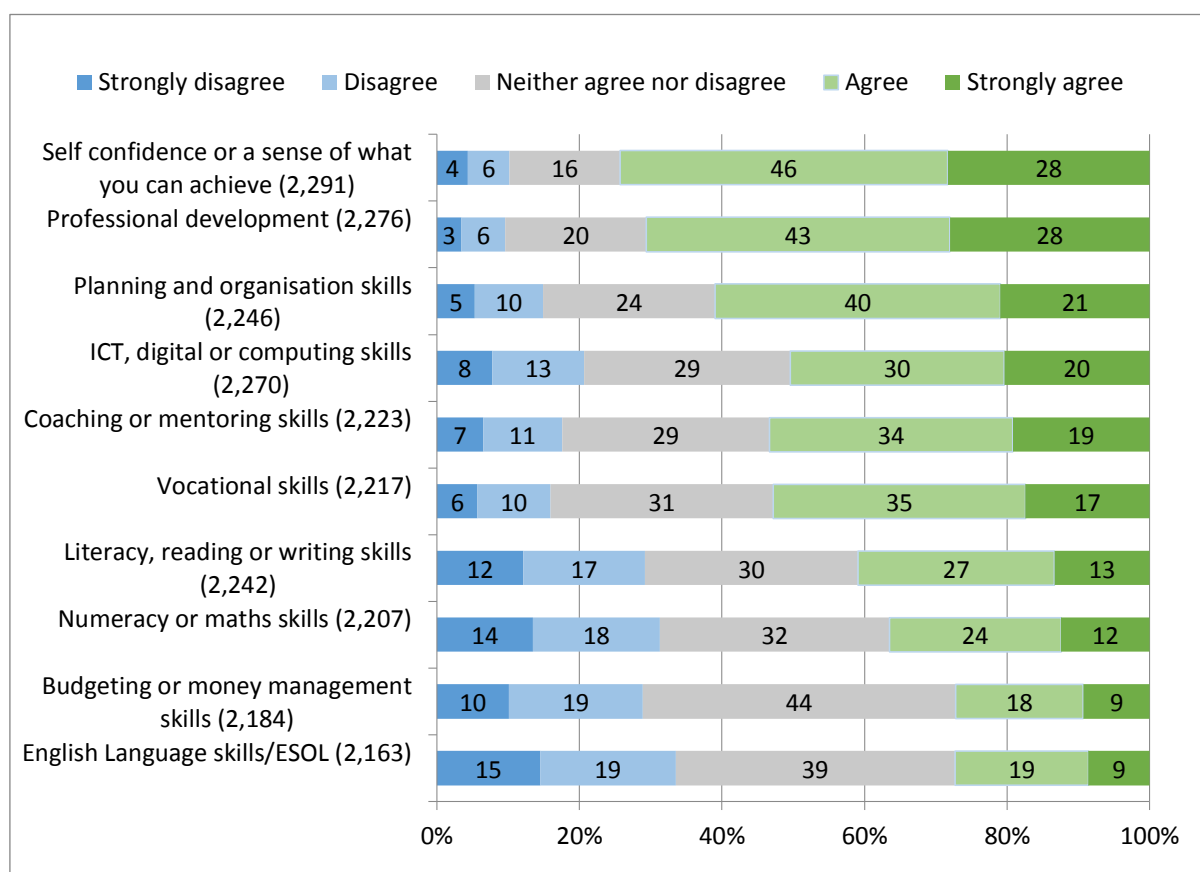
	Economic Status					Employment status						
	Full time	Part time	Self employed	Unemployed	Not employed but not looking for work	Retired	All	Fixed term of temporary	Employed through an agency	In permanent job	All	
Qualification gained												
Yes	62	59	15	52	40	57	56	59	43	62	61	
No	38	41	85	48	60	43	44	41	57	38	39	
Level 5	2	2	9	0	0	11	2	3	0	2	2	
Level 4	7	3	6	9	0	5	6	13	0	5	6	
Level 3	15	17	18	9	20	16	16	16	9	16	16	
Level 2	48	49	25	35	40	26	47	45	41	49	48	
Entry & Level 1	23	24	15	44	40	21	23	20	50	22	23	
Other & overseas	5	4	23	4	0	21	5	2	0	5	4	
Don't know	1	2	8	0	0	0	1	1	0	1	1	
Higher qualification	24	17	4	12	26	26	20	24	44	22	22	
Same qualification	19	20	3	22	17	17	17	17	13	19	19	
Lower qualification	20	22	7	20	11	11	19	20	8	21	21	
Don't know	1	1	1	0	0	0	1	0	0	1	1	
No qualification	36	40	85	50	46	46	43	38	35	38	37	

Appendix 3.19 Qualification by type of learning (% of learners in category)



Source: ULF Learner survey 2016.

Appendix 3.20 Union learning has helped me to develop the following skills



Source: ULF Learner survey 2016.

Appendix 3.21 Skills developed by type of training (single episode and type only)

	Literacy , reading or writing skills	Numeracy or Maths skills	English Language/ESOL skills	Self confidence	Coaching or mentoring skills	Planning or organisation skills	Budgeting or money management skills	ICT, digital or computing skills	Vocational skills	Professional development
ESOL/English for Speakers of other Languages	75	44	90	78	58	52	21	49	44	56
Other literary or English Skills	84	72	72	84	62	67	50	61	61	65
Numeracy of Mathematics skills	62	84	50	76	48	59	48	53	50	58
ICT/Digital/Computer skills	40	36	35	65	39	43	25	90	41	59
Short course or event to gain skills or knowledge related to your work of professional development	17	17	13	58	36	50	21	25	46	71
Vocational course Level 2 or Level 3	56	50	50	75	47	60	36	49	76	74
Higher Education Level 4 or above	36	21	21	43	43	43	14	21	43	72
Training to be an Union Learning Representative	38	24	25	75	62	60	9	32	51	65
Redundancy support	33	33	17	75	43	67	17	57	57	63
Other	16	7	13	56	28	36	8	13	37	51
All	40	36	28	74	53	61	27	50	52	71

Source: ULF Learner survey 2016.

Appendix 3.22 Skills developed by episodes of learning

	Literacy , reading or writing skills	Numeracy or Maths skills	English Language/ESOL skills	Self confidence	Coaching or mentoring skills	Planning and organisation	Budgeting or money management skills	ICT, digital or computing skills	Vocational skills	Professional development
Once	31	28	26	62	34	44	20	40	42	60
Twice	39	38	26	71	47	54	23	48	49	68
Three to six times	42	37	25	81	63	70	30	53	58	75
More than six times	57	50	34	90	80	83	41	67	70	86
All	40	36	28	74	53	61	27	50	52	71

Source: ULF Learner survey 2016. Base: 2139

Appendix 3.23 Hard outcomes by gender, age and ethnic group

	Gender		Age					Ethnic Minority		English 1 st Language		Disability		ALL
	M	F	16-24	25-34	35 49	50-64	65+	Yes	No	Yes	No	Yes	No	All
Got a new job with current employer	11	10	13	12	11	9	14	13	10	10	17	10	11	11
Got a new job with a different employer	6	7	7	9	8	5	9	8	7	6	12	6	7	7
Got a pay rise	12	11	9	15	12	9	9	13	11	10	17	9	11	11
Gained promotion or greater responsibility in current job	22	17	20	26	19	17	15	21	19	19	25	21	19	19
Can do current job better	63	62	68	63	62	62	60	62	63	62	62	65	62	62
Stayed in job might otherwise have lost	14	13	16	13	13	14	11	16	13	13	19	18	12	13
Undertaken further training	54	50	52	55	51	52	44	51	52	52	50	61	50	52
Started an Apprenticeship	8	10	14	21	8	5	5	10	9	8	18	9	9	9
Asked employer for more training	38	37	43	43	39	34	26	40	37	37	41	50	35	37
Become more involved in your union	53	46	37	45	48	52	42	49	49	49	47	57	48	49
Become an Union Learning Representative	30	25	11	21	25	32	25	24	28	28	23	31	27	27
Become more involved in voluntary or community-based activities	31	28	21	26	27	32	39	30	29	29	33	35	29	30

Base

Source: ULF Learner survey 2016.

Appendix 3.24 Hard outcomes by hourly earning level and occupation

	Pay					Occupation							
	£6.70 or less	£6.71-£7.20	£7.21-£12.00	£12.01-£15.00	£15.01 or more	Man. or senior official	Profes.	Techn. or ass. Profes.	Skilled trades	Service, caring or admin	Operative	Other	All
Got a new job with current employer	13	8	12	9	10	13	8	11	10	10	11	15	11
Got a new job with a different employer	12	9	6	7	8	3	9	10	9	4	7	10	7
Got a pay rise	14	12	10	12	13	17	10	10	13	7	14	12	11
Gained promotion or greater responsibility in current job	18	20	20	20	19	22	17	16	24	18	20	23	20
Can do current job better	65	62	62	64	61	65	62	72	56	64	59	59	62
Stayed in job might otherwise have lost	18	17	16	10	9	8	10	11	10	14	20	13	13
Undertaken further training	52	53	53	53	52	48	48	50	59	50	54	62	53
Started an Apprenticeship	18	10	11	5	4	7	4	5	5	12	13	14	9
Asked employer for more training	31	36	41	40	33	39	34	34	35	40	37	48	38
Become more involved in your union	37	49	49	56	53	41	48	47	62	43	52	61	50
Become an Union Learning Representative	18	22	26	33	31	27	25	23	44	24	26	37	27
Become more involved in voluntary or community-based activities	35	26	28	33	31	33	28	29	36	27	28	36	30

Base

Source: ULF Learner survey 2016.

Appendix 3.25 Hard outcomes by episodes of learning

	Get new job with current employer	Get new job with different employer	Got a pay rise	Gain promotion or greater responsibility	Can do current job better	Stayed in job might otherwise have lost	Undertaken further training	Started an Apprenticeship	Asked employer for more training	Become more involved in your union	Become a union learning rep	Become more involved in voluntary or community groups
Once	6	4	7	10	51	9	26	8	25	26	9	13
Twice	10	7	12	17	62	12	48	8	35	42	21	21
Three to six times	11	7	12	23	70	15	65	8	42	60	35	38
More than six times	19	11	19	31	73	21	79	11	53	80	54	52
All	11	7	11	19	63	14	51	9	37	49	27	29

Source: ULF Learner survey 2016.

Appendix 3.26 Hard Outcomes by type of learning

	Get new job with current employer	Get new job with different employer	Got a pay rise	Gain promotion or greater responsibility	Can do current job better	Stayed in job might otherwise have lost	Undertaken further training	Started an Apprenticeship	Asked employer for more training	Become more involved in your union	Become a union learning rep	Become more involved in voluntary or community groups	Base
ESOL/English for Speakers of other Languages	17	12	20	26	63	21	46	31	40	50	21	33	35
Other English or Literacy skills	4	6	5	15	54	14	44	26	38	22	7	13	94
Numeracy of Mathematics skills	4	5	3	11	54	12	43	24	38	26	9	11	119
ICT/Digital/Computer skills	6	4	5	10	59	7	32	13	26	20	7	10	200
Short course or event to gain skills or knowledge related to your work of professional development	7	5	7	13	65	10	25	6	29	20	3	11	212
Vocational course Level 2 or Level 3	7	5	12	18	58	15	42	31	42	30	10	17	93
Higher Education Level 4 or above	36	15	21	15	31	0	31	8	23	15	0	17	14
Training to be an Union Learning Representative	2	2	4	12	41	4	35	4	37	72	61	28	46
Redundancy support	25	13	0	0	33	13	13	13	25	22	13	22	8
Other	5	2	5	6	35	6	18	4	19	34	9	17	120
All	6	4	7	10	51	9	26	8	25	26	9	13	736

Source: ULF Learner survey 2016.

