



WORKPLACE LEARNING



• CALDERDALE COLLEGE

• FINAL EVALUATION OF THE
• WORKPLACE LEARNING
• PROJECT

• May 2016

This research has been
undertaken by:



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EXECUTIVE SUMMARY

Introduction

- This is the final report from an independent evaluation of the European Social Fund (ESF) Workplace Learning Project contracts managed by Calderdale College. The evaluation was tasked with assessing the performance, effectiveness and impact of the project over its full lifetime (April 2012 to July 2015) in the seven sub-regions where Calderdale College was responsible for delivery¹.
- The evaluation was based around a programme of primary research with employers, employees and skills providers, coupled with the analysis of end-of-project management information.
- The Workplace Learning Project was funded by ESF 2007-2013 and co-financed by the Skills Funding Agency. Its main purpose was to promote the in-work progression of employed individuals with low skills through the delivery of fully funded, work related skills training. The combined values of the seven sub-regional contracts for which Calderdale College was responsible was £35.6m.

Employer Perspective

- The Workplace Learning Project engaged an above average proportion of employers that were not already predisposed to providing structured training for their staff, i.e. providers have not simply targeted employers that were already heavily involved in training and paying full fee for it themselves.
- Overall, employers have been extremely satisfied with the training provided through the project. More than 90% provided positive feedback on its relevance and quality and the extent to which it was up to date with developments in their sector. Most employers also said they had trained staff to a higher level, provided better quality training and trained staff that had not been trained before as a direct result of the project.
- The Workplace Learning Project has been extremely successful at addressing skills issues within participating employers (more than 90% of employers said that skills levels in their workforce had improved). The vast majority of employers also believe that employees trained through the project have become more self-confident and better at their jobs and two thirds said that the day-to-day running of their business had improved.
- The only challenge experienced by employers with any regularity was the difficulty of releasing staff to attend training. Just under a third of the employers surveyed for the evaluation mentioned this, whilst a fifth said that the training wasn't pitched at the right level for all of their staff who took part. However, there was no discernible

¹ The East Midlands, the West Midlands, Merseyside, the North East (excluding Merseyside), the North West, South Yorkshire and Yorkshire and the Humber (excluding South Yorkshire).

difference between the satisfaction levels of the employers that had experienced challenges and those that had not, suggesting that even where issues arose, they were not been especially significant.

- The administrative aspects of the project – namely the paperwork requirements, the timescales from initial engagement to the training starting, and the communications between providers and employers – were praised by employers. This reflects well on Calderdale College, who made efforts to promote regular dialogue between providers and employers and to make the employer experience as straightforward as possible.
- Fewer than one in ten of the employers surveyed had put In-Work Ambassadors in place. The main reasons why ambassadors had not been more prevalent were that providers had reportedly not mentioned them to employers and/or that the employers did not need or want them.

Employee Perspective

- Satisfaction with the Workplace Learning Project training amongst employees was very high: 96% said they were satisfied, a large majority of which answered ‘very satisfied’. Employees consistently reported having developed new skills through the training and said that their tutors had been knowledgeable and that the courses were well run. Overall, the training appears to have exceeded employees’ expectations.
- Half of the employees in the evaluation survey sample remembered having had an initial assessment and 43% remembered having an Individual Learning Plan (ILP). Calderdale College’s records show that, in practice, all of the employees actually had both and it therefore seems likely that some had forgotten or did not recognise the terminology used in the survey. Employees who said they had an initial assessment and/or an ILP were more likely to say that they were ‘very satisfied’ with the training than those who did not.
- Just over one third of the employees in the sample said they were assigned a Personal Advancement Advisor (PAA), most of whom said that the PAA had been important in helping them achieve their goals through the Workplace Learning Project.
- 80% of the employees have been able to apply the skills and/or knowledge they gained through the training in their day-to-day jobs. Some hadn’t done so at the time of the survey but expected to in the future. Only 6% said that they didn’t expect to use their new skills/knowledge at all, mainly because they had changed job since completing the training.
- Over two thirds of the employees said the training had made them more confident in their own ability to learn and three fifths said it was likely that they would look to start another training course or qualification within the next two years. The remainder tended to say that they felt there was no need, as opposed to being against further learning per se.

Provider Perspective

- Skills providers surveyed for the evaluation were fairly evenly split in their views on employer demand for support through the Workplace Learning Project: around a third said that demand had been as expected, a third said it had been higher and a third said it had been lower. Where it had been lower, eligibility criteria was cited as the main reason.
- Satisfaction amongst providers with their decision to become involved in the Workplace Learning Project is high: a combined total of 88% said that they were either very satisfied (53%) or quite satisfied (35%). The same proportion (83%) said that the project had met their expectations. Nearly two thirds said that their reputation amongst employers had been enhanced as a direct result of the project, whilst almost three fifths had secured follow-on business with one or more of the organisations whose staff they had trained.
- Where challenges arose on the Workplace Learning Project from a provider perspective, they most commonly related to employers not releasing staff to attend training, employees not completing their training or being withdrawn partway through by their employer. The vast majority of providers appear to have experienced one or more of these issues, but it was rare for them to be described as significant.
- Providers have generally felt well supported by Calderdale College during the project, citing the regular communications, helpful briefings and willingness to help address and resolve issues as particularly beneficial aspects of the approach.
- Almost 90% of the providers in the survey sample said that they had put Personal Advancement Advisors in place, but overall the PAAs do not appear to have been integral to the project. Half of the providers with PAAs said that the role had been important, but the other half either did not think they had been important or did not know.

Net Economic Impact

- The deadweight of the Workplace Learning Project contracts managed by Calderdale College is estimated at 36.9%. In other words, 36.9% of the training supported by the project would have taken place over the same timeframe had the funding not been available.
- Whilst deadweight is undesirable, the reality is that it is almost impossible to avoid. Government expects deadweight on workforce development schemes to be between 35% and 39% and in that regard the Workplace Learning Project has performed almost exactly as would be expected.

- Recent Government research on the Net Present Value of qualifications at different levels provides the basis for estimating the economic contribution of the Workplace Learning Project. The calculations give an estimated NPV of £795m: a very significant return on a contract value of £35m. It is however important to note that this is the estimated economic benefit that will accrue over the *full working life* of the learners that have been trained. It is not the benefit that has occurred at the time of writing.
- Based on the NPV calculations, the approximate return on investment of the Workplace Learning Project is 22:1, i.e. for every £1 of Government funding that was claimed, £22 of economic contribution will be generated, again over the full working life of the learners supported. Government estimates that the average NPV per pound of funding invested in skills (nationally) is £20. The Workplace Learning Project contracts managed by Calderdale College have therefore, overall, delivered an above average return on investment.

1 BACKGROUND

Introduction

- 1.1 In September 2015, Calderdale College commissioned an independent evaluation of the European Social Fund (ESF) Workplace Learning Project. The evaluation was tasked with assessing the performance, effectiveness and impact of the project over its full lifetime (April 2012 to July 2015) in the seven sub-regions within which Calderdale College was responsible for delivery. These were the East Midlands, Merseyside, the North East, the North West, the West Midlands, South Yorkshire and Yorkshire and the Humber (excluding South Yorkshire).
- 1.2 Key lines of enquiry for the evaluation included:
- **Operational delivery and project management:** including relationship management with the supply chain, the efficiency of management and delivery processes and performance against profiled targets.
 - **Outcomes and impacts:** including commercial and workforce impacts, in-work progression, net economic contribution and additionality.
 - **Strategic added value:** including the appropriateness of the interventions supported and the influence of the fund on employers' and employees' approaches to workforce development.
 - **Lessons and good practice:** including key learning points that can be taken forward by the college and its partners on future workforce development interventions.

Inputs

- 1.3 The evaluation has been based largely around a programme of primary research, summarised in Table 1.1 and explained in more detail in Appendix A. Calderdale College also supplied end-of-project management information which has been used as the basis for the performance review (Chapter 2) and to inform the assessment of net economic contribution (Chapter 6).

Table 1.1: Summary of Evaluation Approach

Activity	No.
Online survey of providers that delivered training through the Workplace Learning Project	72
Qualitative case study visits with employers and employees	5
Telephone survey of employers whose staff received training through the Workplace Learning Project	300
Telephone survey of employees who received training through the Workplace Learning Project ²	388

² The employer and employee telephone surveys were undertaken by Blueberry Marketing Solutions.

Acknowledgements

- 1.4 Thanks are owed to the employers, employees and providers that made their time available to participate in this evaluation.

Terminology

- **Providers or skills providers:** organisations – typically FE colleges and work-based learning providers – that delivered training through the Workplace Learning Project.
- **Personal Advancement Advisors (PAAs):** employed by providers, PAAs were intended to support learners from the point of initial engagement, throughout their training and onto post-learning progression. This was to be achieved through regular progress reviews, tracking success and signposting learners to other appropriate avenues of support.
- **In-Work Ambassadors:** appointed by employers whose staff were receiving training through the project, the In-Work Ambassador role involved offering ongoing mentoring support to other employees, promoting the benefits of further skills training and continuous development, and establishing mechanisms for continued constructive support and dialogue between employer and employee.
- **Initial Assessment:** prior to starting their training, each employee was to receive an initial assessment to identify their objectives and intended outcomes for the training, alongside any additional support needs.
- **Individual Learning Plan (ILP):** ILPs were intended to record objectives, targets and personal successes for each learner receiving support through the Workplace Learning Project.

2 THE WORKPLACE LEARNING PROJECT

Summary of Key Points

- The Workplace Learning Project was funded by the European Social Fund 2007-2013 and co-financed by the Skills Funding Agency. Its main purpose was to promote the in-work progression of employed individuals with low skills through the delivery of fully funded, work related skills training.
- The project was intended to focus on workers most vulnerable to unemployment. It supported employees aged 19+, employees with low skills and 19-24 year-olds working in small and medium sized enterprises (the latter for Level 3 qualifications only). Provision was funded using a results-based payment model, up to a maximum of £1,850 per individual.
- Calderdale College was responsible for Workplace Learning contracts in the East Midlands, Merseyside, the North East, the North West, the West Midlands, South Yorkshire and Yorkshire and the Humber (excluding South Yorkshire). The combined contract values across these sub-regions was £35.6m.
- Through the contracts managed by Calderdale College, a total of 29,612 individuals, in 6,611 different employers, were supported with upskilling activity. Nearly 6,000 individuals achieved a Level 1 qualification and more than 18,000 achieved a Level 2 qualification.
- Almost 3,700 employees progressed on to further accredited learning and around 750 secured a promotion – in both cases these figures exceeded the final targets. Securing progression to apprenticeships – which represents a greater commitment from the employer than the other progression outcomes – proved more challenging, although the project was nonetheless responsible for more than 400 apprenticeship starts.

Introduction

- 2.1 The Workplace Learning Project was funded by the European Social Fund 2007-2013 and co-financed by the Skills Funding Agency. Its main purpose was to promote the in-work progression of employed individuals with low skills through the delivery of fully funded, work related skills training. The project was intended to focus on workers most vulnerable to unemployment with the aim of helping them to remove barriers to achieve sustainable employment, alongside supporting businesses to improve their productivity.
- 2.2 Calderdale College, acting as the accountable body on behalf of the West Yorkshire Consortium of Colleges, was successful in its bids to deliver the Workplace Learning Project contracts in the East Midlands, Merseyside, the North East, the North West, the West Midlands, South Yorkshire and Yorkshire and the Humber (excluding South

Yorkshire). The combined contract values across these sub-regions was £35.6m, meaning that Calderdale College had by far the largest share of Workplace Learning Project funding of any lead provider in England.

2.3 The principal outcome of the Workplace Learning Project was ‘in-work progression’, measured by participants achieving one or more of the following:

- Starting an apprenticeship or higher apprenticeship and remaining on programme for a minimum of six weeks.
- Starting Qualifications and Credit Framework (QCF) regulated skills training at a higher level (including higher education) than that supported through the project.
- Moving into secure employment with the same or a different employer.
- Being promoted or being given increased responsibility at work, as evidenced by a statement from the employer and an increase in wages.