Appendix 3.27 Hard Outcomes by nature of learning

	Get new job with current employer	Get new job with different employer	Got a pay rise	Gain promotion or greater responsibility	Can do current job better	Stayed in job might otherwise have lost	Undertaken further training	Started an Apprenticeship	Asked employer for more training	Become more involved in your union	Become a union learning rep	Become more involved in voluntary or community groups
Job related	11	8	12	21	72	14	50	9	37	47	25	28
Personal	10	6	9	15	48	11	51	7	34	50	29	30
All	11	7	11	19	62	13	50	9	36	49	27	29

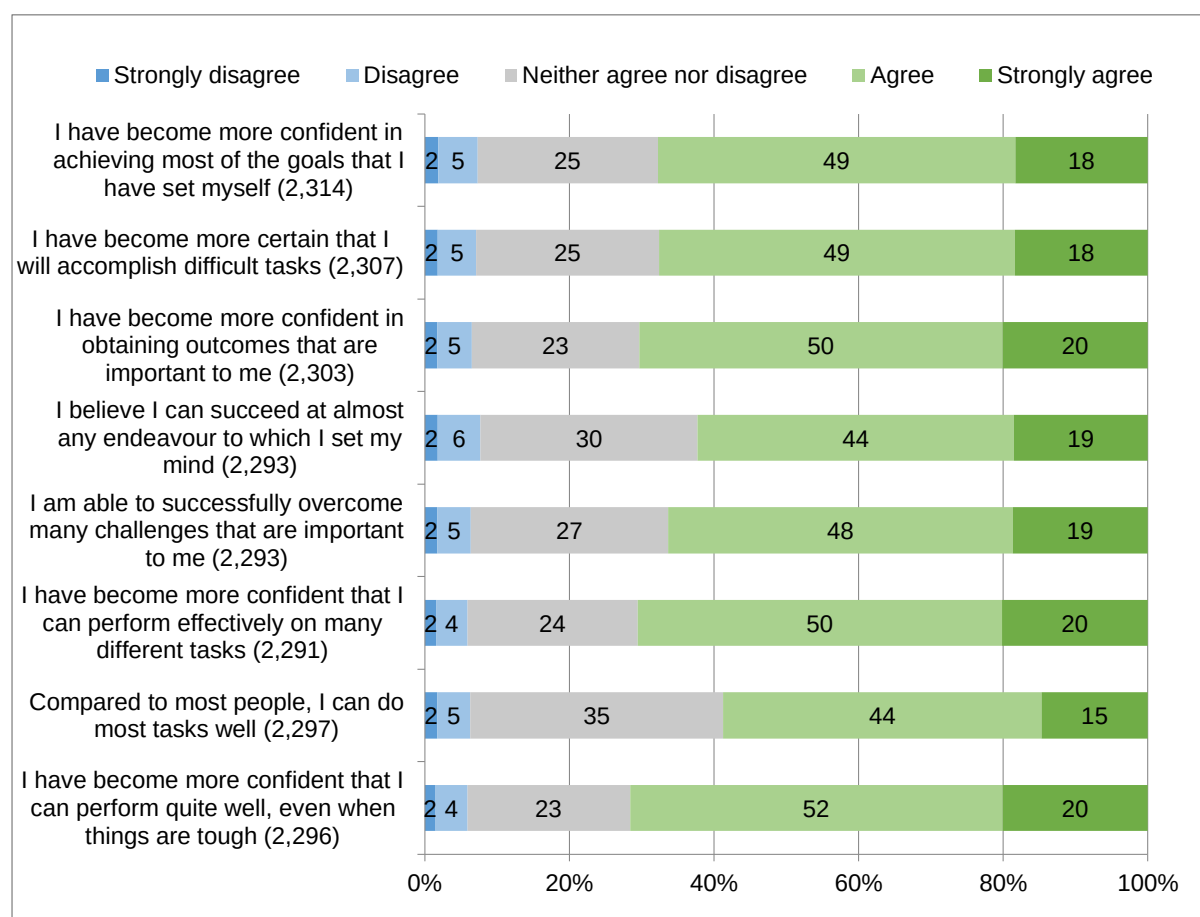
Source: ULF Learner survey 2016.

Appendix 3.28 Hard outcomes by motivation for participation

	Get new job with current employer	Get new job with different employer	Got a pay rise	Gain promotion or greater responsibility	Can do current job better	Stayed in job might otherwise have lost	Undertaken further training	Started an Apprenticeship	Asked employer for more training	Become more involved in your union	Become a union learning rep	Become more involved in voluntary or community
To perform better in my current job	13	8	14	24	76	17	56	11	43	50	27	31
To improve skills for a future job or career	12	8	14	22	69	15	56	11	42	49	27	31
To gain promotion at work	22	11	23	37	76	23	64	18	58	54	29	34
To gain pay rise at work	22	13	29	37	79	28	66	20	59	57	25	36
To increase security in current job	18	10	21	31	79	26	64	15	54	58	29	35
Personal interest and enjoyment	11	7	12	20	64	14	54	9	39	52	29	31
Gain skills that are of use in everyday life	11	7	12	21	66	15	56	10	40	52	29	33
Support people at work or in the wider community	13	8	14	26	70	20	66	15	49	63	36	40
For fun and to meet new people	13	9	15	23	68	19	64	12	46	62	35	39
Support people at work (online only)	11	6	12	21	67	11	55	7	42	62	37	34
Support people in the wider community (online only)	14	9	13	22	68	12	61	8	45	63	37	43

Source: ULF Learner survey 2016.

Appendix 3.29 Soft outcomes as a result of union learning



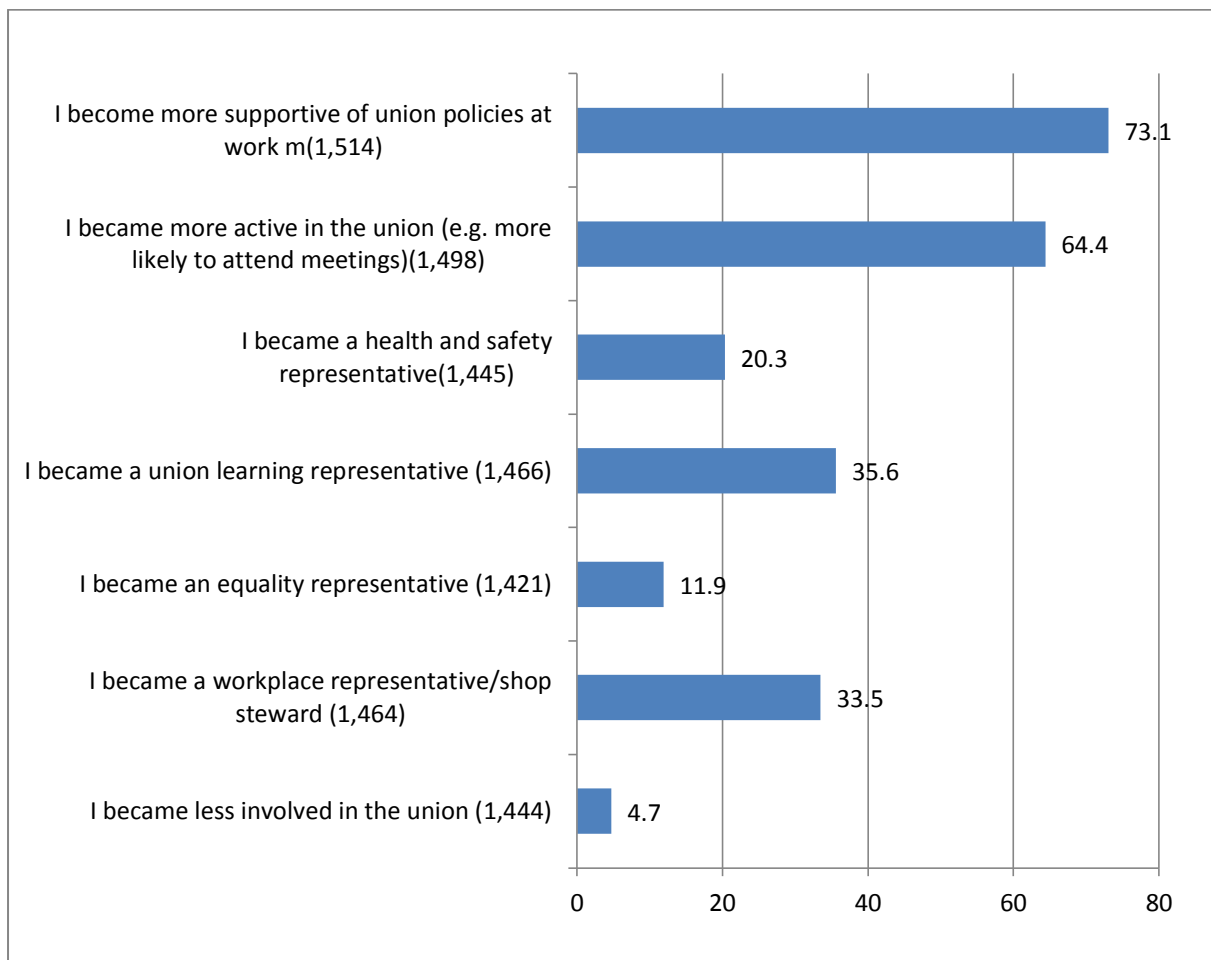
Source: ULF Learner survey 2016.

Appendix 3.30 Soft outcomes by qualification progression

	Become more enthusiastic about learning	Got a better idea about what you want to do in life	Become more confident in your abilities	Improved quality of life or well-being	Become more likely to undertake further learning and training	Become more motivated to apply for an Apprenticeship	Become more capable parent (e.g. better able to help children with homework)	Become better able to organize,
Higher qualification (432)	91	74	92	74	93	44	53	82
Same (371)	83	61	86	60	88	27	36	67
Lower (423)	79	53	86	54	85	12	24	74
Don't know (15)	60	43	66	33	60	7	7	60
No qualification (914)	63	42	73	45	74	9	16	52
All (2,155)	75	54	82	55	82	19	28	65

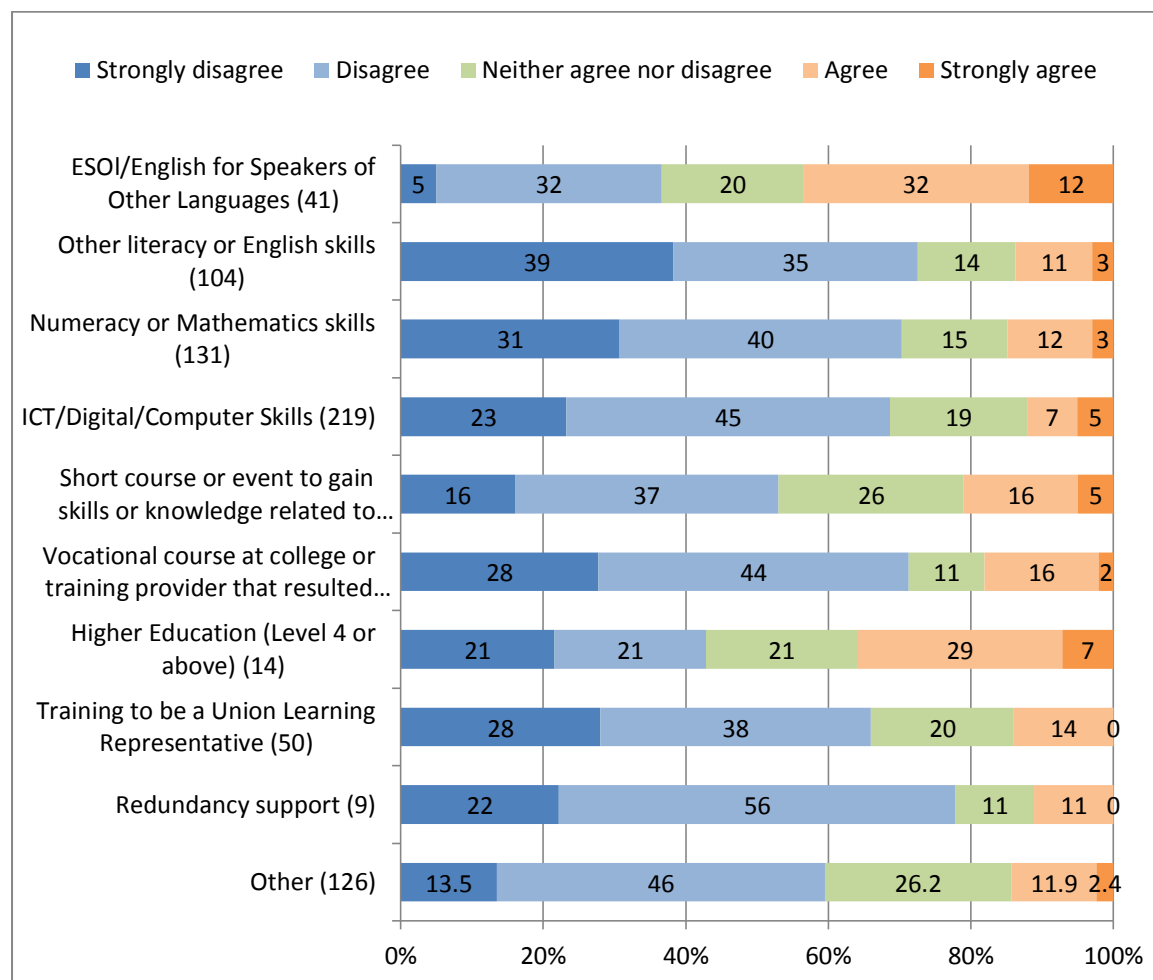
Source: ULF Learner survey 2016.

Appendix 3.31 Union related outcomes from learning



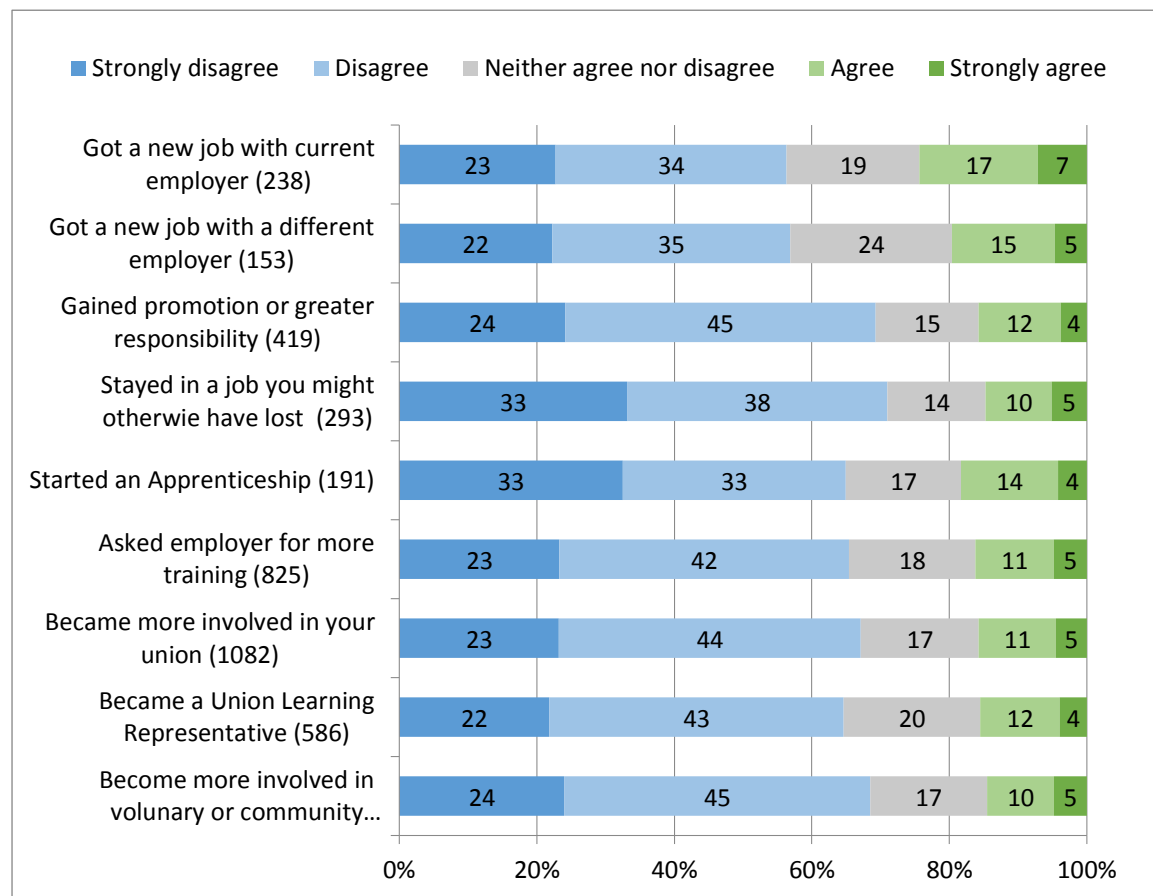
Source: ULF Learner survey 2016.

Appendix 3.32 Likely to have done this learning anyway by learning type



Source: ULF Learner survey 2016.

Appendix 3.33 Likely to have done this learning anyway by hard outcomes



Source: ULF Learner survey 2016.

Appendix 4 Stakeholder Interviews

Fiona Aldridge	The Learning and Work Institute (formerly NIACE)
John Holton	Cogent
Kirsty Evans	Skills Funding Agency
Mark Kaczmarek	BIS
Martin Doel	AOC
Mary Bousted	ATL
Michael Davis	UKCES
Neil Bates	PROCAT
Neil Carberry	CBI
Paolo Vicary	Movement to Work
Tony Burke	Unite
Verity O'Keefe	EEF

Appendix 5 Impact Estimate Methodology

5.1 Earnings and employment premia

The impact estimates developed for this study are largely based on a model published in 2015 for BIS by Cambridge Econometrics (CE) and the Institute for Employment Research (IER)¹⁶ (Beaven 2015) which provides estimates of the impact of Further Education. In using the 2015 estimates, our model assumes that the returns from learning accessed with support from unions via the ULF are similar to those accessed through maintained further education. This is not an unreasonable assumption since many union learners access further education courses following unionlearn brokerage.

Beaven's 2015 model updates an earlier model published in 2011 (Beaven et al, 2011) which generated estimates for the uplift in earnings that individuals experience a) from higher wages and b) from the increased likelihood of being in employment resulting from the acquisition of qualifications. The new and original estimates are shown here to provide an illustration of the changes made to the model that was used in the report from Exeter University calculating the returns to the Exchequer of union learning reported from a union learning survey undertaken in 2014-15 (Neild & Stevens 2015).

The 2015 BIS model incorporates the findings of innovative new research (Bibby et al. 2014) linking administrative FE learner information, with benefit information (from DWP data) and PAYE employment histories (from HMRC data). The wage premia in Bibby et.al. (2014) are compared with those previously used in the BIS model as shown below.

The analysis of wage premia (i.e. the per cent gain in wage level) considers those who achieve a qualification compared to everyone whose highest qualification is at the level below, controlling for observable characteristics e.g. returns to a Level 3 Apprenticeship compared to similar people at Level 2. The model calculating qualification premia compares those who achieve a qualification with those who start but do not achieve and as such provide a better control for unobservable characteristics (Beaven 2015). The updated premia model "compare all achievers with all non-achievers after accounting for prior qualification and a comprehensive set of covariates in the economic specification". This means that the 2015 premia are applied to all learners irrespective of their previous qualification level.

¹⁶

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/435166/bis_15_323_Measuring_the_Net_Present_Value_of_Further_Education_in_England.pdf

Appendix 5.1 Wage premia, comparing the 2011 and 2015 BIS estimates

Provision Type	Wage Premia estimates	
	Original BIS model: (2011)	New BIS model: (2015)
Full level 2	2% ¹	11%
Full level 3 (loan and grant funded)	11% ¹	9%
English and maths ³	5% ²	3.5%
Below level 2 ⁴	5%	2%
Level 2 Apprenticeship	16% ¹	11%
Level 3 Apprenticeship	18% ¹	16%

¹ Compared to similar people whose highest qualification is one level below.

² Compared to people with a full level 2 qualification, but without Maths or English at L2

³ Shown as 'Skills for life' in the original model report

⁴ Shown as 'Foundation learning tier' in the original model report.

The 2015 estimates are similar to the original (2011) ones with the main differences being:

- A significant increase in the estimates of the wage returns to a full Level 2 qualification. This is thought to be because the new method provides a better control for unobservable characteristics (BIS, 2015).
- There have been reductions in the estimate of returns to Maths and English qualifications and qualifications below Level 2. The latter is likely to be an underestimate of the 'true' return since it does not capture any benefits in terms of progression to L2 and beyond.
- A reduction in the estimate of wage returns to L2 apprenticeships.

The employment premia presented in the updated 2015 BIS model have also been revised using the research published by Bibby et. al. (2014). In general, the new estimates (shown in Appendix 5.2) are much lower than those used previously mainly because the new estimates have been better controlled for previous employment history than has hitherto been possible.

Appendix 5. 2: Employment premia, comparing the 2011 and 2015 BIS estimates

Provision Type	Wage Premia	
	Original BIS model: (2011)	New BIS model: (2015)
Full level 2	5.4% ¹	2%
Full level 3 (loan and grant funded)	2.1% ¹	4%
English and maths ³	1.4% ²	0.6%
Below level 2 ⁴	1.4%	0%
Level 2 Apprenticeship	2.7% ¹	0%
Level 3 Apprenticeship	1.1% ¹	0%

¹ Compared to similar people whose highest qualification is one level below.

² Compared to people with a full level 2 qualification, but without Maths or English at L2

³ Shown as 'Skills for life' in the original model report

⁴ Shown as 'Foundation learning tier' in the original model report.

5.2 Application of earning and employment premia

In our model, we only applied these premia to:

- ULF learners who completed their programme of learning. This ranged from 90% of those undertaking vocational learning in FE to 60% of those on CPD programmes.
- ULF learners who gained qualifications as a result of participating in learning. The proportion of learners gaining qualifications was calculated by isolating learners who took part in a single episode of each type of union learning, which ranged from 80% of learners undertaking vocational learning to just 9% of those engaged in informal learning for pleasure, leisure and personal development.

Although they clearly derive some benefit, those who did not complete their course or who did not gain a qualification as a result of their learning were discounted from the impact model.

To create the model, it was necessary to match data on the actual number of ULF learners who undertook each type of learning, taken from projects final submissions in April 2016, to the categories used in the model developed by Beaven et al. For some forms of union learning¹⁷ this was unproblematic. For others, assumptions needed to be made. For example, in the absence of information about the qualifications being pursued by union learners participating in "FE Programmes"¹⁸, we attributed these to Level 1, Level 2 or Level 3 learning in line with the national distribution of all FE learning across these levels. Similarly, ULF brokered Apprenticeships were attributed to Level 2 (Intermediate) and Level 3 (Advanced) Apprenticeships in line with the proportion of all Apprenticeships delivered at these levels nationally.

Although we already exclude those who do not gain qualifications, we were conscious

¹⁷ Matching Maths, English, Functional Skills, ICT courses at Levels 1, 2 and 3; Vocational Qualifications at Level 2 & Level 3 was straightforward.

¹⁸ These were also assumed to be provider based, while 'Vocational Qualifications' at Level 2 and 3 were assumed to be workplace based.

that union learners participating in CPD and informal learning may only acquire a small number of units or credits towards qualifications. Although other models do not differentiate between the sizes of qualifications gained by learners (i.e. whether these were Awards, Certificates and Diplomas), to err on the side of caution we have assumed that qualifications acquired through these two forms of learning confers only 20% of the benefit and premia set out in Beaven et al.

In line with 'Green Book' methodology (HM Treasury 2003), we have allowed for the fact that benefits of learning diminish over time by discounting all premia at a rate of 3.5% per annum¹⁹ for the duration that learners remain in the labour market. The average age of learners was calculated from data generated by our survey. We have calculated years until retirement based on their expected retirement age. For learners aged under 35 this is age 68, for those aged 35 to 49 it is 67, for learners aged 50 to 64, it is 66 and learners aged over 65 are already classified as retired.