Delivery and Funding Model

2.4 In each sub-region, Calderdale College appointed a network of sub-contracted skills providers, local to the area, to deliver training through the Workplace Learning Project. Account Managers, employed by Calderdale College, were responsible for managing the sub-contracts with the providers – a role that included regular communications and progress reviews, ensuring that evidence was gathered in a timely and complete manner, and monitoring the performance of the sub-regional contracts against profile.

2.5 Training supported through the Workplace Learning Project was open to:

- Employed individuals aged 19+;
- Employees with low skills;
- 19-24 year olds within SMEs (Level 3 qualifications only);

2.6 The delivery model included an initial assessment for all participants to ensure a good fit between their needs and abilities and the training provided. Reflecting its focus on progression, the model also included Personal Advancement Advisors (PAAs) and In-Work Ambassadors. Summarised below, the ways in which these roles operated in practice are considered in subsequent chapters of the report:

- **Personal Advancement Advisors:** employed by providers, PAAs were intended to support learners from the point of initial engagement, throughout their training and onto post-learning progression. This was to be achieved through regular progress reviews, tracking success and signposting learners to other appropriate avenues of support.

- **In-Work Ambassadors:** appointed by employers whose staff were receiving training through the project, the In-Work Ambassador role involved offering ongoing mentoring support to other employees, promoting the benefits of further skills training and continuous development, and establishing mechanisms for continued constructive support and dialogue between employer and employee.

2.7 Provision was funded using a results-based payment model, up to a maximum of £1,850 per individual. The unit costs shown in Table 2.1 were those applied across the project nationally. These were reduced by 25% for employers with 1,000 or more full time equivalent employees.

Table 2.1: National Funding Model

Output	Unit Cost
S2 Participant assessment, planning and support	£50
S3 Starts on Skills for Life/Basic Skills qualification	£180
S6 Start on qualification at Level 1	£420
S7 Start on qualification at Level 2	£420
S8 Start on qualification at Level 3 (19-24 year olds in SMEs only)	£420
A1 Achievement of a Skills for Life/Basic Skills qualification	£270
A9 Achievement of a qualification at Level 1	£630
A10 Achievement of a qualification at Level 2	£630
A11 Achievement of a qualification at Level 3 (19-24 year olds in SMEs only)	£630
P15 In-work progression – Apprenticeship start	£750
P16 In-work progression – higher level training start	
P17 In-work progression – secure employment	
P18 In-work progression – promotion	

Source: Skills Funding Agency

Performance Summary

- 2.8 Through the Workplace Learning Project contracts managed by Calderdale College, a total of 29,612 individuals, in 6,611 different employers, were supported with upskilling activity. The training was delivered by 185 different providers who, collectively, delivered 366 different qualifications to employees working in 29 different sectors.
- 2.9 The collective performance of the college's Workplace Learning Project contracts is shown in Table 2.2. Of particular note is that in excess of 18,000 people achieved a Level 2 qualification, which is seen by many employers as the benchmark needed for sustained employment and progression.
- 2.10 Other key points to note include:

- **Revision of targets:** the original targets were set by the Skills Funding Agency. Over the life of the project, all of the original targets were revised to reflect delivery profiles achieved in practice and realistic delivery volumes going forwards. These reductions were triggered automatically by the Skills Funding Agency's monitoring system – something which at times became a source of frustration for the college. Some of the revisions were also quite significant (e.g. starts on Level 3), and whilst they are the result of numerous small, incremental changes made over time, they suggest that the Skills Funding Agency's intelligence about potential demand may have been overstated. With hindsight, it also seems that the delivery profile stipulated by the Agency (which was essentially a flat profile across the life of the project) sat somewhat at odds with the lead times needed at the outset to establish effective working relationships with local sub-contractors.
- **Progression outcomes:** against outcomes P16, P17 and P18, the project has performed very well against its final profiled targets. Securing progression to apprenticeships – which represents a greater commitment from the employer than the other progression outcomes – has evidently been much more challenging and raises the question of what a realistic target for this kind of outcomes should be on projects of this nature in the future.

Table 2.2: Performance Against Profile

Main Deliverables	Original targets	Final Profile targets	Actual	Actual as % of Final Profile Targets
S2 Participant Assessment Planning and Support	41,417	32,731	28,861	88.2%
S3 Start on Skills for Life/Basic Skills	13,660	1,700	1,337	78.6%
S6 Start on qualification at Level 1	12,990	6,384	6,277	98.3%
S7 Start on qualification at Level 2	23,883	24,461	21,440	87.6%
S8 Start on qualification at Level 3	4,528	281	200	71.2%
A1 Skills for Life/Basic Skills achievement	11,610	1,383	994	71.9%
A9 Level 1 full achievement	11,035	5,410	5,866	108.4%
A10 Level 2 full achievement	20,298	20,711	18,220	88.0%
A11 Level 3 full achievement	3,849	239	144	60.3%
P15 In work progression apprenticeship	3,081	1,123	438	39.0%
P16 In work progression accredited training	4,924	3,677	3,689	100.3%
P17 In work progression secure employment	3,080	629	803	127.7%
P18 In work progression promotion	1,226	712	757	106.3%

Source: Calderdale College

- 2.11 A sectoral profile of the employees trained through the project is shown in Table 2.3 (sectors accounting for less than 1% of employees are not shown). At 17%, health and education services had the highest share of any sector, followed by manufacturing and construction.

Table 2.3: Sectoral Profile of Employees Trained

Sector	No. Learners	% Learners
Health and Education Services	5,045	17.0%
Manufacturing	3,396	11.5%
Construction	2,773	9.4%
Other	2,635	8.9%
Food, Drink and Tobacco	2,136	7.2%
Hospitality, Accommodation and Food Service	2,117	7.1%
Transport and Storage	2,091	7.1%
Professional services & Real Estate	1,781	6.0%
Retail	1,301	4.4%
Arts, Entertainment & Recreation	885	3.0%
Engineering	805	2.7%
Administrative & Support Services	794	2.7%
Health Care Technology	628	2.1%
Public Administration and Defence	459	1.6%
Ports & Logistics	397	1.3%
Creative & Digital, Information & Communication	339	1.1%

Source: Calderdale College

Sub-Regional Performance

- 2.12 The college's monitoring data suggests that it has been considerably more difficult to engage employers in the project in Merseyside than in the other sub-regions. As shown in Table 2.4, in only 5 of the 13 categories was the final output figure more than 75% of the (revised) target in Merseyside, and in only one category was it more than 90%. In each of the other sub-regions these figures are notably higher. Anecdotal feedback suggests that this has its roots in Merseyside having received relatively large allocations of European funding in the past, a consequence of which is that the remaining pool of eligible businesses/employees is, in relative terms, smaller than in other sub-regions.

Table 2.4: Performance Against Profile

Sub-Region	No. output categories with >75% of final target achieved	No. output categories with >90% of final target achieved
East Midlands	10	7
South Yorkshire	8	7
West Midlands	8	6
North East	10	8
North West	10	4
Yorkshire and the Humber	10	5
Merseyside	5	1

Source: Calderdale College

2.13 Table 2.5 (on the following page) shows the final recorded outputs in each of the 13 categories, split by sub-region. In the majority of the categories, the highest number of outputs have been delivered in the West Midlands and the North West. Smaller volumes of delivery have taken place in South Yorkshire and, as previously mentioned, in Merseyside.

Table 2.5: Output Summary by Sub-Region

Main Deliverables		East Midlands	South Yorkshire	West Midlands	North East	North West	Yorkshire & Humber	Merseyside
S2	Participant Assessment Planning and Support	3,224	3,002	6,094	4,057	5,511	5,918	1,055
S3	Start on Skills for Life/Basic Skills	301	42	165	65	411	302	51
S6	Start on qualification at Level 1	328	779	1,641	849	1,347	1,150	183
S7	Start on qualification at Level 2	2,653	2,186	4,302	3,143	3,845	4,472	839
S8	Start on qualification at Level 3	14	17	50	30	33	50	6
A1	Skills for Life/Basic Skills achievement	221	35	129	56	272	243	38
A9	Level 1 full achievement	314	746	1,564	842	1,164	1,076	160
A10	Level 2 full achievement	2,162	1,878	3,728	2,851	3,130	3,868	603
A11	Level 3 full achievement	12	12	33	22	24	37	4
P15	In work progression apprenticeship	57	69	62	117	78	42	13
P16	In work progression accredited training	254	401	862	673	712	743	44
P17	In work progression secure employment	223	86	237	69	128	59	1
P18	In work progression promotion	156	59	168	173	46	148	7

Source: Calderdale College

3 THE EMPLOYER PERSPECTIVE

Summary of Key Points

- The Workplace Learning Project has engaged an above average proportion of employers that were not already predisposed to providing structured training for their staff, i.e. providers have not simply targeted employers that were already heavily involved in training and paying full fee for it themselves.
- Overall, employers have been extremely satisfied with the training provided through the project. More than 90% provided positive feedback on its relevance and quality and the extent to which it was up to date with developments in their sector. Most employers also said they had trained staff to a higher level, provided better quality training and trained staff that had not been trained before as a direct result of the project.
- The Workplace Learning Project has been extremely successful at addressing skills issues within participating employers (more than 90% of employers said that skills levels in the workforce had improved). The vast majority of employers also believe that employees trained through the project have become more self-confident and better at their jobs and two thirds said that the day-to-day running of their business had improved.
- The only challenge experienced by employers with any regularity was the difficulty of releasing staff to attend training. Just under a third of the employers surveyed for the evaluation mentioned this, whilst a fifth said that the training wasn't pitched at the right level for all of their staff who took part. However, there was no discernible difference between the satisfaction levels of the employers that had experienced challenges and those that had not, suggesting that even where issues arose, they were not been especially significant.
- The administrative aspects of the project – namely the paperwork requirements, the timescales from initial engagement to the training starting, and the communications between providers and employers – were praised by employers. This reflects well on Calderdale College, who made efforts to promote regular dialogue between providers and employers and to make the employer experience as straightforward as possible.
- Fewer than one in ten of the employers surveyed had put In-Work Ambassadors in place. The main reasons why ambassadors had not been more prevalent were that providers had reportedly not mentioned them to employers and/or that the employers did not need or want them.

Introduction

- 3.1 A telephone survey of 300 employers that had trained staff through the Workplace Learning Project was undertaken for the evaluation. The sample was stratified by sub-region to be representative of the profile of delivery for which Calderdale College was responsible. It was also weighted towards employers that had received support through the project relatively recently, as these were most likely to a) still have the same person in post that had been responsible for the training; and b) be able to accurately recall the details of the training that was funded.
- 3.2 The sample of 300 gives a high degree of statistical confidence in the results overall (+/- 5.5% with a confidence level of 95%). The evaluation timescales and scope did not allow for large samples at a sub-regional level and, as a consequence, the statistical robustness of the sub-regional results is much lower. Analysis of sub-regional similarities and differences are therefore not included here.
- 3.3 In addition to the telephone survey, qualitative case study visits were undertaken with five employers to explore their experiences of the Workplace Learning Project in more detail. This chapter presents the key messages from the survey and case study visits.

Engaging the Harder to Reach

- 3.4 The survey findings suggest that the Workplace Learning Project has engaged employers which, on average, are less likely to provide non-mandatory training for their staff than employers as a whole across the country. A little over half (55%) of the employers surveyed had provided non-mandatory training for their staff prior to the project whereas the equivalent figure nationally, based on the 2013 UK Employer Skills Survey, was 66%.
- 3.5 In other words, the project engaged an above average proportion of employers that were not already predisposed to providing structured training for their staff. Whilst the difference is not especially large, its significance is in the fact the Workplace Learning Project has not simply supported employers that were already heavily involved in training and paying full fee for it themselves.

Awareness and Appeal

- 3.6 By far the most common way that employers found out about the Workplace Learning Project was through being contacted by a skills provider (Table 3.1). Being made aware by an employee or a colleague, or via another business or business network, were the only other reasons cited by more than 10% of the sample.

Table 3.1: How did you first find out about the Workplace Learning Project?

	Frequency	Percentage
A skills provider contacted us	122	40.7%
From an employee or colleague	53	17.7%
From another business or a business network	42	14.0%
Website or web search	16	5.3%
Other advertising	12	4.0%
Friend/Family	9	3.0%
Facebook	3	1.0%
Local Council	3	1.0%
Word of mouth	3	1.0%
Agency	2	0.7%
Job Centre	2	0.7%
Union	2	0.7%
Contacted training provider myself	1	0.3%
Email	1	0.3%
Event	1	0.3%
Multiple Sources (Local Council and Local College)	1	0.3%
New Enterprise Allowance Scheme	1	0.3%
Previous Involvement	1	0.3%
Don't know or can't remember	25	8.3%

Source: York Consulting. Base: 300.

- 3.7 The funding subsidy aside, issues relating to skills were the main reasons why employers chose to become involved with the Workplace Learning Project. As shown in Table 3.2, two thirds of the sample took part because they wanted to improve skills levels within the business and almost half because of skills gaps.
- 3.8 It is of note that relatively few employers became involved for reasons that relate directly to the intended outcomes of the project, i.e. progression related reasons. Whilst not especially surprising, this may go some way towards explaining why the progression targets around apprenticeships, in particular, proved difficult to achieve.

Table 3.2: Other than the funding, what attracted you to the Workplace Learning Project?

Attraction	Frequency	Percentage
To improve skills levels within the business	200	66.7%
To address skills gaps in the business	147	49.0%
To improve the day-to-day running of the business	82	27.3%
To give employees the skills needed to secure permanent employment elsewhere	50	16.7%
To improve the commercial performance of the business (e.g. sales, profits, costs)	49	16.3%
To help employees progress onto other programmes of learning	48	16.0%
To make existing jobs more secure	45	15.0%
To improve staff retention	31	10.3%
To help us expand into new market areas or new geographic areas	26	8.7%
Free review and analysis of business needs	21	7.0%
Mandatory/required/necessary	16	5.3%
Help with identifying suitable courses and providers	15	5.0%
To create new jobs	9	3.0%
Convenient	8	2.7%
Opportunity to gain a qualification	7	2.3%
Business development	3	1.0%
Content	3	1.0%
CPD	3	1.0%
Networking/Marketing opportunity	3	1.0%
Pre-requisite	3	1.0%
Employee was keen	2	0.7%
Keeping up with legislation	2	0.7%
Know the trainer	2	0.7%
None of the above	6	2.0%
Don't know	5	1.7%

Source: York Consulting. Base: 300.

A qualitative case study was undertaken with a special needs transport company in the Midlands who become involved with the Workplace Learning Project via an approach from their local college. The company strives to have all of their drivers qualified at Level 2, and whilst they are a registered NVQ centre, they have struggled to meet the cost of providing training at Level 2 on the scale they would like. The Workplace Learning Project has helped them significantly in this regard. They report a 90% pass rate and say that it has *“helped staff to be the best they can be”* and has *“given the company a new level of credibility”*.

Satisfaction

- 3.9 One of the clearest messages to emerge from the evaluation is that employers have been extremely satisfied with the training provided through the Workplace Learning Project. Using a 5 point rating scale (where '5' was high), more than 90% of the sample rated the relevance and quality of the training as either 4 or 5, as they did the extent to which it was up to date with developments in their sector.

“It is an incredibly valuable scheme that many companies should benefit from, especially when their budgets usually don't usually allow for much extra training to develop staff skills.” Employer, Yorkshire and Humber

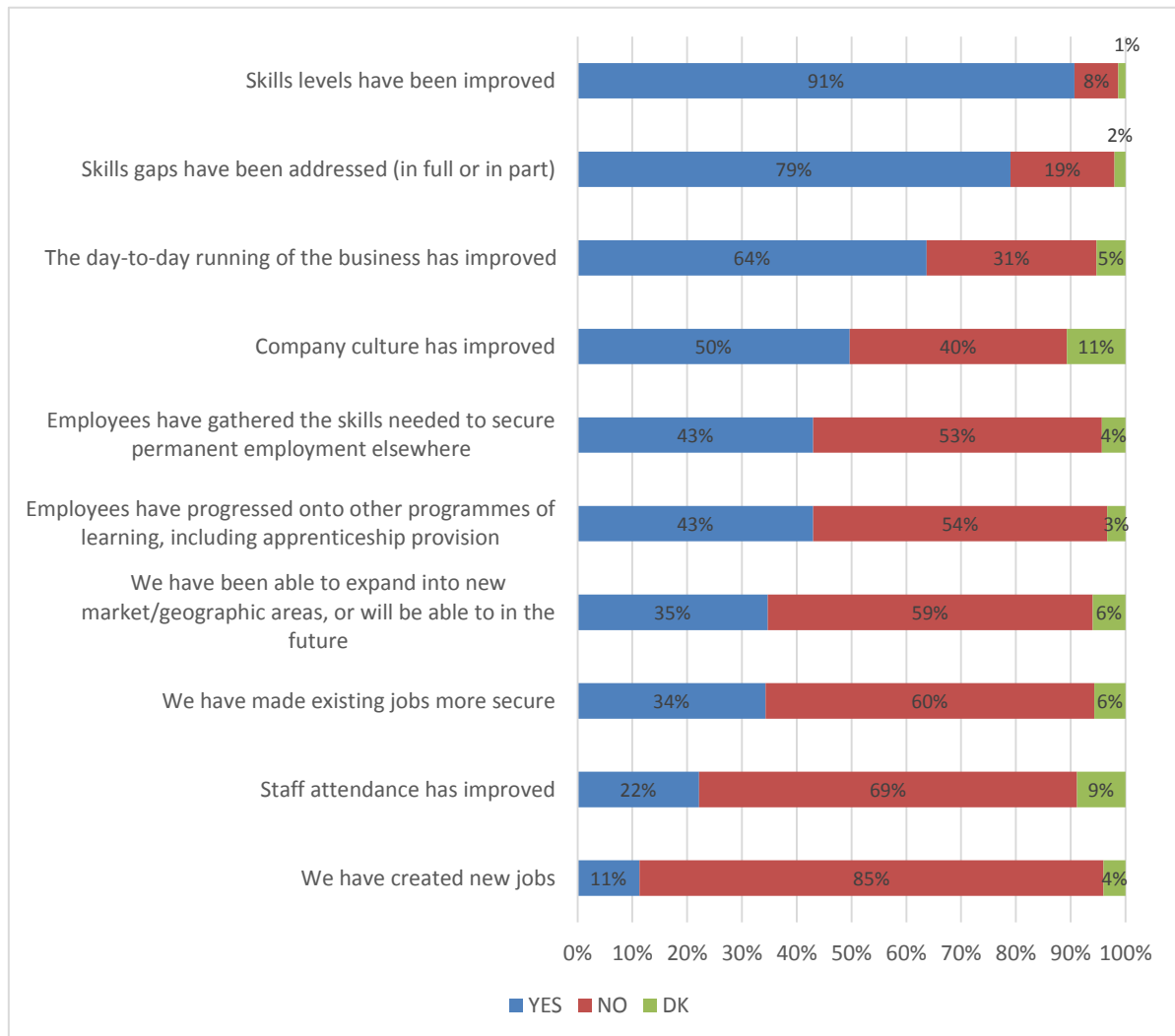
- 3.10 The majority of employers also reported that they had trained staff to a higher level, provided better quality training and trained staff that had not been trained previously as a direct result of the project.

Impacts and Benefits

Workforce and Managerial Benefits

- 3.11 The Workplace Learning Project has been extremely successful at addressing skills issues within participating employers. More than 90% of those surveyed for the evaluation reported that workforce skills levels had improved because of the training, whilst almost 80% said that skills gaps have been addressed, either in full or in part (Figure 3.1).
- 3.12 Nearly two thirds of the employers reported improvements in the day-to-day running of their businesses and half said that company culture had improved. A comparison between these outcomes and employers' expectations for the training is provided later in this chapter.

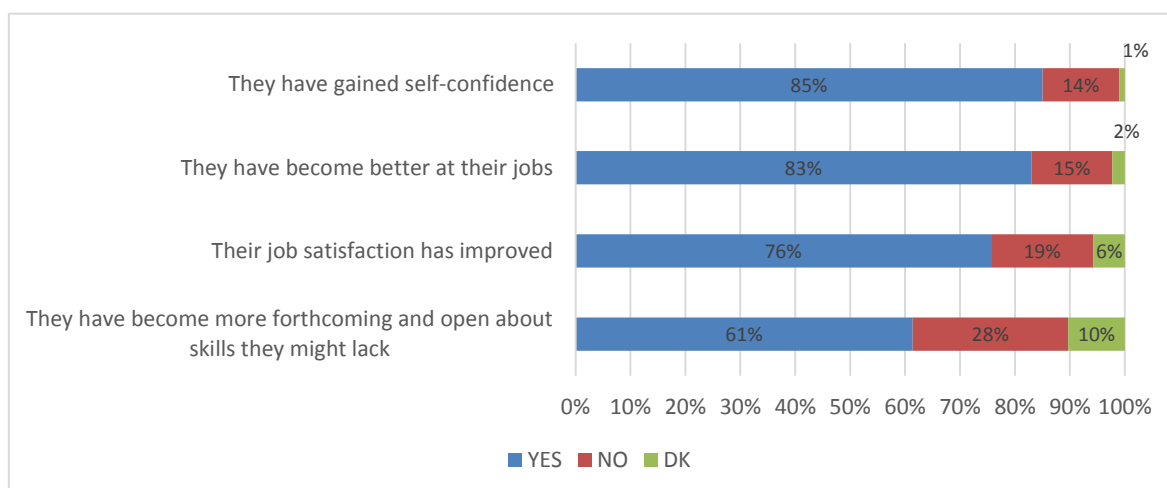
Figure 3.1: Which, if any, of the following benefits have arisen as a result of the Workplace Learning Project?



Source: York Consulting. Base: 300

3.13 The vast majority of employers also believe that employees trained through the project have become more self-confident and better at their jobs as a result (Figure 3.2). Over three quarters have observed increases in job satisfaction while 61% say that employees are now more forthcoming and open about the skills they lack. All of these reflect very well upon the Workplace Learning Project and the providers that have been involved in its delivery.

Figure 3.2: In which of the following ways have staff benefited from the training they received through the Workplace Learning Project?



Source: York Consulting. Base: 300

“For some people it has been genuinely motivational. It has given them the confidence to achieve their potential.” Employer, South Yorkshire

“I would estimate that the staff are 20% now more efficient.” Employer, West Midlands

Commercial Benefits

3.14 Nearly two fifths of the employers in the survey sample (38%) said that they could attribute improvements in the commercial performance of the organisation to the Workplace Learning Project. This comprised the following (note that the percentages sum to more than 38% as some employers identified more than one commercial benefit:

- 68 employers (23% of the sample) who had observed increases in revenue;
- 50 employers (17% of the sample) who had observed increases in profits;
- 37 employers (12% of the sample) who had observed reductions in costs³.

3.15 Most of the employers found it difficult to attach a value to the commercial benefits they had observed. One company reported estimated cost savings of £500,000 per year, but most either answered ‘don’t know’ or could only offer very broad estimates. As such, these results have not been used to calculate the net economic

³ Employers could select more than one category of commercial benefit, hence the combined total in the bullet points equating to more than 38% of the total sample.

impact of the project. Instead, and as explained in Chapter 6, the economic impact has been estimated based on the Net Present Value of the qualifications achieved as a result of the project.

Expectations vs. Outcomes

- 3.16 Many of the outcomes reported to this point are clearly very encouraging. For example, levels of satisfaction with the training are almost unanimously high and an extremely high proportion of employers have observed improvements in the skills of their workforce. In other categories, however, the survey findings, when taken at face value, are less conclusive. Commercial benefits are a good example: 38% of the sample reported said that commercial benefits had arisen following the training, but without some form of comparison it is difficult to judge whether or not that is a good achievement.
- 3.17 That comparison can be drawn by looking at the reasons why employers became involved with the Workplace Learning Project. This is the focus of Table 3.3, which shows the proportion of the sample that were attracted to the programme for a given reason (the 'Appeal' column) and the proportion who subsequently reported a positive outcome of that kind (the 'Outcomes' column).
- 3.18 The key message from the table is that the project appears to have consistently over-delivered against appeal/expectation, and in some cases significantly so. For example, whilst just over a quarter of the sample were attracted to the project because they thought it could improve the day-to-day running of their business, almost two thirds subsequently reported that it had actually done so. Similarly, considerably more employers had seen their skills gaps addressed than expected to at the outset of the project. The same is also true of employees progressing on to other programmes of learning, employees gaining skills for permanent employment and, in fact, the majority of the categories in the table.