Average annual salaries for each learning type were calculated using information collected about hourly pay rates and employment status from the 2016 learner survey. The hourly pay rates were converted into annual salaries on the basis that full time and self-employed learners worked a 38 hour week and part time learners worked 16 hours a week²⁰. Unemployed and retired learners were assumed to have an income equal to full time workers in each pay bracket. A mid-point hourly pay was used in each pay band and an hourly rate of £6.70 selected for the lowest pay band (£6.70 or less) and £18 selected for the highest band (£15.01 and above). As Appendix 5.3 shows the revised methodology for calculating average salaries generated broadly comparable results to the previous method of using ONS estimates of average earnings by highest qualification but with the former generally producing higher estimates. The revised income estimates increased the overall benefit by £118m or 13% compared to those used previously.

¹⁹ This approach is in line with Green Book methodology, which applies a discount rate of 3.5% p.a. for the first thirty years.

²⁰

<http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/datasets/actualweeklyhoursworkednotseasonallyadjustedhour01nsa>

Appendix 5.3 Comparisons of income estimates from the previous and latest survey

	Previous Union Learner survey (2014/15)	Latest Union learner Survey (2015/16)
Union Learning Representatives	£19,658	£21,216
English, Maths and Functional Skills	£14,590	£17,753
ICT	£17,150	£19,709
Vocational qualifications	£17,420	£17,644
Adult and community learning	£17,319	£18,968
Continuing and Professional Development	£19,951	£23,209
FE Programmes	£17,420	£17,644
HE Programmes	£20,738	£22,007
Apprenticeships	£17,420	£17,644

5.3 Estimating added value

As ULF is primarily a brokerage activity, focused on encouraging people to take up learning opportunities, it was important to recognise that some of this learning would have taken place without ULF/ULR support. To derive an estimate of the value added through the ULF and the counter-factual (i.e. the proportion of learners who would have participated in learning without the support of their union) a composite measure was produced using responses to the following three questions in the learner survey:

- It is likely that I would have done this learning anyway
- I would not have done this learning without the Union
- The Union offered learning that is not supported by employer

Deadweight was calculated by summing the percentage of respondents who said they strongly agreed, agreed or neither agreed nor disagreed to the first question and summing the percentages who said they strongly disagreed, disagreed or neither agreed nor disagreed to the second and third questions. This percentage was then divided by three to obtain a composite measure of deadweight with the remaining percentage representing the percentage of learners who progress into learning due to the ULF.

Appendix 5.4 shows that between 48% and 66% of the learning accessed by union learners is additional, that is it would not have happened without the support of the ULF. The Appendix also compares the results of the previous and current approach to measuring deadweight. In most cases the latest survey generates lower estimates of deadweight and consequently high proportions progressing due to ULF than the previous survey. This increases the estimate of overall benefit by £82m or 9%.

Appendix 5.4: Percentage progressing into learning due to ULF

	Previous Union Learner survey (2014/15)	Latest Union learner Survey (2015/16)
Union Learning Representatives	55%	65%
English, Maths and Functional Skills	64%	62%
ICT	57%	65%
Vocational qualifications	62%	66%
Adult and community learning	54%	63%
Continuing and Professional Development	46%	61%
FE Programmes	62%	66%
HE Programmes	49%	48%
Apprenticeships	62%	66%

5.4 Return on investment

In order to estimate the return on investment (RoI) of the £11.2 million ULF funding, we calculated the cost of delivering the learning activity that results from ULF brokered activities. The following methods and sources were used to estimate the cost to government of delivering each type of learning.

5.4.1 Functional Skills, Level 2, Level 3 vocational qualifications & FE Programmes

In the absence of data on the proportion of union learners studying for Awards (1 to 12 credits), Certificates (13 to 36 credits) or Diplomas (37 to 370), we assumed that this would be in line with the overall proportion of adults studying for each of these sized qualifications. Data on this was drawn from the Skills Funding Agency (SFA) data cube. An average cost for an Award, Certificate and Diploma was then calculated using data drawn from SFA Simplified Funding Rates database for 2014/15. As funding rates vary from sector to sector, we derived an average cost per qualification at each level and size and used this as a basis for producing a weighted average cost (adjusted for the proportion of learners likely to be studying for Awards, Diplomas and Certificates) for each level of qualification.

5.4.2 ICT Learning

We used a similar approach to that described, although this was simplified by the fact that there is no variation in funding rate by sector. As the focus is on ICT User qualifications (as opposed to ICT for professionals) an assumption was made that those studying at Level 1 were divided equally between those studying for an Award and a Certificate, while all those studying at Level 2 or Level 3 are studying for Certificates. The specific SFA funding rate for Online Basics was used for that course.

5.4.3 Training to be a ULR

SFA funding rates are available for ULR training. The cost of Stage 1 ULR Training is based on the SFA Funding values for the Certificate for Trade Union Representatives. Stage 2 is based on average values of a range of Certificates and Diplomas, e.g. in employment law, organising and recruiting etc.

5.4.4 Apprenticeships

Winterbotham et al's report (2012) on the evaluation of apprenticeships (BIS research paper 77) provides a schedule of costs per Apprenticeship delivered at Intermediate and Advanced level by Sector Subject area. As we do not have data on the sectors in which ULF supported Apprentices are working, we have used 2013/14 data from the Statistical First Release²¹ on the number of learners nationally starting Intermediate and Advanced Apprenticeship in each sector. This allows us to produce a weighted average cost per Apprenticeship. Discussions with the SFA confirm that the Apprenticeship funding methodology has not changed substantially since 2012, when the Winterbotham et al report was published. An assumed rate of inflation of 5% has been added to the cost per Apprenticeship.

5.4.5 Developmental / informal Learning

The average cost is derived from the SFA Funding Statement for 2013 – 2016²². This provides an annual budget for Community Learning and a target for the number of learners to be supported annually. As courses tend to be completed within the year and following discussions with the SFA, a unit cost per course has been derived from this data.

5.4.6 Higher Education

The cost to the exchequer is based on data for the annual average tuition fee charged by Higher Education Institutions (£8,170), reduced to take account of the proportion that is likely to be funded by Government. Latest estimates suggest that 50% of student loans for higher education will not be repaid²³.

5.4.7 Short Courses and continuing professional development

The cost of delivering short courses and CPD has been based on values for vocational qualifications factored down to 20% of the overall cost, to account for the small qualification size and lower inferred benefit. The estimates used in the previous model have been increased by 4.8% representing the percentage change in the Consumer Prices Index for Education between December 2014 and December 2015²⁴. The total cost of delivering ULF instigated training (of all the forms listed above) is estimated to be £107m.

²¹ This is the last year for which full data is available.

²² <https://www.gov.uk/government/publications/skills-funding-statement-2013-to-2016>

²³ In 2014, The Guardian was reporting that the 'Resource and Accounting Budgeting Charge' on HE Loans had risen to 48.6%. A 50% figure is used for simplicity. <http://www.theguardian.com/education/2014/mar/21/student-fees-policy-costing-more>.

²⁴ <http://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/consumerpriceinflation/december2015>

5.5 Productivity Foregone

When estimating the economic impact of learning and return on investment, it is important to include an estimation of productivity foregone due to employees taking time out of work to take part in learning.

We have calculated productivity foregone on the basis of the average number of guided learning hours required to acquire qualifications at different levels (mainly taken from the SFA Funding Rates Database²⁵) multiplied by the average hourly wage of learners undertaking each form of learning (as reported in the 2016 ULF learner survey). In the absence of precise data, the number of learning hours per qualification type is based on the average number of credits for all awards, certificates and diplomas at each (NVQ) level, weighted by the proportion of all learners nationally working towards each size of qualification. It is important, however, to note that a considerable proportion of union learning takes place outside working hours, in the evenings, lunch-breaks and community learning centres. In the absence of precise information, we have estimated that 50% of union learning requires staff to take time out of their normal working duties, and factored down the outcome for productivity foregone by this amount. This accords with the typical arrangements negotiated within written learning partnership agreements between unions and employers (Stuart 2011).

5.6 Returns to employers

Research suggests that raising the proportion of workers who are trained by 1 percentage point (from 10% to 11% for example) is associated with an increase in value added per worker of 0.6 %, and an increase in wages of about 0.3% (Dearden et al. 2005). The inference is that the benefits of training accrue relatively equally to employers and their employees. This finding, that the total productivity gain from training is roughly double the growth in earnings experienced by individuals is factored into the impact model, by including a net productivity benefit to employers equal to the wage premia experienced by individuals. However, as productivity foregone is a cost that falls upon employers, employee wages lost while in training are subtracted before arriving a final estimate of the return to employers.

²⁵ <https://www.gov.uk/government/collections/sfa-funding-rates>

5.7 Returns to the Exchequer

The Exchequer benefits from learning in many ways, including through the positive impacts on health, reduced crime and increased civic participation. While these benefits are important, they are impossible to model with any reliability and are therefore discounted from the impact model. There are, however, estimable benefits to the Exchequer, in the form of the following:

1. Income Tax receipts on increased individual earnings above £11,000 threshold, at a rate of 20%. This is deflated to 15%, on the basis that an estimated 25% of union learners will continue to earn on average below £11,000 per annum²⁶. The 2016 learner survey confirms that union learners earn less than the national average, for full and part time workers. Learner survey estimates put average full time earnings at £18,335 compared to a national median of £27,715 and part time earnings at £8,663 compared to £9,200.
2. National Insurance contributions based on increased individual earnings at 12% on earnings of £8,060 to £43,000 per year.
3. VAT receipts, estimated at a rate of 9.7%, due to the exclusion of non-VATable items such as food, on the marginal propensity to consume due to increased income, which is calculated at 64% in line with the methodology outlined Patrignani and Conlon (2011), BIS research paper 47²⁷.
4. Employer National Insurance contributions based on increased individual wages at 13.8% on earnings above £156 (£8,112).

The Exchequer also profits from reduced benefit and welfare payments, resulting from people with higher skills being more likely to be in employment and from reduced dependency on in-work benefits as a result of increased wages. Unfortunately these factors are too complex for straight-forward modelling and are therefore discounted from our estimate.

Normally, estimations of the returns to the Exchequer from learning would include an estimation of tax forgone due to learners being out of the labour market during learning. However, as very few union learners leave employment when taking up learning opportunities we have discounted this cost to the Exchequer. Estimating from this simple model, the return to the Exchequer generated by ULF Round 16 is £3.57 per £1.00 invested, as shown below.

²⁶ Data from the Annual Survey on Hours and Earnings suggests that around 18% of people earn less than £11,000 per annum. We have increased this to 25% to take account of the fact that Union Learning supports people who tend to be less well paid than average. The proportion of union learners working part-time, who are more likely not to pay income tax, is broadly in line with the average for all UK workers.