Table 3.3: Employer Expectations vs. Outcomes

Expectation/Outcome	Appeal (%)	Outcomes (%)	Difference (percentage points)
To improve the day-to-day running of the business	27%	64%	+37
To address skills gaps in the business	49%	79%	+30
To help employees progress onto other programmes of learning	16%	43%	+27
To give employees the skills needed to secure permanent employment elsewhere	17%	43%	+26
To help us expand into new market areas or new geographic areas	9%	35%	+26
To improve skills levels within the business	67%	91%	+24
To improve the commercial performance of the business (e.g. sales, profits, costs)	16%	38%	+22
To make existing jobs more secure	15%	34%	+19
To create new jobs	3%	11%	+8

Source: York Consulting. Base: 300.

Administration

3.19 The administrative aspects of the project – namely the paperwork requirements, the timescales from initial engagement to the training starting, and the communications between providers and employers – were praised by employers:

- 73% of employers rated the paperwork requirements as either ‘good’ or ‘excellent’;
- 82% said that the elapsed time between their initial engagement with the project and the training starting was either ‘good’ or ‘excellent’;
- 83% said that communications with their training provider had been ‘good’ or ‘excellent’.

“The training provider has been absolutely excellent....they’ve stayed in touch throughout and have really walked us through everything.”

Employer, South Yorkshire

3.20 These messages reflect well on Calderdale College, who made efforts to promote regular dialogue between providers and employers and to make the employer experience as straightforward as possible. Given the significant number of providers involved, this was a considerable undertaking but one that appears to have been well worth it.

3.21 It should also be noted that on evaluations of training programmes, it is the paperwork/administrative elements of the schemes about which employers are the least positive. To have three quarters of the sample praising this element of the Workplace Learning Project (and to have only 5% offering any criticism) is therefore a strong result.

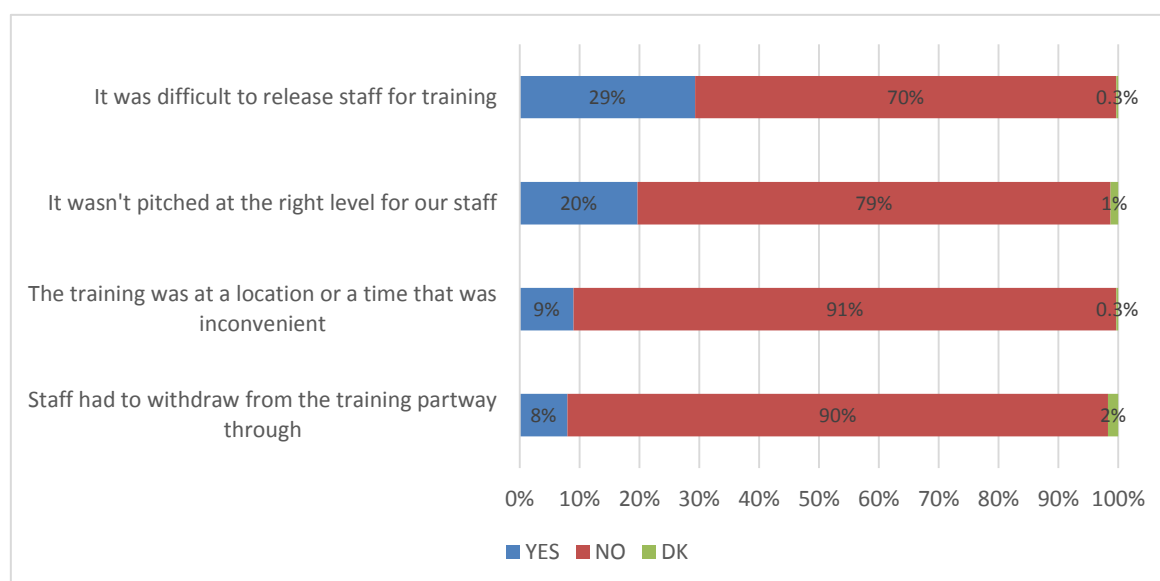
Challenges

3.22 The only challenge experienced by employers on the Workplace Learning Project with any regularity was the difficulty of releasing staff to attend training. Just under a third of employers (29%) cited this challenge, whilst 19% said that the training wasn’t pitched at the right level for all of their staff that took part. As shown in Figure 3.3, two other challenges were mentioned by employers in the survey, but neither by more than 9% of the sample.

3.23 Importantly, there was no discernible difference between the satisfaction levels of the employers that identified one or more challenges with the training and those

that did not, suggesting that even where there have been issues, they have not been especially significant.

Figure 3.3: Did any of the following challenges arise on the Workplace Learning Project?



Source: York Consulting. Base: 300

In-Work Ambassadors

3.24 Only eight employers from the sample of 300 said they had put In-Work Ambassadors in place as a result of the Workplace Learning Project. There appear to be two main reasons behind this low figure:

- 47% of employers said that In-Work Ambassadors were not mentioned to them by their provider and, as such, they were unaware of the role and what it entailed (this is likely to have been influenced by providers' focussing on delivering against (revised) targets);
- 39% of employers said that they didn't need or want In-Work Ambassadors.

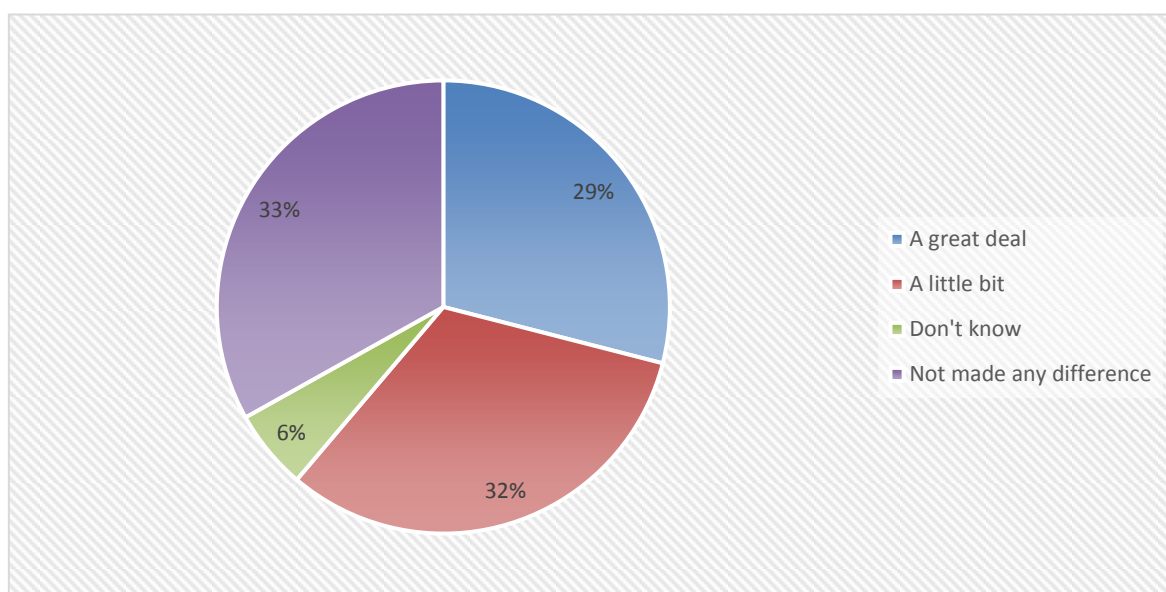
3.25 Fewer than 3% of employers said that they didn't have any suitable candidates within their organisation or that they wouldn't have been able to commit the necessary time to the role.

3.26 It is difficult to say what effect a greater number of In-Work Ambassadors could have had on progression outcomes and employers' participation in future workforce training. On future projects of this nature, it will be important to re-assess whether Ambassadors are needed and, if so, how best to ensure that more providers are actively involved in the establishment and promotion of the role.

Looking Ahead

- 3.27 At the time of the survey, most employers expected their expenditure on staff training to either stay the same (49%) or increase (33%) over the following two years. Only 3% expected their expenditure to decrease, while 15% were not sure.
- 3.28 Over half of the employers (58%) forecasting an increase said that they attributed this, at least in part, to the Workplace Learning Project.
- 3.29 Of equal significance is that more than three fifths of employers said that their experience of the Workplace Learning Project had increased the importance that they attach to staff training, either by a little (32%) or a great deal (29%) (Figure 3.4). A third said it had not made any difference, although these businesses were more likely than average to say that they had previously invested in the skills of their workforce.

Figure 3.4: To what extent would you say that your experience of the Workplace Learning Project has increased the importance that you attach to staff training?



Source: York Consulting. Base: 300

"We've introduced a specific training budget now and we expect to invest more in this kind of training in the future." Employer, East Midlands

4 THE EMPLOYEE PERSPECTIVE

Summary of Key Points

- Satisfaction with the Workplace Learning Project training amongst employees was very high: 96% said they were satisfied, a large majority of which answered 'very satisfied'. Employees consistently reported having developed new skills through the training and said that their tutors had been knowledgeable and that the courses were well run. Overall, the training appears to have exceeded employees' expectations.
- Half of the employees in the evaluation survey sample remembered having had an initial assessment and 43% remembered having an Individual Learning Plan (ILP). Calderdale College's records show that, in practice, all of the employees actually had both and it therefore seems likely that some had forgotten or did not recognise the terminology used in the survey. Employees who said they had an initial assessment and/or an ILP were more likely to say that they were 'very satisfied' with the training than those who did not.
- Just over one third of the employees in the sample said they were assigned a Personal Advancement Advisor (PAA), most of whom said that the PAA had been important in helping them achieve what they wanted through the Workplace Learning Project.
- 80% of the employees have been able to apply the skills and/or knowledge they gained through the training in their day-to-day job. Some hadn't done so at the time of the survey but expected to in the future. Only 6% said that they didn't expect to use their new skills/knowledge at all, mainly because they had changed job since completing the training.
- Over two thirds of the employees said the training had made them more confident in their own ability to learn and three fifths said it was likely that they would look to start another training course or qualification within the next two years. The remainder tended to say that they felt there was no need, as opposed to being against further learning per se.

Introduction

- 4.1 A telephone survey was undertaken with 388 employees that had received training through the Workplace Learning Project. Unless by coincidence, these employees did not work for the employers that were surveyed for the evaluation, i.e. there was no deliberate matching of employers and employees in the sampling strategy.
- 4.2 The employee sample was stratified by sub-region to be representative of the project as a whole. It was also weighted towards those employees that had received support during the second half of the Workplace Learning Project as it was

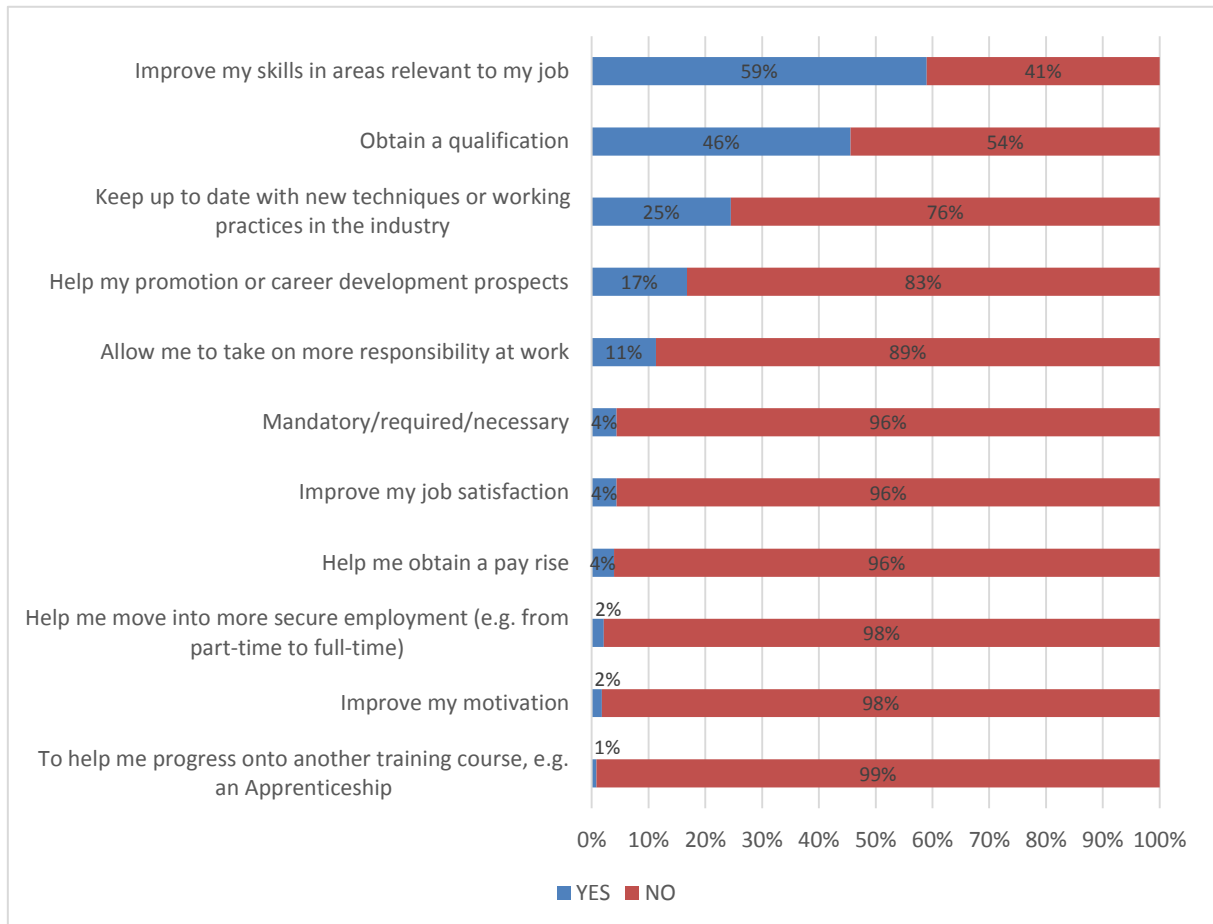
more likely that they would still be in post and that the contact details held by Calderdale College would still be accurate.

- 4.3 The survey gives a high degree of statistical confidence in the results overall (+/- 4.9% with a confidence level of 95%). Analysis of sub-regional similarities and differences has not been included here due to the large margins of error that would be present in the sub-regional results.

Expectations

- 4.4 There was relatively little consistency in the expectations cited by employees for the Workplace Learning Project training. Whilst three fifths of the sample said that they expected the training to improve their skills in areas relevant to their current job, only one other expectation – to obtain a qualification – was cited by more than one in four employees (Figure 4.1).
- 4.5 As with the employers, expectations relating directly to progression were very rare:
- 1% of employees expected to progress onto another course as a result of the training;
 - 2% of employees expected to have more chance of securing permanent employment;
 - 4% of employees expected to be better placed to obtain a pay rise.
- 4.6 There may be several reasons why this (the absence of progression related expectations) is the case, one of which is that in the majority of cases (70%), the training was chosen/suggested by employers. When offered subsidised training, employers will often concentrate on addressing immediate skills issues within their businesses and, perhaps understandably, place less of a focus on progression outcomes.

Figure 4.1: What were your expectations for the training you received through the Workplace Learning Project?



Source: York Consulting. Base: 388

Satisfaction

4.7 Mirroring the feedback from employers, satisfaction amongst employees with the training received through the Workplace Learning Project was very high:

- 69% of the employees that completed their training (which was 333 of the 388 employees in the sample) said that they were very satisfied with the provision;
- 27% were quite satisfied;
- Less than 4% of the employees said they were dissatisfied. Where they were, it was typically because they would have liked the training to have been more challenging.

4.8 Employees consistently reported having learnt a lot through the training, that the tutors were knowledgeable and that the courses were well organised and well run. The fact that four fifths of the sample also said that there wasn't anything that

could have improved their satisfaction suggests that, in the vast majority of cases, the training has been fit for purpose from the employee perspective.

4.9 Where employers did offer suggestions, these centred around:

- Changing the timeframe of their course (either shorter or longer);
- Less repetition in the taught elements;
- The introduction of workbooks for their course.

Assessment and Individual Learning Plans

4.10 Calderdale College's records show that all of the employees that were trained through the Workplace Learning Project received an initial assessment involving discussions about what they wanted to achieve through the training and to identify any additional support needs, e.g. disabilities or language barriers.

4.11 It could therefore be seen as surprising that only half (50%) of the employees in the sample said that they had received an initial assessment. It is, however, important to note that this is based on employees' own recollections and it is quite possible that some may have forgotten the assessment or may have known it by a different name/term (i.e. they did not recognise the terminology used in the survey). The proportion of the employees in the sample to which this may apply is impossible to estimate, but it is of note that 80% of those that recalled having had an initial assessment said it had been useful.

4.12 It is a similar situation with Individual Learning Plans (ILP): 43% of the employees that were surveyed remember having one and over 90% of those employees said it had been useful. Once again, however, Calderdale College's records show that ILPs were in fact created for all employees.

4.13 Employees who recalled having had an initial assessment and/or an ILP were more likely to say that they were 'very satisfied' with the training than those who did not (Table 4.1).

Table 4.1: Satisfaction with the Training by Initial Assessment and ILP (Employees)

	Quite Satisfied	Very Satisfied
Reported receiving an initial assessment	25%	71%
Did not report receiving an initial assessment	36%	61%
Reported receiving an ILP	24%	75%
Did not report receiving an ILP	34%	61%

Source: York Consulting. Base: 345.

Personal Advancement Advisors (PAAs)

4.14 Just over one third of the employees in the sample recalled having been assigned a Personal Advancement Advisor. This seems to sit at odds with the feedback from

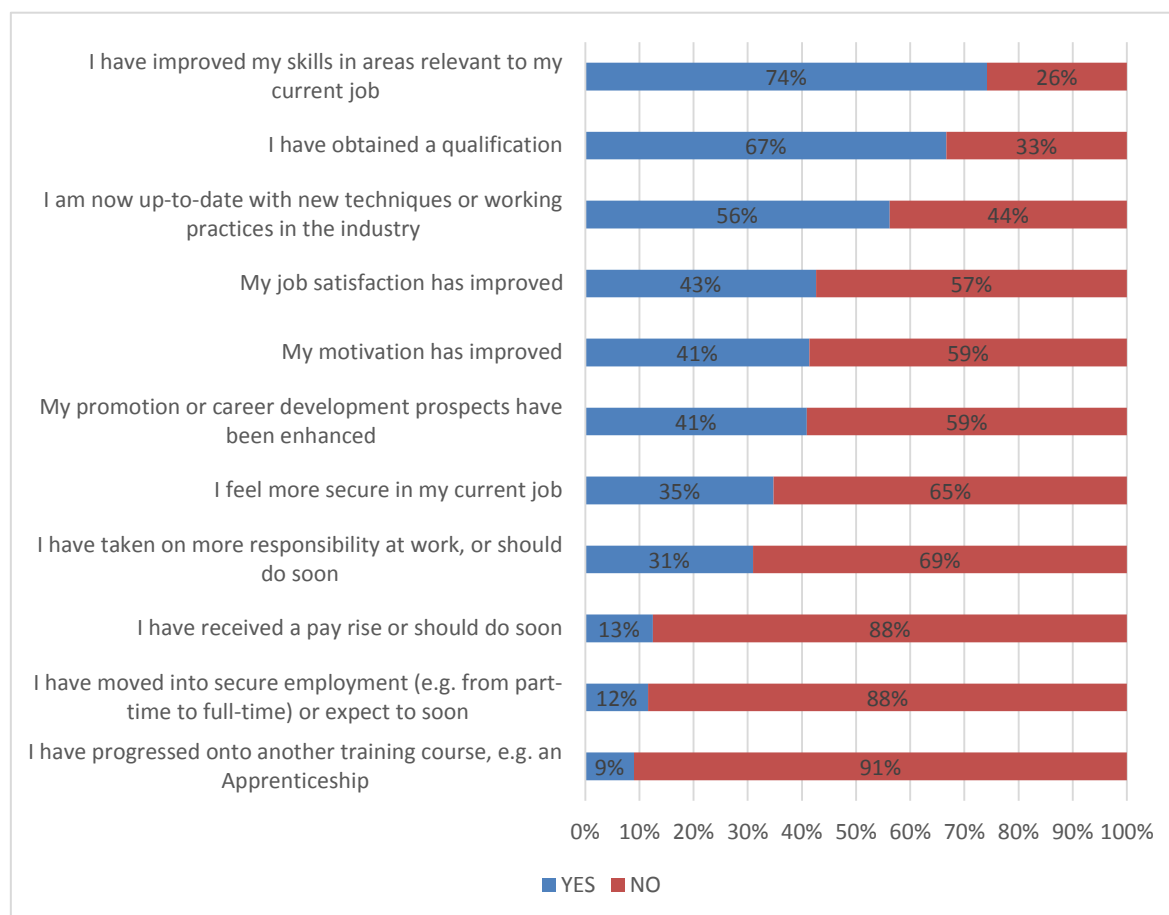
providers on this topic, 88% of whom, when responding to the provider survey undertaken for the evaluation, said that they put PAAs in place (see Chapter 5).

- 4.15 However, as with the In-Work Ambassadors, there are reasons which may go some way towards explaining the difference in the results. One is employee recollection. Another is terminology: the employee survey script used the term 'Personal Advancement Advisors', yet it became evident later in the evaluation that a number of providers were not using this term to describe the role. Anecdotal evidence also suggests that some employers didn't feel they needed PAAs, especially where their employees were undertaking very short courses.
- 4.16 Feedback from employees on PAAs was nonetheless generally positive: the majority of employees who recalled having one felt that they had been important in helping them achieve what they wanted through the Workplace Learning Project. The employees drew on the PAAs mainly for general support and, to a lesser extent, progress reviews. However, very few of the employees who recalled having been assigned a PAA said that they received support or guidance from them on their options for progressing onto another course or qualification.

Outcomes and Impacts

- 4.17 The main benefit of the training for employees has been improvements in their skills. Nearly three-quarters (74%) of those that completed their course said that they had improved their skills in areas relevant to their current job (Figure 4.2). Over two thirds (67%) said they had obtained a qualification, while nearly three fifths (56%) reported being more up-to-date with new techniques or working practices in their industry.
- 4.18 Progression related outcomes, such as taking on more responsibility or progressing on to another course, were less common, although it is unfair to compare the different outcomes in the chart as if they are equally straightforward to achieve. Progression outcomes will only be relevant or applicable to a subset of the sample, whereas improvements in skills should be relevant to the vast majority.

Figure 4.2: Which of the following have occurred as a result of the training?



Source: York Consulting. Base: 388

4.19 Most employees have been able to apply the skills and/or knowledge they gained through the training in their day-to-day job. Almost two thirds (65%) said they done so regularly and 11% said they done so sometimes. The remaining employees are accounted for by:

- 9% who answered 'don't know';
- 5% who said they use their new skills/knowledge 'rarely';
- 4% who haven't used their new skills/knowledge yet but expect to in the future;
- 6% who do not expect to use their new skills/knowledge at all. Nearly half of these employees in the final category had changed job or employer since completing the training.

Employees at a residential care home were very positive about the training they had received through the Workplace Learning Project. All of the employees had achieved a Level 3 qualification in Health and Social Care and felt that this had improved both their professional and interpersonal skills. The employees agreed that their motivation and job satisfaction was now higher and that the organisation as a whole was providing care that was more person-centred. Quotes from employees consulted during an evaluation case study visit included:

"I feel more able to help the residents because I understand their conditions better."

"It's helped me to help them [the residents]."

"It's improved how I go about changing the residents and providing active support."