²⁷ BIS / London Economics (2011ii), The Long Term Effect of Vocational Qualifications on Labour Market Outcomes, BIS Research Paper No. 47.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32326/11-1035-long-term-effect-of-vocational-qualifications.pdf

Appendix 5.5 Estimate of return to the exchequer

	Increase in individual earnings	% to Exchequer	Benefit to Exchequer
Income Tax on raised individual earnings	£894,548,702	15%	£134,200,000
National Insurance on raised individual earnings	£984,548,702	12%	£107,300,000
VAT receipts on raised individual earners (post tax)	£572,511,169	9.7%	£55,500,000
Employer NI contributions on raised individual earnings	£894,548,702	13.8%	£123,400,000
Return to Exchequer			£420,400,000
Rate of return			£3.57
Gross return/investment			£3.57

Appendix 5.6 Method used to estimate ULF Round 16 Wage Impact

	Calculation	Source
Number of ULF learners	a	ULF Round 16 Final claims
% completing course	b	2015 Union Learning Survey
Number completing course	$c = (a \times b)$	Calculated
% gaining a higher qualification	d	2016 Union Learning Survey
% gaining same or lower qualification	e	2016 Union Learning Survey
Number of learners gaining higher qualifications	$f = (c \times d)$	Calculated
Number of learners gaining same or lower qualifications	$g = (c \times e)$	Calculated
Number of years learners remain in the labour market	h	2016 Union Learner Survey
Wage premia for those gaining higher qualification (%)	i	CE/IER in BIS Research Report 228
Wage premia for those gaining same or lower qualifications (%)	j	CE/IER in BIS Research Report 228
Proportion of qualifications gained	k	Estimated
Average wage for learners studying each qualification type	l	2016 Union Learning Survey
Wage premia per learner (£) per annum – learners gaining higher qualifications	$m = (i \times k \times l)$	Calculated
Wage premia per learner (£) per annum – learners gaining same or lower qualifications	$n = (j \times k \times l)$	Calculated
Wage premia per learner (£) working life – learners gaining higher qualification	$o = (h \times m)$	Calculated
Wage premia per learner (£) working life – learners gaining same or lower qualifications	$p = (h \times n)$	Calculated
Wage premia all learners working life – those gaining higher qualifications	$q = (f \times o)$	Calculated
Wage premia all learners working life – those gaining same of lower qualifications	$r = (g \times p)$	Calculated
% of learning resulting from ULF intervention (i.e. adjustment for counterfactual)	s	2016 Union Learning Survey
Total impact of learning due to wage premia	$t = (q + r) \times s$	Calculated

Appendix 5.7 Method used to estimate ULF Round 16 Employment Impact

	Calculation	Source
Employment premia for those gaining higher qualifications	u	CE/IER in BIS Research Report 228
Employment premia for those gaining same or lower qualifications	v	CE/IER in BIS Research Report 228
Average annual wage for learners studying each qualification type	w	ONS/ASHE
Wage premia per learner (£) per annum – learners gaining higher qualifications	$x = (u + w)$	Calculated
Wage premia per learner (£) per annum – learners gaining same or lower qualifications	$y = (v + w)$	Calculated
Wage premia per learning (£) working life learners gaining higher qualifications	$z = (h \times x)$	Calculated
Wage premia per learning (£) working life – learners gaining same or lower qualifications	$aa = (h \times y)$	Calculated
Wage premia – all learners working life – those gaining higher qualifications	$ab = (f \times z)$	Calculated
Wage premia – all learners – working life – those gaining same or lower qualifications	$ac = (g \times aa)$	Calculated
% progressing into learning due to ULF (i.e. taking counter-factual into account)	ad	2016 Union Learning Survey
Total impact of learning due to Employment premia	$ae = (ab + ac) \times ad$	Calculated

Wage Impact and Employment Impact are then added. From this total, the delivery costs (ULF Round 16 plus course delivery costs) and productivity foregone (Guided learning hours x average wage) are subtracted, to generate an overall estimate of economic impact.

Appendix 6 Developing an evaluation framework for the ULF

6.1 Introduction - the purpose of evaluation

The term evaluation has many meanings. In this context, the focus is on assessing the achievements of unionlearn and the ULF in relation to stated aims and objectives. A central purpose is to inform decision making about funding and administration of the ULF. This Appendix sets out key considerations for the design of future evaluations, core principles and good practice including specific requirements of the evaluation of government funded programmes. It reflects on past evaluations of the ULF and similar programmes and makes recommendations for developing a framework for monitoring and evaluation of the ULF.

Being clear on the aims and objectives of the evaluation is essential to having a well-designed evaluation strategy that helps clarify the priorities for evaluation activity at key points in time and the core evaluation questions to be asked. This in turn determines the most appropriate research approaches and tools to use. A clear strategy and framework for evaluation also helps to build understanding about the roles all those involved in the ULF (unionlearn senior management, the ULF team, project managers, project workers, providers, employers and learners) and how they will contribute to the overall processes of evaluation.

In addition to assessing whether planned targets have been achieved evaluation can help build knowledge of how this happens, and the barriers and good practice that affect programme delivery (process evaluation), the cost of achieving different outcomes (value for money, economic evaluation) and the effect that ULF activity has on participants (impact evaluation). Whether the main focus of evaluation is on processes, value for money or impacts (or all of these) this has considerable implications for the design and cost of an evaluation.

An effective evaluation relies on good quality data and planning for evaluation needs to take place as an integral part of ULF programme design and management. Within this, good administrative and monitoring data is the key to a robust evaluation design. Key stages in developing the evaluation framework, therefore are

- to define the aims and objectives for the ULF programme (and agree these with key stakeholders)
- to develop and agree the approach to evaluation and core methodologies to adopt
- to clarify the data requirements and when, and by whom these will be collected and analysed
- to report and disseminate findings to different stakeholder groups.

These elements are discussed below and summarised in a final checklist tool that can be used to help develop the evaluation framework for the ULF.

6.2 ULF and unionlearn aims objectives

Key questions that inform the design of an effective evaluation strategy are as follows: What are we trying to achieve, what are the aims and objectives of the ULF? Who are the key groups or the 'population' to be targeted? How can we measure achievement – what 'hard' and 'soft' indicators of success will we use? Where are we now and how will we know we are making progress towards achieving our goals? These questions will drive what data is needed and when. This might include the need to collect new data but will also rely on data that is collected during the delivery of ULF projects and so monitoring and evaluation need to be considered together so that information collected by ULF projects can also be used for the purposes of evaluation.

What do policy makers need to know?

In addition to conducting evaluation to inform the delivery and development of union learning by unions and TUC/unionlearn, policy makers within government also require that publically funded programmes are evaluated to ensure not only the accountability of public funding but also to aid decision making about which areas of activity to fund and to justify spend on specific programmes such as the ULF. The UK Government's Green Book on appraisal and evaluation of government programmes (HM Treasury 2003) describes stages of a broad policy cycle that some departments and agencies formalise in the acronym ROAMEF (Rationale, Objectives, Appraisal, Monitoring, Evaluation and Feedback) setting out the broad rationale for why a programme is needed, the objectives set for it and monitoring and evaluation processes that are in place. This guidance is supplemented by the Magenta Book providing guidance on how evaluation should be designed and undertaken (HM Treasury 2011). These documents illustrate the ways in which government (Treasury) prefers to review the delivery and outcomes from funded programmes.

Why have the ULF (what is the rationale for government funding)?

The 'R' in ROAMEF refers to the rationale for the programme. The focus on addressing workplace learning and skills relates to the anticipated improvement in competitiveness of business and opportunities for workers by building education and learning skills levels in order that they are either more effective in their place of work or more able navigate the labour market by possessing up to date qualifications and skills that are (or will be) in demand. The logic is that improving the supply of skills and improving education levels of those already in work will benefit the economy overall, individual businesses and employees. Central to an understanding of the rationale for any programme is being clear on **who the intended target 'population' groups are for ULF activities**. Given the diversity of union membership and types of organisations in which unions organise, being clear on the characteristics of those that are the intended target (and actual participants) is key in understanding whether ULF programmes are having their desired effect, for example in reaching those workers that would otherwise not engage in workplace learning.

The 'market' for learning and skills needs government intervention because of recognised market failures such as lack of information on learning needs and opportunities, limited knowledge of the returns on investment in learning and the barriers to learning (such as time, confidence to learn, costs of training and childcare)

that prevent investment in education and training. The rationale for **union** involvement in addressing these 'market failures' assumes a unique role at the workplace that enables unions to engage workers and employers to advocate for learning and build structures at the workplace (learning centres, learning agreements, ULRs) and partnerships with providers that help turn engagement into participation. An objective of the evaluation therefore is to understand whether these 'market failures' have been addressed and how this was achieved by focusing on the outcomes and impacts of ULF funded activity.

Theory of change/logic model

A key evaluation question, especially for public policy makers, asks about the extent to which outcomes are attributable to ULF activity and what outcomes would have happened anyway (for example ULF learners might get qualifications or a new job but this could be due to many other reasons than the support from a ULR or ULF project). Understanding this requires specific questions and clear strategy for data collection to try and isolate the outcomes and impact of ULF activity from other possible influences. A key device to use in considering whether outcomes can be attributable to the ULF is the logic model. This explores the logic behind and relationship between inputs, ULF activities, outputs, outcomes and impacts. Here we define inputs as the resources, time, knowledge and money that go into the delivery of the ULF, activities are the specific ULF funded activities such as running events and engaging with learners and employers, outputs are the immediate consequences of that activity (such as completing a course or achieving a qualification). Outcomes are the benefits to participants from those courses such as improved skills, confidence at work or willingness to take part in more training. Ultimate impacts are the economic benefits derived by learners such as a better job or pay and for employers improved work processes, reduced waste etc.

An economic evaluation focuses on cost efficiency (value for money) in terms of the cost per 'unit' of ULF outputs. This enables a comparison of outputs with other similar programmes. Cost-benefit analysis (CBA) goes further in looking at cost effectiveness by putting a value on the output or outcomes achieved, with the Green Book issued by HM Treasury describing in further detail guidance on the CBA and valuation of economic impacts.

This suggests that the impact of ULF activity might well happen after the life-time of a specific ULF project. Therefore, **tracking** (i.e. knowing who individual employers and learners involved are, their names and contact details, so that they can be followed up) and **baselining** (i.e. understanding their starting point before they took part in union learning, so that changes in qualifications, jobs, wages, confidence etc can be understood) are essential parts of the information needed to carry out an effective evaluation.

Underlying the logic model is a set of assumptions (theories) that explain the links between each stage. This approach forms part of theory-based evaluation and requires subject knowledge and expertise in the area of unions, learning and skills. A *theory of change* approach focuses on the links between stages in the implementation of a programme and *realist evaluation* explores the triggers or mechanisms that lead to changes in specific contexts (such as type of organisation, region or project type).

These approaches help to understand why and under what conditions outcomes are achieved and can help inform how outcomes could be improved and complement impact evaluation which puts an emphasis on the value (costs and benefits) of achieving outcomes.

Clarifying evaluation objectives and data needs

Key questions for the impact evaluation for government policy makers is to ask what would have happened if there had been no ULF in place. This is known as the counterfactual: the most likely outcome for the target group if the ULF had not been there. Clearly, this is unknown as it is an outcome that did not happen and so evaluation activities need to be structured in a certain way to try and estimate the counterfactual position. There are a number of options to try and understand the counterfactual.

One approach is through undertaking research with a comparison group alongside research with participants that have benefitted from ULF programmes. This would be a group of people ***in the target population*** i.e. with similar characteristics to those taking part in ULF but who did not benefit from ULF support. In an idealised 'experimental' approach, a randomly selected group would participate in union learning and a 'control group' would not. The outcomes from these two distinct groups are observed over time. However, undertaking this approach (a randomly assigned or randomised controlled trial, RCT), may not be feasible. ULF learners tend to be (a) those with few formal qualifications, (b) have lower than average recent experience of education and training and (c) work in lower paid jobs. Comparing them to other workers, even in the same workplace, might be problematic if the 'control group' is made up of those with greater opportunity to access education and training via their employer. Indeed, it is this difference that is the rationale for the ULF intervention. If there is not 'randomness' in the system by which learners participate in ULF activity, then it is not possible to undertake research with an equivalent comparison group due to selection bias²⁸.

Selection bias could be addressed through the use of allocation. The design of the ULF activities could be altered to undertake a phased introduction of ULF support for those learners with similar characteristics and outcomes compared between 'waves' of implementation. However, the impact under investigation would need to be achieved within the time-frame of different phases so that comparisons could be made. Another approach could offer support of different intensities to similar groups. Given the variety of unions and union projects, and the different contexts within which union projects work, designing these types of experimental design would need careful control and preparation. Integrating these measures into the delivery of the ULF would require a different approach to ULF delivery and close understanding of where similar activities are taking place.

Where experimental models are not possible, so called quasi-experimental research design that can compare outcomes for 'matched groups' of learners over time

²⁸ Differences between the participants and comparison group can cause them to have different outcomes irrespective of the policy – so those participating in ULF activities might be more motivated to learn than those who do not, which is likely to have a strong impact on the extent to which ULF learners complete training courses compared to those that are less motivated, irrespective of the support given.

(typically at a point before funded activity starts and a point at which the effects of the intervention are expected to have been realised). Regression modelling is a key statistical analysis tool. This provides estimates on whether the association is significant, and if so, the strength of significance. If there is data over time, this gives the possibility of understanding the causal links between data.

Comparability of data across different projects and over time

A key consideration for an evaluation is the validity of findings (are we measuring what we intend to measure?) and reliability (if we were to measure it twice would we get the same/similar results?). Demonstrating that the results are valid and reliable strengthen the findings from the evaluation. Given that there are many projects supported within the ULF programme as a whole, there is a need to ensure that the results that are reported by individual projects are comparable and that there is a degree of commonality in the way that data is reported across different ULF projects and over time so that performance across rounds can be compared.

6.3 Building a monitoring and evaluation framework

Developing an evaluation framework is a key tool that maps out the evaluation objectives, the logic model (inputs, activities, outcomes and expected impacts), the beneficiaries and key data about them that is required at the beginning, during and after completion, how and by whom evaluation activity will be undertaken, the time frame for doing this, the key tools and mechanisms that will be used and how, when and to whom evaluation findings will be reported.

Within the ULF, projects are required to complete monthly monitoring data to the unionlearn team (as described in the main report). The evaluation of the ULF in recent rounds has been undertaken ex-post (towards the end of the funding round), through the commissioning of an external, independent evaluation. While some administrative and monitoring data has been used in the evaluation the quality, coverage and consistency of data has been limited, placing constraints on the scope for the evaluation to meet objectives around assessing outcomes and impacts. Previous evaluations of the ULF have noted that limited availability of 'population' data seriously inhibits the potential for studies to report findings as valid or robust. This limiting the possibility of comparisons and to generalise from survey data to report on aggregate impacts across the programme as a whole (Shaw et al. 2006; Stuart et al. 2010).

Examples of similar evaluations identify a lack of evaluation culture within unions (Walker et al 2007) and evaluation practice does not articulate the link between objectives, inputs and outputs, poor planning of evaluation activity and lack of clarity around roles and responsibilities for collecting and reporting data (Stuart et al. 2006). Successive ULF evaluations have identified challenges due to 'custom and practice' in relation to the collection and sharing of data within and between unions that seriously inhibits the scope for building a robust evaluation (op cit). Clear guidance is needed on standard measures and indicators, data on learners and employers, ethics and protocols for engaging participants in the evaluation and sharing data, governance and oversight of monitoring and evaluation and key roles and responsibilities at all stages.

Measures and reporting requirements

Given the diverse nature of ULF projects, it is important that a common set of indicators and measures are used to report on the inputs, activities, outputs and outcomes. It is also important to keep a consistent set of measures over time so that the evaluation can also compare results over time. During the life-span of the ULF to date some of the key measures of the programme have changed or been interpreted slightly differently making these comparisons problematic.

Sampling/populations

The 'population' of ULF learners and employers is the entire group of people and organisations that have benefitted from ULF activities. It is unlikely that there will be sufficient resources to follow-up everyone that has taken part. To overcome this a sample of participants can be surveyed. If the evaluation is trying to report on overall outcomes and economic impact of the ULF as a *whole*, then we need to be clear that the sample of participants (learners and employers) is representative of the 'population' of ULF learners and employers. To do this successfully, robust data on the key characteristics of all union learners and all organisations is needed so that survey findings can be *generalised* i.e. used to make estimates of the overall impact of the ULF. This stresses the importance of having good quality (and comparable) administrative and monitoring data across all projects that is collected about the learners and employers that benefit from the ULF and that this data is available to the evaluators.

Ethics and clear protocols

The design of the evaluation framework needs to consider ways in which ULF projects and participants engage in the evaluation process. Evaluation should be a positive experience with clear ethics and protocols established to ensure this. Evaluation can be a positive experience that helps sustain activity by demonstrating value and highlights opportunities to improve delivery that ultimately benefits the learners projects are seeking to serve.

Governance and oversight

Evaluation should not be a stand-alone process, but a central part of decision making about future policy which links back to strategy and vision for the development of unionlearn, the ULF and learning within unions. Governance of the evaluation is an important consideration. It is preferable that there is a project or programme manager with responsibility for evaluation as a whole who can provide the link between evaluation activity and the ULF/unionlearn wider strategic aims and operation. A steering group is one way of overseeing the development and implementation of evaluation activity. This needs to provide feedback into strategy and operations. A strong connection is also needed to senior management and leadership within TUC/unionlearn.

Roles and responsibilities

In considering who undertakes evaluation activity, the framework should map out the activities required of programme managers at unionlearn, project managers of ULF projects, expert evaluators and potentially wider project partners such as employers and learning providers. Expert input is required both in terms of technical evaluation skills and also understanding of the context within which union learning activity takes place (see for example Walker et al. 2007).

6.4 Recommendations for future ULF Evaluations

In building union capacity and active engagement in monitoring and evaluation processes the following recommendations are made about the design and implementation of a monitoring and evaluation framework that builds the on the good practice outlined above:

- Develop and agree the evaluation and overall framework with key stakeholders: use the checklist of questions and sample framework tools below
- Develop union engagement through consultation on the design and implementation of the framework
- Develop commonly used tools and resources for projects to use
- Integrate monitoring, audit and evaluation systems to help ensure consistency and reduce duplication
- Integrate resources for monitoring and evaluation within project budgets in order that the requirements can be effectively met
- Build knowledge and skills in data management (for example, the importance of accuracy and coding, protocols for data sharing etc)
- Address directly concerns about the confidentiality of data (techniques for encryption and anonymization of data; using secure third party data depositaries such as Leeds Institute for Data Analytics)
- Provide regular feedback to projects to enable them to monitor and evaluate their own performance more readily
- Build core requirements into ULF project contracts and sanction for non-compliance
- Clarify (and adequately resource) the roles and responsibilities of the unionlearn/ULF team in managing the monitoring and evaluation strategy.

Appendix 6.1 Checklist of questions for developing the evaluation framework	
Steps in the evaluation	Questions to consider
Defining the policy objectives and intended outcomes	What is the programme logic or theory about how inputs lead to outputs, outcomes and impacts, in the particular policy context?
Considering implications of policy	Can proportionate steps be taken to increase the potential for good evaluation? What adjustments to policy implementation might improve design for evaluation feasibility and still be consistent with overall policy objectives?
Defining the audience for the evaluation	Who will be the main users of the findings and how will they be engaged?
Identifying the evaluation objectives and research questions	What do policy makers need to know about what difference the programme made, and/or how it was delivered? How broad is the scope of the evaluation?
Selecting the evaluation approach	Is an impact, process or combined evaluation required? Is an economic evaluation required? How extensive is the evaluation likely to be? What level of robustness is required?
Identifying the data requirements	At what point in time should the impact be measured? What data are required? What is already being collected / available? What additional data needs to be collected? Who will be responsible for data collection and what processes need to be set up?
Identifying the necessary resources and governance arrangements	How large scale / high profile is the policy, and what is a proportionate level of resource for the evaluation? What budget is to be used for the evaluation and is this compatible with the evaluation requirements? Has sufficient allowance been built in? Who will be the project owner, provide analytical support, and be on the steering group? What will the quality assurance processes be?
Conducting the evaluation	Will the evaluation be externally commissioned or conducted in-house? Who will be responsible for specification development, tendering, project management and quality assurance? When does any primary data collection need to take place? Is a piloting or cognitive testing of research instruments required? When will the evaluation start and end?
Using and disseminating the evaluation findings	What will the findings be used for, and what decisions will they feed into? How will the findings be shared and disseminated? How will findings feed back into the ROAMEF planning cycle?

The Magenta Book: Guidance for evaluation, H M Treasury, 2011 (p31)

Appendix 6.2 Sample evaluation framework					
Objective 1					
Key Activities	Key questions	Indicators of success	Method of data collection	Frequency of data collection	Who is responsible for data collection

Appendix 7 Learner Survey Questionnaire

Union Learning Survey

The Trades Union Congress has asked the Universities of Exeter and Leeds to evaluate the effectiveness of union learning and assess its impact on learners. To help us do this, we need you to take about 15 minutes to tell us about your union learning and to reflect on your motivations for doing it, the skills you gained and the impact that acquiring those skills has had on your life.

Please be reassured that your responses will be treated in strict confidence. All data will be reported in summary form and it will not be possible to attribute your responses to you personally. If you have any questions about the survey or need help in completing it please contact hilary.j.stevens@exeter.ac.uk at the University of Exeter. Alternatively, you can talk to your Union Learning Representative. Thank you for your help.



Part 1: Your learning history

Q1 What is the name of your employer? *Write in self-employed or a freelancer if you work on that basis.*

Q2 How long have you worked at your current workplace? *If you are self-employed or a freelancer please write in how long you have worked on this basis. Write in number of years, months or weeks.*

Q3 What workplace training did you receive during the five years before your union learn course(s)? *Tick all that apply*

- ☐ I did not undertake any workplace training
- ☐ Employer-provided induction
- ☐ Occasional job-related training
- ☐ Frequent job-related training
- ☐ Apprenticeship training
- ☐ Union-supported training

Q4 What was your highest level of qualification before you started union learning? *Tick one.*

- ☐ Entry and Level 1 qualifications, NVQ Level 1, Pre-Apprenticeship (Level 1), BTEC Level 1, Functional Skills, English or Maths at Level 1
- ☐ Level 2, GCSEs grades A-C, BTEC diploma, NVQ Level 2, Intermediate Apprenticeship, Functional Skills, English or Maths at Level 2
- ☐ Level 3, A/AS Levels, BTEC National, NVQ Level 3, Advanced Apprenticeship
- ☐ Level 4, Undergraduate degree, BTEC Higher, NVQ Level 4, Higher Apprenticeship
- ☐ Level 5 or above, Postgraduate qualification, NVQ Level 5 or above
- ☐ No qualifications
- ☐ Other or overseas qualifications

If other, please specify

Q5 To what extent do you agree that training is encouraged at this workplace? *Tick one per row.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Management provides learning opportunities for all	☐	☐	☐	☐	☐
Management encourages employees who want to improve their knowledge and skills	☐	☐	☐	☐	☐
The supervisor/team leader encourages employees that want to improve their knowledge and skills	☐	☐	☐	☐	☐
Management regularly discuss training needs (e.g. through appraisal or development plans etc.)	☐	☐	☐	☐	☐
Management is very supportive of the role of the union in helping workers to learn	☐	☐	☐	☐	☐

Q6 Were you a member of a trade union at your place of work before taking part in union learning activity? *Tick one.*

- ☐ Yes
☐ No

Q7 What trade union were you a member of before taking part in union learning activity? *Write in name of union*

Q8 Are you a member of a trade union now? *Tick one*

- ☐ Yes
☐ No

Q9 What trade union are you a member of now? *Write in name of union*

Part 2: Your union learning

Q10 When did you last take part in union learning? *Tick one. If you are currently on a course, tick 'Within the last month'.*

- ☐ Within the last month
☐ Between 1 to 6 months ago
☐ Between 7 to 12 months ago
☐ Between 13 to 24 months ago
☐ More than 24 months ago

Q11 How many times have you taken part in union learning? *Tick one.*

- ☐ Once
- ☐ Twice
- ☐ Three to six times
- ☐ More than six times

Q12 How did you find out about union learning? *Tick all that apply.*

- ☐ Informally, by word of mouth
- ☐ Through Union Learning Representative
- ☐ Union organised awareness event
- ☐ Union promotional leaflet or flyers
- ☐ Union notice board
- ☐ At a branch meeting
- ☐ Through the HR or Training department
- ☐ As a result of a training needs survey
- ☐ Union Learning Centre
- ☐ Other

If other, please specify

Q13 Was the union supported learning mainly job-related or for personal interest? *Tick one.*

- ☐ Job-related
- ☐ Personal interest

Q14 What specific kind(s) of union learning have you taken part in? *Tick all that apply.*

- ☐ ESOL/ English for Speakers of Other Languages
- ☐ Other Literacy or English skills
- ☐ Numeracy or Mathematics
- ☐ ICT / Digital / Computer skills
- ☐ Short course or event to gain skills or knowledge related to your work or professional development
- ☐ Vocational course at college or training provider that resulted in you gaining (or working towards) a Level 2 or Level 3 qualification
- ☐ Higher Education (Level 4 or above)
- ☐ Training to be a Union Learning Representative
- ☐ Redundancy support
- ☐ Other