Expectations vs. Outcomes

- 4.20 Comparing employees' feedback on the training with their initial expectations helps to set the outcomes reported through the survey in context. It also suggests that the Workplace Learning Project has overachieved from an employee perspective, evidenced by the percentage point difference between the 'Expectations' and 'Outcomes' columns in Table 4.2. Of particular note:
- Less than 2% of employees expected their motivation to improve as a result of the training, yet 41% reported that it had done;
 - Less than 5% of employees cited improved their job satisfaction as a motivation, but in practice this occurred for 43% of them.
- 4.21 Employees' main expectation for the training was to improve their skills in areas relevant to their job, cited by 59% of those in the survey sample. It is therefore encouraging that this too was exceeded in practice, with nearly three-quarters of employees (74%) saying that it had occurred.

Table 4.2: Employees Expectations vs. Outcomes

Expectation/Outcome	Expectations (%)	Outcomes (%)	Difference (PP)
Improve my motivation	2%	41%	39
Improve my job satisfaction	4%	43%	39
Keep up to date with new techniques or working practices in the industry	25%	56%	31
Help my promotion or career development prospects	17%	41%	24
Obtain a qualification	46%	67%	21
Allow me to take on more responsibility at work	11%	31%	20
Improve my skills in areas relevant to my job	59%	74%	15
Help me move into more secure employment (e.g. from part-time to full-time)	2%	12%	10
Help me obtain a pay rise	4%	13%	9
Help me progress onto another training course, e.g. an Apprenticeship	1%	9%	8

Source: York Consulting. Base: 388

Attitudes towards Future Learning

- 4.22 Over two thirds of the employees in the survey sample (67%) felt that the training they had received through the Workplace Learning Project had made them more confident in their own ability to learn.
- 4.23 In addition, nearly three fifths (59%) said it was likely that they would look to do another training course or qualification within the next two years. The remainder tended to say that there was no need, as opposed to not wanting to do any further learning.

5 THE PROVIDER PERSPECTIVE

Summary of Key Points

- Skills providers surveyed for the evaluation were fairly evenly split in their views on employer demand for support through the Workplace Learning Project: around a third said that demand had been as expected, a third said it had been higher and a third said it had been lower. Where it had been lower, eligibility criteria was cited as the main reason.
- Satisfaction amongst providers with their decision to become involved in the Workplace Learning Project is high: a combined total of 88% said that they were either very satisfied (53%) or quite satisfied (35%). A similar proportion (83%) said that the project had met their expectations. Nearly two thirds said that their reputation amongst employers had been enhanced as a direct result of the project, whilst almost three fifths had secured follow-on business with one or more of the organisations whose staff they had trained.
- Where challenges arose on the Workplace Learning Project from a provider perspective, they most commonly related to employers not releasing staff to attend training, employees not completing their training or being withdrawn partway through by their employer. The vast majority of providers appear to have experienced one or more of these issues, but it was rare for them to be described as significant.
- Providers have generally felt well supported by Calderdale College during the project, citing the regular communications, helpful briefings and willingness to help address and resolve issues as particularly beneficial aspects of the approach.
- Almost 90% of the providers in the survey sample said that they had put Personal Advancement Advisors in place, but overall the PAAs do not appear to have been integral to the project. Half of the providers with PAAs said that the role had been important, but the other half either did not think they had been important or did not know.

Introduction

- 5.1 An online survey of skills providers that had delivered training through the Workplace Learning Project generated 72 responses – a response rate of 39%. This gives a reasonable degree of statistical confidence in the results overall (+/- 9% with a confidence level of 95%), although in interpreting the messages in this chapter, it is important to acknowledge that they may not be fully representative of the provider base that has delivered through the project.

Employer Engagement

- 5.2 A large majority of providers (78%) engaged employers in the Workplace Learning Project through existing contacts/networks and knowledge of employers' skills needs. Experience of previous delivery, conversations with employers and formal diagnostic tools were also common mechanisms through which skills needs were identified (Table 5.1).

Table 5.1: How did you identify employers' training needs?

Approach	Frequency	Percentage
Your existing knowledge of employers' skills needs	56	78%
Your experience of previous delivery	50	69%
Conversations with employers but not using a formal tool	49	68%
Formal diagnostic or training needs analysis	43	60%
Data/statistics, e.g. from a Sector Skills Council or Local Enterprise Partnership	10	14%

Source: York Consulting. Base: 72.

- 5.3 Reflecting the above, the vast majority (88%) of the providers had previous experience of working with at least some of the employers that they supported through the Workplace Learning Project.
- 5.4 Providers were fairly evenly divided in their opinions on employer demand for support through the project:
- 35% said that employer demand had been greater than expected. The flexibility of the provision and the word-of-mouth recommendations made by employers to one another were the main reasons given for why this was the case.
 - 33% said that demand had been as expected;
 - 32% found demand to be less than they had originally expected. Most of these providers put it down to eligibility criteria and it being more difficult than originally anticipated to find suitable volumes of eligible learners.

"A large proportion of our target learners had previous qualifications from previous job roles - this took them over the eligibility criteria and therefore they could not benefit from the courses." Provider

Outcomes

- 5.5 Satisfaction amongst providers with their decision to become involved in the Workplace Learning Project is high: a combined total of 88% said that they were

either very satisfied (53%) or quite satisfied (35%). A similar proportion (83%) said that the project had met their expectations.

- 5.6 Whilst generating provider benefits was not a stated objective of the Workplace Learning Project, it is nonetheless encouraging that for the majority of those responding to the survey, benefits have occurred. As shown in Table 5.2, nearly two thirds of the provider sample said that their reputation amongst employers had been enhanced as a direct result of the project, whilst almost three fifths had secured follow-on business with one or more of the organisations whose staff they had trained.
- 5.7 Outcomes that are mutually beneficial to both providers and employers – namely the better tailoring of provision to employer need and improved approaches to diagnostics – were cited by significant minorities of providers.

Table 5.2: How did you identify employers' training needs?

Approach	Frequency	Percentage
Enhanced reputation	46	64%
Follow-on business	42	59%
Better knowledge of local skills priorities/needs	37	51%
Training is more tailored to employer need	31	43%
Improved approach to identifying employers' training needs	26	36%

Source: York Consulting. Base: 72.

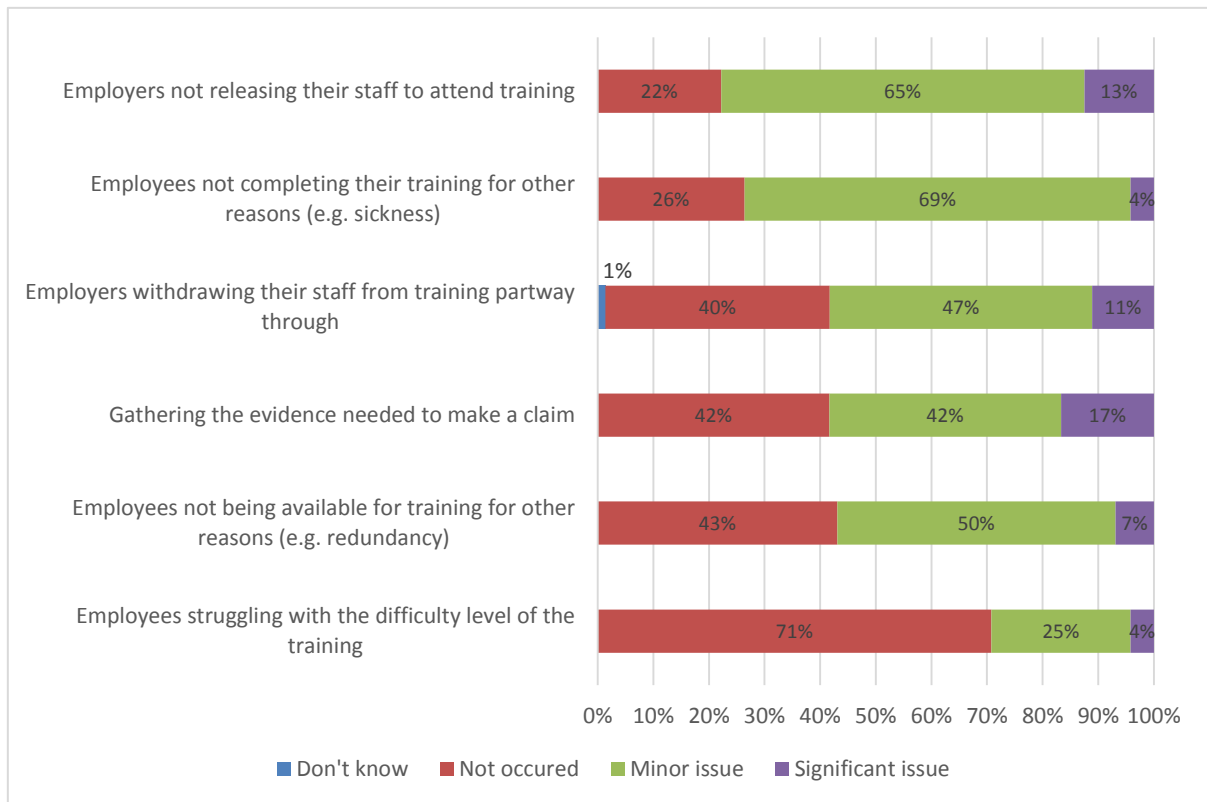
"Based on the outcome of the Workplace Learning Project, our details have been passed on to other employers. This has secured follow-on business and more employees registered on fenestration installation programmes." Provider

Challenges

- 5.8 Almost all of the providers (68 of the 72 in the sample) identified at least one minor issue or challenge that had arisen during the Workplace Learning Project. Most commonly these issues related to employers not releasing their staff to attend training, employees not completing their training or employees being withdrawn partway through the training by their employer (Figure 5.1).
- 5.9 Reflecting the high levels of overall satisfaction with the project, it was rare for these issues to become, in the view of the providers, significant. Gathering evidence for claims aside⁴, none of the challenges covered by the survey was cited by more than nine providers as being significant.

⁴⁴ Feedback on this topic included difficulties in providing evidence for self-employed learners and gathering evidence of progression.

Figure 5.1: To what extent have you experienced any of the following challenges on the Workplace Learning Project?



Source: York Consulting. Base: 72

Support from Calderdale College

5.10 Although the survey did not ask specifically about providers' relationship with Calderdale College, their feedback suggests that the majority felt well supported as a result of the following:

- Regular communication, updates and news.
- An ongoing willingness to help address and resolve arising issues and challenges "as a team".

"We enjoyed working with the quality team and account managers at Calderdale College and we improved our quality framework based on their recommendations and feedback. We would hope to work with Calderdale College again in the future." Provider

"Calderdale College were extremely supportive and were an excellent lead provider." Provider

5.11 The only less positive themes in the feedback from providers were as follows:

- Changes in the account management team partway through the project. In isolated cases providers felt that this had a negative (although temporary) impact upon levels and promptness of support.
- The administrative/paperwork requirements of the fund, at times, proved time consuming and cumbersome. In general though, as providers became more familiar with the processes, their concerns tended to diminish (reflected in the fact that only 12 providers from the sample of 72 flagged it as a significant issue).

5.12 Overall, Calderdale College has, without question, significantly increased its presence across the FE/training provider network through its role on the Workplace Learning Project and done so in a way that in the majority of cases leaves a good

“The success of the project was due to co-operation, shared goals and a genuine interest in the support and progression of learners, both personally and professionally, especially those potentially at risk in employment through having low skills and/or any formal qualifications. The account management team were always helpful and supportive; the employers we worked with appreciated the opportunity to provide tangible recognition of the value placed on employees by providing training to an extent previously restricted due to financial constraints.”

Provider

impression and a positive legacy.

Personal Advancement Advisors (PAAs)

5.13 A very high proportion of providers (88%) said that somebody within their organisation fulfilled the role of Personal Advancement Advisor during the Workplace Learning Project. This sits somewhat at odds with the feedback from employees on this topic, although as explained in Chapter 4, the issue of terminology, combined with anecdotal evidence suggesting that a considerable number of employers did not feel the need for PAAs, goes a long way towards explaining the difference.

5.14 Reflecting the above, the key message from providers on PAAs is that whilst for some they have served a purpose, they have not been integral (from the provider perspective) to the delivery of the project:

- Half of the providers that had put PAAs in place said that doing so had proven important in enabling learners to achieve their objectives;
- Half did not think it had been important or did not know.

- 5.15 Looking ahead, the PAA role would seem to have some value, but the specifics of its implementation need to be reviewed for future schemes.

CASE STUDY

ENTERPRISE MADE SIMPLE

Workplace Learning provider Enterprise Made Simple accessed funding through Calderdale College to deliver qualifications relating to Enterprise. This has been the first time as an organisation they have ever delivered SFA funded support and it's been a steep learning curve for them as an organisation.

Since the start of the project something truly amazing has happened to Enterprise Made Simple and with all of the businesses they have worked with during that time. They have flourished, developed, grown and most importantly gone on to employ and become more sustainable for the longer term.

When speaking about the support from Calderdale College and the impact of Workplace Learning, Phil Teasdale, Chief Executive of Enterprise Made Simple comments:

"Without the support from Calderdale College and importantly our account manager, the results of the training may not have been as rewarding. For us as an organisation, delivering this work for the first time, they have guided us, helped us, been a critical friend but most importantly supported us every step of the way. This helped to make the difference to the impact we are having with the learners, who attend our courses.

All of the learners we deal with are from small businesses and the majority have tended to be people, who were turned off from Academic education a number of years before. With our gentle but practical approach, we have managed to both interest them into the value of further education, motivate them to seek further learning, but most importantly helped the to grow their business.

I will leave you with the most striking outcome of all from the delivery of these courses under the Workplace Learning contract. Taking into account all of the businesses which have undertaken these courses, during the eight weeks following participating in the programs 84% has seen an increase of at least 7% profitability to their overall profits.

This is an amazing example, of how this funding is helping people on both a personal and professional level, but also significantly helping the businesses grow and become more sustainable."

Subscribe to our YouTube channel to watch the full case study video:

**Calderdale College
External Funding**



6 NET ECONOMIC IMPACT

Summary of Key Points

- The deadweight of the Workplace Learning Project contracts managed by Calderdale College is estimated at 36.9%. In other words, 36.9% of the training supported by the project would have taken place over the same timeframe had the funding not been available.
- Whilst deadweight is undesirable, the reality is that it is almost impossible to avoid. Government expects deadweight on workforce development schemes to be between 35% and 39% and in that regard the Workplace Learning Project has performed almost exactly as would be expected.
- Recent Government research on the Net Present Value of qualifications at different levels provides the basis for estimating the economic contribution of the Workplace Learning Project. The calculations give an estimated NPV of £795m: a very significant return on a contract value of £35m. It is however important to note that this is the estimated economic benefit that will accrue over the *full working life* of the learners that have been trained. It is not the benefit that has occurred at the time of writing.
- Based on the NPV calculations, the approximate return on investment of the Workplace Learning Project is 22:1, i.e. for every £1 of Government funding that was claimed, £22 of economic contribution will be generated, again over the full working life of the learners supported. Government estimates that the average NPV per pound of funding invested in skills (nationally) is £20. The Workplace Learning Project contracts managed by Calderdale College have therefore, overall, delivered an above average return on investment.

Introduction

- 6.1 The evaluation findings presented to this point suggest that the Workplace Learning Project has generated a wide array of positive outcomes and that these have been experienced by employers, employees and providers.
- 6.2 This is very encouraging, but it is nonetheless important to consider the extent to which the training would have taken place anyway, regardless of the funding, i.e. to estimate the level of deadweight associated with the project. The opposite of deadweight is additionality and refers to the activity – in this case training – that a project has generated that would not have happened in its absence.
- 6.3 Following the deadweight assessment, this chapter explores the economic contribution of the Workplace Learning Project by estimating the Net Present Value of the qualifications it has funded.

Calculating Deadweight

6.4 The employer telephone survey undertaken for the evaluation provides some of the information needed to calculate deadweight. In summary:

- **Pure additionality**, where the training would not have taken place at all without the funding, 49.7%, i.e. half of the employers said that the training only took place because of the project.
- **Time additionality**, where the training would have taken place in the absence of funding but over a longer timescale, is 33.3%.
- **Scale additionality**, where the training would have taken place but with fewer people, is 13.0%.
- **Pure deadweight**, where employers would have provided the same training to the same number of people and over the same or quicker timeframe, is 13.7%.

Table 6.1: Additionality and deadweight based on employer telephone survey results

	No. Employers	Percentage
We would not have done the training at all ('pure additionality')	149	49.7%
We would have done the training, but over a longer period ('time additionality')	100	33.3%
Some staff would have received the training, but not as many as through the Workplace Learning Project ('scale additionality')	39	13.0%
We would have done it over the same period or quicker and with the same number of people ('pure deadweight')	41	13.7%

Source: York Consulting.

6.5 The figures in Table 6.1 provide the basis for the calculation of total deadweight, i.e. the proportion of all the training that would have taken place even if the funding had not been available. However, to do this also requires some assumptions to be made. These are as follows:

- Where employers report that the training would have taken place but over a longer timescale, it is assumed that 50% of it would have taken place within the period covered by the Workplace Learning Project⁵.
- Where employers report that the training would have taken place but involved fewer employees, it is also assumed that 50% of it would have taken place within the period covered by the programme.

6.6 Based on these assumptions and the survey results, the estimated total deadweight for the Workplace Learning Project is 36.9%. In other words, an estimated 36.9% of

⁵ In the absence of reliable primary evidence, this is a standard assumption in deadweight calculations (see, for example, the RDA Impact Evaluation Framework (IEF) and the subsequent IEF+).

the training supported by the project would have taken place over the same timeframe had the funding not been available. Table 6.2 shows how this is calculated.

Table 6.2: Deadweight Calculations

	Percentage	Calculation
We would have done the training, but over a longer period ('time additionality')	33.3%	$33.3\% \times 0.5 = 16.7\%$
Some staff would have received the training, but not as many as through the Workplace Learning Project ('scale additionality')	13.0%	$13.0\% \times 0.5 = 6.5\%$
We would have done it over the same period or quicker AND the same number of people would have received training ('pure deadweight')	13.7%	13.7%
	Total	36.9%

Source: York Consulting.

- 6.7 Whilst deadweight per se is undesirable, the reality is that it is almost impossible to avoid on workforce development interventions. Government expects deadweight on schemes such as this to show deadweight of between 35% and 39% and in that regard the Workplace Learning Project has performed almost exactly as they would expect.
- 6.8 The message is therefore that the deadweight on the project does not give cause for concern. Alongside this, it is also important to bear the following points in mind. They do not cause the deadweight figure to reduce, but they do highlight elements of additionality that are not explicitly conveyed in the quantified calculations:
- Three-fifths of the employers said that, because of the project, they have trained staff to a qualification level which they would not have done otherwise, have provided better quality training and have trained staff whom they had not trained before.
 - A third of the employers expect their expenditure on training to increase, the majority of whom attribute that increase at least in part to the Workplace Learning Project.

Net Present Value

The profile of qualifications achieved through the Workplace Learning Project is shown in Table 6.3. These figures provide the basis for an estimation of the Net Present Value (NPV) of the qualifications achieved through the project, and, from that, its return on investment.

Table 6.3: Qualifications Achieved

	Total
Skills for Life/Basic Skills achievement	994
Level 1 full achievement	5,866
Level 2 full achievement	18,220
Level 3 full achievement	144

Source: Calderdale College.

- 6.9 In its June 2015 paper, 'Measuring the Net Present Value of Further Education in England', the Department for Business Innovation and Skills provides estimates for the NPV of qualifications at different levels. These are listed in Table 6.4 and range from £7,000 for a qualification below Level 2 to £68,000 for a qualification at Level 3.

Table 6.4: NPV of Qualifications

	NPV
Below Level 2 (i.e. Skills for Life/Basic Skills achievement or Level 1 full achievement)	£7,000
Level 2 full achievement	£66,000
Level 3 full achievement	£68,000

Source: BIS.

- 6.10 Multiplying the number of qualifications supported by the Workplace Learning Project by the NPVs of those qualifications would give an overall NPV for the project as a whole. However, to present a more accurate assessment, it is also necessary to factor in deadweight, i.e. the proportion of the qualifications that would have been undertaken anyway, even if the funding had not available.
- 6.11 As reported earlier, deadweight for the project is estimated at 36.9%. Table 6.5 builds this in and results in an NPV for the project as a whole of £795m. The multiplier of 63.1% represents additionality, i.e. achievements net of deadweight at 36.9%.

Table 6.5: Estimated NPV of the Workplace Learning Project

	Achievements	NPV
Below Level 2	6,860	$(6,860 * £7,000) * 63.1\%$ =£30,300,620
Level 2 full achievement	18,220	$(18,220 * £66,000) * 63.1\%$ = £758,790,120
Level 3 full achievement	144	$(144 * £68,000) * 63.1\%$ =£6,178,752
Total	25,224	£795,269,492

Source: York Consulting

- 6.12 £795m is a very large number in the context of a total contract value of £35.6m. It is therefore important to remember that this is the estimated economic benefit that will accrue over the *full working life of the learners* in question. It is not the benefit that has occurred at the time of writing. Also of note is the assumption in the calculations that deadweight applies equally all qualification levels. In reality that may not be the case but it is not possible at this point to be more precise.

Return on Investment

- 6.13 Dividing the estimated NPV of the Workplace Learning Project by the total contract value gives an approximate return on investment figure of 22:1, i.e. for every £1 claimed, £22 of economic contribution will be generated, again over the full working life of the learners concerned.
- 6.14 The question then becomes, to what does extent does a return on investment of 22:1 represent good value for money? The answer to the question lies in the aforementioned 'Measuring the Net Present Value of Further Education in England' paper produced by the Department for Business, Innovation and Skills in 2015. This paper found that the average NPV per pound of Government funding invested in skills (nationally) is £20. In other words, the Workplace Learning Project contracts managed by Calderdale College have, overall, delivered an above average return on investment.

7 CONCLUSIONS AND RECOMMENDATIONS

Introduction

- 7.1 The overriding message from the evaluation is that the Workplace Learning Project has enabled the delivery of training that has been extremely well received by employers and employees alike. From the perspective of both additionality and return on investment, the contracts managed by Calderdale College have, as a whole, performed at least as well as Government would expect and have generated an array of positive outcomes and impacts.
- 7.2 Naturally there have been challenges and, on reflection, the initial targets for the project set by the Skills Funding Agency now seem very ambitious. Even so, only by exception did the issues and problems experienced during the delivery of the project become significant.
- 7.3 The sub-sections below present the conclusions and recommendations from the evaluation, organised under the main lines of enquiry that have been explored.

Delivery and Project Management

- 7.4 To secure the Workplace Learning Project contracts in seven sub-regions and, in doing so, to have by far the largest funding allocation of any lead provider in England, was a remarkable achievement for Calderdale College, but also one which took its delivery and contract management functions into uncharted waters. The very significant number of sub-contracted providers and external relationships to be managed, not to mention the sheer volume of paperwork involved, made this a challenging undertaking and one that was not without its challenges. But the spirit and commitment within the team at the college remained strong, systems and processes stood up to the task and, in the main, the sub-contracted providers recognise and applaud the admirable work that the college has done.
- 7.5 Thirteen types of deliverable (starts, achievements, progressions etc.) were recorded and monitored over the life of the Workplace Learning Project contracts. Against eight of these, the college achieved at least 85% of its final target (including four where the target was exceeded). However, with two exceptions, all of the targets were revised down during the life of the project, some significantly so and to the point where the validity of the original target is called into question.

Recommendation 1: on future workforce development schemes, the college and its partners (including the Skills Funding Agency) are advised to give careful consideration to the achievability of targets and to factor in valuable learning from their experience of the Workplace Learning Project, e.g. regarding the lead times needed to establish sub-contractor relationships.