If other, please specify

Q15 Have you gained any qualifications from your union learning? *Tick one.*

- ☐ Yes
- ☐ No

Q16 What was the highest level of qualification you gained from union learning? *Tick one.*

- ☐ Entry and Level 1 qualifications, NVQ Level 1, Pre-Apprenticeship (Level 1), BTEC Level 1, Functional Skills, English or Maths at Level 1
- ☐ Level 2, GCSEs grades A-C, BTEC diploma, NVQ Level 2, Intermediate Apprenticeship, Functional Skills, English or Maths at Level 2
- ☐ Level 3, A/AS Levels, BTEC National, NVQ Level 3, Advanced Apprenticeship
- ☐ Level 4, Undergraduate degree, BTEC Higher, NVQ Level 4, Higher Apprenticeship
- ☐ Level 5 or above, Postgraduate qualification, NVQ Level 5 or above
- ☐ No qualifications gained
- ☐ Other

If other, please specify

Q17 Has your union provided you with any of the following? *Tick all that apply.*

- ☐ Information about learning opportunities
- ☐ Advice and guidance about what learning opportunities are right for you
- ☐ Information or advice about an Apprenticeship
- ☐ Help with looking for a job
- ☐ Redundancy support
- ☐ Other

If other, please specify

Q18 Have you taken part in union learning during... *Tick one.*

- ☐ Normal working hours
- ☐ Your time
- ☐ Both normal working hours and own time

Q19 What motivated you to take part in union learning? *Tick one per row.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
To perform better in current job	☐	☐	☐	☐	☐
To improve skills for a future job or career	☐	☐	☐	☐	☐
To gain promotion at work	☐	☐	☐	☐	☐
To gain pay rise at work	☐	☐	☐	☐	☐
Increase security in current job	☐	☐	☐	☐	☐
Personal interest and enjoyment	☐	☐	☐	☐	☐
Gain skills that are of use in everyday or home life	☐	☐	☐	☐	☐
Support people at work or in the wider community	☐	☐	☐	☐	☐
For fun and to meet new people	☐	☐	☐	☐	☐

Q20 How satisfied or dissatisfied are you with the following aspects of union learning? *Tick one per row.*

	Very dissatisfied	Fairly dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied
The quality of the learning	☐	☐	☐	☐	☐
The support you received from ULRs	☐	☐	☐	☐	☐
The support you received from a Union Learning Centre	☐	☐	☐	☐	☐
Overall satisfaction with your union supported learning	☐	☐	☐	☐	☐

Q21 To what extent to you agree or disagree with the following? *Tick one per row.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It is likely that I would have done this learning anyway	☐	☐	☐	☐	☐
I would not have done this learning without the Union	☐	☐	☐	☐	☐
The Union offered learning that is not supported by employer	☐	☐	☐	☐	☐

Part 3: The impact of your union learning

Q22 Would you agree or disagree that union learning has helped you to develop any of the following? *Tick one per row.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Literacy, reading or writing skills	☐	☐	☐	☐	☐
Numeracy or maths skills	☐	☐	☐	☐	☐
English language skills/ ESOL	☐	☐	☐	☐	☐
Self confidence or a sense of what you can achieve	☐	☐	☐	☐	☐
Coaching or mentoring skills	☐	☐	☐	☐	☐
Planning and organisation skills	☐	☐	☐	☐	☐
Budgeting or money management skills	☐	☐	☐	☐	☐
ICT, digital or computing skills	☐	☐	☐	☐	☐
Vocational skills	☐	☐	☐	☐	☐
Professional development	☐	☐	☐	☐	☐

Q23 Would you agree or disagree that your union learning has given you skills that are useful in the following ways? *Tick one per row.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Skills that are useful in your current job	☐	☐	☐	☐	☐
Skills that are useful in everyday life	☐	☐	☐	☐	☐
Skills that can be transferred to a new job within the same industry	☐	☐	☐	☐	☐
Skills that can be transferred to a new job in a different industry	☐	☐	☐	☐	☐
Skills to apply for an Apprenticeship	☐	☐	☐	☐	☐
Not gained any useful skills	☐	☐	☐	☐	☐

Q24 Have any of the following outcomes happened as a result of taking part in union learning? *Tick one per row.*

	Yes	No
Got a new job with current employer	☐	☐
Got a new job with a different employer	☐	☐
Got a pay rise	☐	☐
Gained promotion or greater responsibility in current job	☐	☐
Can do current job better	☐	☐
Stayed in a job you might otherwise have lost	☐	☐
Undertaken further training	☐	☐
Started an Apprenticeship	☐	☐
Asked employer for more training	☐	☐
Become more involved in your union	☐	☐
Become a Union Learning Representative	☐	☐
Become more involved in voluntary or community-based activities	☐	☐

Q25 To what extent would you agree or disagree that as a result of your experience(s) of union learning you have? *Tick one per row.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Become more enthusiastic about learning	☐	☐	☐	☐	☐
Got a better idea about what you want to do in life	☐	☐	☐	☐	☐
Become more confident in your abilities	☐	☐	☐	☐	☐
Improved your quality of life or well-being	☐	☐	☐	☐	☐
Become more likely to undertake further learning and training	☐	☐	☐	☐	☐
Become motivated to apply for an Apprenticeship	☐	☐	☐	☐	☐
Become a more capable parent (e.g. better able to help children with homework)	☐	☐	☐	☐	☐
Become better able to organise, mentor and support other people	☐	☐	☐	☐	☐

Q26 To what extent would you agree or disagree that your personal outlook to the following has changed as a result of union learning? *Tick one per row.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am become more confident in achieving most of the goals that I have set myself	☐	☐	☐	☐	☐
I have become more certain that I will accomplish difficult tasks	☐	☐	☐	☐	☐
I have become more confident in obtaining outcomes that are important to me	☐	☐	☐	☐	☐
I believe I can succeed at almost any endeavour to which I set my mind	☐	☐	☐	☐	☐
I am able to successfully overcome many challenges that are important to me	☐	☐	☐	☐	☐
I have become more confident that I can perform effectively on many different tasks	☐	☐	☐	☐	☐
Compared to other people, I can do most tasks very well	☐	☐	☐	☐	☐
I have become more confident that I can perform quite well, even when things are tough	☐	☐	☐	☐	☐

Q27 What impact did your involvement in union learning have on your participation in the union? *Tick one per row.*

	Yes	No
No impact	☐	☐
I became more supportive of union policies at work	☐	☐
I became more active in the union (e.g. more likely to attend meetings)	☐	☐
I became a health and safety representative	☐	☐
I became a union learning representative	☐	☐
I became an equality representative	☐	☐
I became a workplace representative/ shop steward	☐	☐
I became less involved in the union	☐	☐

Q28 Did you experience any of the following problems in taking up union learning. *Tick one per row.*

	Major problem	Minor problem	No problem
Lack of information from the union	☐	☐	☐
Lack of support from union learning representatives	☐	☐	☐
Lack of support from other union representatives	☐	☐	☐
Lack of management interest and support	☐	☐	☐
Managers not allowing time off for learning	☐	☐	☐
Work pressure made it hard to take time off for learning	☐	☐	☐
I lacked confidence during learning	☐	☐	☐
I could not find time	☐	☐	☐
The costs involved (e.g. travel) were a problem	☐	☐	☐

Part 4: Learning and work

Q29 To what extent do you agree with the following statements about learning in the future. *Tick one per row*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am interested in further learning	☐	☐	☐	☐	☐
I would learn in the future if I had to pay for it myself	☐	☐	☐	☐	☐
I would learn in the future if my employer paid for it	☐	☐	☐	☐	☐
I would be willing to share the cost of learning	☐	☐	☐	☐	☐
I want to do more union supported learning	☐	☐	☐	☐	☐
I will have many opportunities to get training in the future	☐	☐	☐	☐	☐
I want to start an Apprenticeship	☐	☐	☐	☐	☐
I want to get more advanced qualification	☐	☐	☐	☐	☐
I want to increase my skill levels	☐	☐	☐	☐	☐
I have learnt enough	☐	☐	☐	☐	☐

Q30 How satisfied or dissatisfied are you with the following aspects of your work. *Tick one per row.*

	Very dissatisfied	Fairly dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied
Your pay	☐	☐	☐	☐	☐
Relations with your supervisor or manager	☐	☐	☐	☐	☐
Your job security	☐	☐	☐	☐	☐
The opportunity to use your abilities	☐	☐	☐	☐	☐
Being able to use your own initiative	☐	☐	☐	☐	☐
The hours you work	☐	☐	☐	☐	☐
The work itself	☐	☐	☐	☐	☐
The amount of work	☐	☐	☐	☐	☐
The variety in the work	☐	☐	☐	☐	☐
The training provided	☐	☐	☐	☐	☐
Opportunities for an Apprenticeship	☐	☐	☐	☐	☐
The friendliness of the people you work with	☐	☐	☐	☐	☐
Overall satisfaction with your job	☐	☐	☐	☐	☐

Q31 How much do you usually help other employees with their work. *Tick one.*

- ☐ Never
- ☐ A Little
- ☐ Somewhat
- ☐ Much
- ☐ A great deal

Part 5: About you

Q32 What is your gender? *Tick one.*

- ☐ Male
- ☐ Female

Q33 How old were you on your last birthday? *Tick one.*

- ☐ 16 to 24
- ☐ 25 to 34
- ☐ 35 to 49
- ☐ 50 to 64
- ☐ 65 and over

Q34 How would you describe your ethnic origin? *Tick one.*

- ☐ Asian or Asian British
- ☐ Black or Black British
- ☐ Chinese
- ☐ Mixed
- ☐ White British
- ☐ White other
- ☐ Other

If other, please specify

Q35 Is English your first language? *Tick one.*

- ☐ Yes
- ☐ No

Q36 Do you consider yourself to have a disability? *Tick one.*

- ☐ Yes
- ☐ No

Q37 What best describes your employment status? *Tick one.*

- ☐ Full time employee
- ☐ Part time employee
- ☐ Self-employed or freelancer
- ☐ Unemployed
- ☐ Not employed but not looking for work
- ☐ Retired

Q38 If employed, are you ... *Tick one.*

- ☐ Employed on a fixed term or temporary contract
- ☐ Employed through an agency
- ☐ In a permanent job

Q39 Which of the following best described the type of work you do? *Tick one.*

- ☐ Manager or senior officer
- ☐ Professional
- ☐ Technician or associate professional
- ☐ Skilled trades
- ☐ Service, caring or administrative occupation
- ☐ Operative
- ☐ Other

If other, please specify

Q40 Do you work in the ...? *Tick one.*

- ☐ Private sector
- ☐ Public sector
- ☐ Voluntary sector or charity

Q41 How much do you get paid per hour before tax and other deductions taken out? *Tick one.*

- ☐ £6.70 or less per hour (£254 per week for 38 hour week)
- ☐ £6.71 - £7.20 per hour (£255 to £274 per week for 38 hour week)
- ☐ £7.21 - £12.00 per hour (£275 to £456 per week for 38 hour week)
- ☐ £12.01 - £15.00 per hour (£457 to £570 per week for 38 hour week)
- ☐ £15.01 or more (£571 or more for 38 hour week).

Q42 In which town or city is your place of work? *Write in.*

Part 6: Finally

- Q43 Is there anything else that you would like to say about your union learning? We are particularly interested in how your learning has progressed and the impact that this has had. *Write in.*

- Q44 Would you be happy for your response to the previous question to be used anonymously in the report describing the findings of this survey and in future publications. *Tick one per row.*

	Yes	No
In the report on this survey	☐	☐
In future publications	☐	☐

- Q45 If you are happy to be contacted again please provide your contact details below. Your details will be treated in strict confidence and will only be used in future surveys in relation to union learning. *Write in.*

Name	
Address 1	
Address 2	
Postcode	
Email	
Telephone	

Thank you for taking the time to complete this questionnaire. Please return to the University of Leeds as soon as possible using the reply paid envelope provided.

Appendix 8 Employer Survey Questionnaire

1. SECTION 1: COMPANY BACKGROUND

We would like to ask some basic questions about your company.

* 1. Insert name of company

2. What sector is your organisation based in?

- ☐ Private
- ☐ Public
- ☐ Voluntary
- ☐ Other

Other (please specify)

3. What is the main product or service of your organisation?

4. How many people does your organisation employ?

At this workplace

If part of a larger
organisation, how many in
total?

5. What percentage of the workforce is?

Male (0-100%)

Female (0-100%)

6. How has the number of people employed at this workplace changed over the past 12 months?

- ☐ Decreased
- ☐ Remained the same
- ☐ Increased
- ☐ Not in business 12 months ago
- ☐ Don't know

7. How have the following organisational indicators changed in the past 12 months?

	Increased significantly	Increased	Not changed	Decreased	Decreased significantly
Organisational performance	☐	☐	☐	☐	☐
Levels of investment in training	☐	☐	☐	☐	☐
Joint working with unions	☐	☐	☐	☐	☐

2. SECTION 2: EMPLOYMENT RELATIONS AND UNION BACKGROUND

We would like to know a little about the context of employment relations in your organisation and trade union representation.

1. What proportion of the workforce are members of a trade union?

- ☐ 1-24%
- ☐ 25-49%
- ☐ 50-74%
- ☐ 75-100%

2. Does management normally negotiate, consult, inform or not involve unions in the following matters?

	Negotiate	Consult	Inform	Not involve
Pay	☐	☐	☐	☐
Hours of work	☐	☐	☐	☐
Training of employees	☐	☐	☐	☐
Pension entitlements	☐	☐	☐	☐
Recruitment and selection of employees	☐	☐	☐	☐
Grievance / disciplinary procedures	☐	☐	☐	☐
Performance appraisal	☐	☐	☐	☐
Equal opportunities / diversity	☐	☐	☐	☐
Health and safety	☐	☐	☐	☐

3. Broadly speaking, how would you describe the relationship:

	Very Good	Good	Neutral	Bad	Very Bad
Between staff and management in your workplace	☐	☐	☐	☐	☐
Between management and trade unions	☐	☐	☐	☐	☐
In general, between different staff members	☐	☐	☐	☐	☐

4. Do you have any union reps with responsibility for learning - that is Union Learning Representatives?

☐ Yes

☐ No

5. If yes to the above question, how many ULR's?

Number of ULR's (prompt
for an accurate figure)

3. SECTION 3: LEARNING AND STAFF DEVELOPMENT

We would like to ask some general questions relating to the policies and practice of learning and staff development in your organisation.

1. Which of the following relating to training and staff development are in place in your organisation?

	Yes	No
Organisation-wide training plan	☐	☐
A budget for training expenditure	☐	☐
Staff appraisal scheme	☐	☐
Formal apprenticeship programme	☐	☐
Time off for staff to attend education / training	☐	☐
A company learning centre	☐	☐
Investors in people	☐	☐

2. Approximately what proportion of employees in your workplace have been given time off from their normal duties to undertake employer-provided training during the last 12 months?

- ☐ All (100%)
- ☐ Almost all (80-99%)
- ☐ Most (60-79%)
- ☐ Around half (40-49%)
- ☐ Some (20-39%)
- ☐ Just a few (1-19%)
- ☐ None (%)

3. On average, how many training days did employees in your workplace undertake during the past 12 months?

- ☐ 10 days or more
- ☐ 5 to less than 10 days
- ☐ 2 to less than 5
- ☐ 1 to less than 2
- ☐ Less than one day
- ☐ No time

4. Do you think that the introduction of the apprenticeship levy will affect your company's investment in apprentices?

- ☐ Yes, it will increase
- ☐ Yes, it will decrease
- ☐ No, it will stay the same
- ☐ We are not aware of the apprenticeship levy

5. Are apprenticeships covered by any of the following:

- ☐ A general collective agreement
- ☐ An apprenticeship agreement
- ☐ A learning agreement
- ☐ Not covered by any agreement

4. SECTION 4: UNIONS AND LEARNING IN THE WORKPLACE

We now turn to questions on union-learning related activity.

1. How has your organisation been involved with recognised unions on a Union Learning Fund project?

- ☐ Current ULF project
- ☐ Previous ULF project
- ☐ We have been involved with a number of ULF projects
- ☐ We have never been involved with a ULF project
- ☐ Don't Know**

2. In what ways has your organisation been involved with unions on learning?

	Yes	No
Development of a joint union-management learning centre	☐	☐
Identifying individuals' training needs	☐	☐
Increasing the participation of non-traditional learners in training	☐	☐
Developing an apprenticeship programme	☐	☐
Raising awareness of the benefits of learning/training	☐	☐
Funding employees to take work-related courses	☐	☐
Funding employees to take part in non work-related courses	☐	☐
Employee time-off to discuss learning with ULRs	☐	☐
Addressing basic skills gaps	☐	☐

3. On average, is union learning activity typically undertaken in:

- ☐ a) Paid work time
- ☐ b) Employees' own time
- ☐ c) A mix of paid and own time

4. Would you agree or disagree that managers at this workplace:

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
Value the Union Learning Fund	☐	☐	☐	☐	☐
Value workplace Union Learning Representatives	☐	☐	☐	☐	☐

5. Has your organisation provided any of the following financial supports for union learning activities? (Tick all that apply)

- ☐ Cash contribution
- ☐ Management time
- ☐ Other in-kind contribution (Learning centre/space, ULR time, hardware/software etc)

6. If you make an in-kind contribution, what does this include?

- ☐ Equipment (eg phones, computers)
- ☐ Office space
- ☐ Learning centre
- ☐ ULR time
- ☐ Management time
- ☐ Employee time

7. Could you please give an estimate of the cash value of your contribution made in the past 12 months?

8. Do you have a joint management-union learning committee?

- ☐ Yes
- ☐ No

9. Is there a learning agreement in place between management and union(s) in your organisation?

☐ Yes

☐ No

10. If yes to the above, what does the learning agreement cover?

	Yes	No
Terms of reference for a joint learning committee	☐	☐
ULR facility time	☐	☐
Staff-time off for work-related training	☐	☐
Staff time off for non-work related training	☐	☐
Equality of access to learning opportunities	☐	☐
Levels of company financing of learning and training	☐	☐
Joint financing of learning	☐	☐

11. Has union learning activity increased the demand for learning, amongst those?

	Yes	No
With little history of taking part in training/ learning	☐	☐
With low levels of literacy / numeracy skills	☐	☐
With high skills levels	☐	☐

5. SECTION 5: THE IMPACT OF UNION LEARNING

1. As a result of union learning initiatives, have the following activities increased, decreased or stayed the same?

	Significantly Increased	Slight increase	Stayed the same	Slight decrease	Significantly decreased
Take-up of job related training	☐	☐	☐	☐	☐
Take-up of non-job related training	☐	☐	☐	☐	☐
Number of employees attaining qualifications	☐	☐	☐	☐	☐
Equality of access to learning / training opportunities	☐	☐	☐	☐	☐
Employer expenditure on employee training/ learning	☐	☐	☐	☐	☐
Organisational performance	☐	☐	☐	☐	☐
Improvements in health and safety at work	☐	☐	☐	☐	☐
Improvements in staff turnover	☐	☐	☐	☐	☐
Employee commitment	☐	☐	☐	☐	☐
Levels of trust between management and unions	☐	☐	☐	☐	☐
Extent of bargaining with unions over training and learning	☐	☐	☐	☐	☐
Take up of apprenticeships	☐	☐	☐	☐	☐

2. Do you agree or disagree with the following statements about your workplace?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The level of job security has significantly decreased in the past 12 months	☐	☐	☐	☐	☐
It is unlikely the employees will lose their jobs in the near future	☐	☐	☐	☐	☐
I am satisfied with the level of job security for employees	☐	☐	☐	☐	☐

3. To what extent do you agree with the following statements on the added value of union learning?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Management is very supportive of the union role in learning	☐	☐	☐	☐	☐
Learning activities would NOT have taken place without external union funding	☐	☐	☐	☐	☐
You would consider funding similar learning and training in the absence of ULF funding	☐	☐	☐	☐	☐
Employees are more likely to be promoted having completed union learning	☐	☐	☐	☐	☐
Employees are more likely to be awarded a pay rise as a result of union learning	☐	☐	☐	☐	☐

4. Do you undertake a formal cost-benefit analysis of union learning?

- ☐ Yes
- ☐ No

5. What proportion of employees would NOT have taken part in this learning/training without the support available from the union?

- ☐ 0-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%

6. Has union learning inspired reluctant learners to take part in training?

- ☐ Yes
- ☐ No

7. Finally, do you consider that the organisation gets a return on the investment in union learning activity?

- ☐ Yes
- ☐ No

Thank and Close

Appendix 9 Action Learning Set Protocol

Action learning set protocol:

- each set member reports briefly on what has been happening to them
- set members then choose who will speak about a particular situation they are currently facing. This is known as presenting
- the presenter describes the situation, problem or challenge
- set members ask open questions which help the presenter come to a deeper or different understanding and so be open to new solutions, attitudes and behaviour changes
- set members do not give advice, tell anecdotes, pass judgement or talk about their own situation – they stay focussed on the presenter
- the set helps the presenter review their options and decide on action
- set members reflect on the group process, respond to the presenter about what they have heard and talk about their own individual learning
- the presenter takes what they have learnt back to their workplace – initiating changes and trying new ideas or approaches
- at the next set meeting the presenter reports on the action they have taken.

The facilitator

- establishes the ground rules and keeps the set on course
- focuses the set on the presenter
- creates safety for individuals to explore sensitive issues
- takes the set beyond superficial analysis
- helps the set draw out learning
- enables the set to reflect on group process
- introduces the set to other tools for exploration, analysis and solution generation.

Appendix 10 Stakeholder Interview Template

ULF unionlearn evaluation 2015-16 ***Interviews with national stakeholder partners – topic guide***

Topic 1: Background and stance on learning and skills

- What are the main activities of your organisation?
- What are the main issues facing your organisation/members/sector regarding learning & skills?
- What policy/activity does your organisation support to address these issues?
- What is your view of current government policy on learning and skills? What are the key challenges and opportunities in developing an employer-led system?

Topic 2: Engagement with trade unions

- To what extent are you involved with trade unions in any aspect of your work?
- What is the nature of the relationship between this organisation and the main trade unions in this organisation/sector (list the key unions)
- How would you describe the climate of industrial relations?

Topic 3: Awareness and engagement with union learning

- Are you aware of the work that the trade union movement undertakes in relation to workplace learning and skills: ULRs, ULF, learning agreements, learning committees, MOUs with national learning and skills organisations?
- Are you involved with of the work that the trade union movement undertakes in relation to workplace learning and skills (union learning reps, ULF, learning agreements, learning committees, MOUs with national learning and skills organisations)? If so, please describe
- Is involvement mainly around activity at the workplace (ie with companies and learners) or beyond the workplace (ie on policy, sector action plans, provider networks etc)?

Topic 4: Outcomes and impact of union learning

- What would you define as 'success' in terms of union learning? What kinds of outputs or outcome measures are helpful in defining this? How could union learning outcomes be benchmarked against other related activity?
- Do you consider that union learning has made any contribution to learning and skills outcomes or had an influence on learning and skills policy in the last 3-5 years (apprenticeships, lifelong learning, competitiveness, growth, employee skills/competence, employer engagement)?
- Does union learning activity lead to additional investment in learning? If so from what source (employer funding for training, employer in-kind support, other agency/public funding, other agency/public in-kind support etc)?

Topic 5: Tensions around union-led learning

- What are the strengths and weaknesses of working with unionlearn and the ULF?
- What tensions exist in relation to engagement with trade unions around the learning and skills agenda (variance in union-employer agendas, integration with HRD/workforce development strategies, views on the union contribution to learning outcomes, opposition to bargaining for learning/skills)?

Topic 6: Opportunities for further engagement with unions and union learning

- What opportunities are there for further engagement with trade unions and employers around the learning and skills agenda?
- How can unions and employers work together better in the current climate? What does 'working together' mean? Is there an interest in a 'social partnership' on skills?
- What would need to happen to achieve this? What is the core role of TUC/unionlearn in helping to achieve this?

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