- 7.6 Employers and employees rarely engaged with the Workplace Learning Project with progression at the forefront of their expectations. The fact that the final targets for three of the four progression measures were exceeded is therefore a very good

result. However, progression to apprenticeships has been harder to achieve and, as such, Recommendation #1 (above) should also apply to the setting of apprenticeship related targets in the future.

Outcomes and Impact

- 7.7 Employers and employees consistently report that the Workplace Learning Project has generated more and a more varied array of positive outcomes than they had originally anticipated. These include improvements in job satisfaction, job security, commercial benefits and promotion prospects, amongst others. The project therefore appears to have over-delivered against expectation, although it could also be the case that in fact its potential benefits were, unknowingly, undersold.

Recommendation 2: use the evidence from this evaluation to raise employers' and employees' awareness and expectations of the benefits that can be generated by engaging in structured programmes of workforce development. Future marketing messages could be more bold given what is now known about the achievements of this project.

- 7.8 Additionality is a key measure of whether the investment of public funds in training has been worthwhile, regardless of the outcomes reported by beneficiaries. The Workplace Learning Project has delivered a level of additionality that is fully in keeping with Government expectations for initiatives of this kind and, as such, gives rise to no significant concerns over deadweight (i.e. public funding being used to pay for activities that would have taken place anyway). The project's return on investment, based on the Net Present Value of the qualifications it has supported, is also very encouraging.

Strategic Added Value

- 7.9 The high proportion of employers who said that skills gaps had been addressed through the training, coupled with the equally high proportion of employees who said they had put their new skills into practice, suggests that the Workplace Learning Project has supported an appropriate range of activities. Certainly there appears to be no mismatch between employer/employee need and the training provided (that said, employers that had not engaged with the project were outside of the evaluation scope and may have provided a different view).
- 7.10 For the majority of employers, the Workplace Learning Project has increased the importance they attach to staff training, whilst the majority of employees say that the training has given them more confidence to learn. These attitudinal changes represent excellent outcomes for the project and suggest that it will have a legacy that extends beyond the completion of the subsidised activities.

Other Lessons

- 7.11 The role and intended impact of Personal Advancement Advisors were given quite detailed coverage in the college's original bid documentation for the project.

However, for various reasons – including employer demand –the PAA role did not become as integral a component of the project as originally planned. Employees tended to be positive about PAAs where they had been in place, but there is little evidence to suggest that they had a demonstrable impact on achievements or progression.

- 7.12 In-Work Ambassadors were rare on the Workplace Learning Project. Only by exception did employers put them in place and many felt uninformed about what it would have entailed.
- 7.13 **Recommendation 3: On future projects of this nature, it is necessary to consider whether PAAs are applicable to all participants or whether they should be reserved for those employers/employees undertaking longer courses. The In-Work Ambassador role, and the way in which it is promoted, is also in need of review.**
- 7.14 Overall, however, the project has been a success for the college and has made a positive, demonstrable difference for the vast majority of employers and employees that it has supported.

APPENDIX A: EVALUATION APPROACH

Online Provider Survey	
Achieved Sample	72
Survey Method	Online
Undertaken By	York Consulting
Source of Contact Details	Calderdale College database
Sampling Approach	Invitation to participate was sent to all those on database
Key Lines of Enquiry	<ul style="list-style-type: none"> - Experience - Impacts - Benefits - Challenges
Timing	October – November 2015

Case Study Visits with Employers and Employees	
Achieved Sample	Five (Organisations)
Survey Method	Face to face using Topic Guide (one for employers, one for employees)
Undertaken By	York Consulting
Source of Contact Details	Provided by Calderdale College
Sampling Approach	Employers were contacted up to five times via phone call to ask whether they would be happy to participate
Key Lines of Enquiry	<ul style="list-style-type: none"> - Experience - Impacts - Benefits - Challenges
Timing	October – December 2015

Telephone Employer Survey	
Achieved Sample	300
Survey Method	Telephone using structured script
Undertaken By	Blueberry
Source of Contact Details	Calderdale College database
Sampling Approach	Stratified random
Key Lines of Enquiry	<ul style="list-style-type: none"> - Experience - Impacts - Benefits - Challenges
Timing	October 2015

Telephone Employee Survey	
Achieved Sample	388
Survey Method	Telephone using structured script
Undertaken By	Blueberry
Source of Contact Details	Calderdale College database
Sampling Approach	Stratified random
Key Lines of Enquiry	<ul style="list-style-type: none"> - Experience - Impacts - Benefits - Challenges
Timing	October 2015

APPENDIX B: PERFORMANCE DATA

East Midlands

	Main Deliverables	Original targets	Final Profile targets	Actual	Actual as % of Final Profile Targets
S2	Participant Assessment Planning and Support	4,841	3,489	3,224	92.4%
S3	Start on Skills for Life/Basic Skills	1,600	344	301	87.5%
S6	Start on qual at Level 1	1,353	334	328	98.2%
S7	Start on qual at Level 2	2,885	2,747	2,653	96.6%
S8	Start on qual at Level 3	615	20	14	70.0%
A1	Skills for Life/Basic Skills achievement	1,359	286	221	77.3%
A9	Level 1 full achievement	1,148	295	314	106.4%
A10	Level 2 full achievement	2,451	2,425	2,162	89.2%
A11	Level 3 full achievement	523	18	12	66.7%
P15	In work progression apprenticeship	362	153	57	37.3%
P16	In work progression accredited training	576	255	254	99.6%
P17	In work progression secure employment	361	207	223	107.7%
P18	In work progression promotion	145	160	156	97.5%

Merseyside

	Main Deliverables	Original targets	Final Profile targets	Actual	Actual as % of Final Profile Targets
S2	Participant Assessment Planning and Support	1,856	1,346	1,055	78.4%
S3	Start on Skills for Life/Basic Skills	619	64	51	79.7%
S6	Start on qual at Level 1	639	256	183	71.5%
S7	Start on qual at Level 2	956	1,048	839	80.1%
S8	Start on qual at Level 3	264	10	6	60.0%
A1	Skills for Life/Basic Skills achievement	526	54	38	70.4%
A9	Level 1 full achievement	541	213	160	75.1%
A10	Level 2 full achievement	813	865	603	69.7%
A11	Level 3 full achievement	225	9	4	44.4%
P15	In work progression apprenticeship	139	67	13	19.4%
P16	In work progression accredited training	223	168	44	26.2%
P17	In work progression secure employment	139	1	1	100.0%
P18	In work progression promotion	55	34	7	20.6%

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North East

	Main Deliverables	Original targets	Final Profile targets	Actual	Actual as % of Final Profile Targets
S2	Participant Assessment Planning and Support	6,208	4,454	4,057	91.1%
S3	Start on Skills for Life/Basic Skills	2,048	77	65	84.4%
S6	Start on qual at Level 1	1,340	857	849	99.1%
S7	Start on qual at Level 2	4,176	3,477	3,143	90.4%
S8	Start on qual at Level 3	700	43	30	69.8%
A1	Skills for Life/Basic Skills achievement	1,740	62	56	90.3%
A9	Level 1 full achievement	1,137	788	842	106.9%
A10	Level 2 full achievement	3,549	3,195	2,851	89.2%
A11	Level 3 full achievement	595	37	22	59.5%
P15	In work progression apprenticeship	462	179	117	65.4%
P16	In work progression accredited training	739	630	673	106.8%
P17	In work progression secure employment	462	67	69	103.0%
P18	In work progression promotion	184	115	173	150.4%

North West

	Main Deliverables	Original targets	Final Profile targets	Actual	Actual as % of Final Profile Targets
S2	Participant Assessment Planning and Support	9,059	6,621	5,511	83.2%
S3	Start on Skills for Life/Basic Skills	2,997	507	411	81.1%
S6	Start on qual at Level 1	3,122	1,326	1,347	101.6%
S7	Start on qual at Level 2	4,683	4,750	3,845	80.9%
S8	Start on qual at Level 3	1,278	38	33	86.8%
A1	Skills for Life/Basic Skills achievement	2,548	400	272	68.0%
A9	Level 1 full achievement	2,654	1,114	1,164	104.5%
A10	Level 2 full achievement	3,981	3,914	3,130	80.0%
A11	Level 3 full achievement	1,086	31	24	77.4%
P15	In work progression apprenticeship	676	218	78	35.8%
P16	In work progression accredited training	1,081	716	712	99.4%
P17	In work progression secure employment	676	115	128	111.3%
P18	In work progression promotion	270	63	46	73.0%

South Yorkshire

	Main Deliverables	Original targets	Final Profile targets	Actual	Actual as % of Final Profile Targets
S2	Participant Assessment Planning	4,404	3,136	3,002	95.7%

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	and Support				
S3	Start on Skills for Life/Basic Skills	1,453	83	42	50.6%
S6	Start on qual at Level 1	1,599	805	779	96.8%
S7	Start on qual at Level 2	2,704	2,321	2,186	94.2%
S8	Start on qual at Level 3	100	30	17	56.7%
A1	Skills for Life/Basic Skills achievement	1,235	63	35	55.6%
A9	Level 1 full achievement	1,360	678	746	110.0%
A10	Level 2 full achievement	2,299	1,955	1,878	96.1%
A11	Level 3 full achievement	85	25	12	48.0%
P15	In work progression apprenticeship	328	149	69	46.3%
P16	In work progression accredited training	522	373	401	107.5%
P17	In work progression secure employment	328	14	86	614.3%
P18	In work progression promotion	129	78	59	75.6%

West Midlands

	Main Deliverables	Original targets	Final Profile targets	Actual	Actual as % of Final Profile Targets
S2	Participant Assessment Planning and Support	8,812	7,012	6,094	86.9%
S3	Start on Skills for Life/Basic Skills	2,888	226	165	73.0%
S6	Start on qual at Level 1	2,736	1,726	1,641	95.1%
S7	Start on qual at Level 2	4,702	4,986	4,302	86.3%
S8	Start on qual at Level 3	1,312	75	50	66.7%
A1	Skills for Life/Basic Skills achievement	2,453	180	129	71.7%
A9	Level 1 full achievement	2,324	1,409	1,564	111.0%
A10	Level 2 full achievement	3,995	4,052	3,728	92.0%
A11	Level 3 full achievement	1,115	64	33	51.6%
P15	In work progression apprenticeship	650	122	62	50.8%
P16	In work progression accredited training	1,041	874	862	98.6%
P17	In work progression secure employment	650	168	237	141.1%
P18	In work progression promotion	260	117	168	143.6%

Yorkshire and the Humber

	Main Deliverables	Original targets	Final Profile targets	Actual	Actual as % of Final Profile Targets
S2	Participant Assessment Planning and Support	6,237	6,673	5,918	88.7%
S3	Start on Skills for Life/Basic Skills	2,055	399	302	75.7%
S6	Start on qual at Level 1	2,201	1,080	1,150	106.5%
S7	Start on qual at Level 2	3,777	5,132	4,472	87.1%

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S8	Start on qual at Level 3	259	65	50	76.9%
A1	Skills for Life/Basic Skills achievement	1,749	338	243	71.9%
A9	Level 1 full achievement	1,871	913	1,076	117.9%
A10	Level 2 full achievement	3,210	4,305	3,868	89.8%
A11	Level 3 full achievement	220	55	37	67.3%
P15	In work progression apprenticeship	464	235	42	17.9%
P16	In work progression accredited training	742	661	743	112.4%
P17	In work progression secure employment	464	57	59	103.5%
P18	In work progression promotion	183	145	148	102.1%

APPENDIX C: QUALIFICATIONS

Accessing Operations and Rigging	Health, Social Care, Child & Young People's Settings
Accident Repair MET Competence	Healthcare Support Services
Accounting	Healthier Food and Special Diets
Accounting	Heavy Vehicle Maintenance & Repair Competence
Adult Literacy	Highway Electrical Systems
Advice and Guidance	Highways Maintenance
Advice and Guidance	Hospitality and Catering Principles
Applied Waterproof Membranes	Hospitality and Catering Principles
Associated Industrial Services Occupations	Hospitality Services
Aviation Operations on the Ground	Housekeeping
Awareness of Dementia	Housing (NVQ)
Awareness of End of Life Care	Housing Practice
Barbering	Induction to Play work
Basic Construction Skills	Industrial Environment Awareness
Beauty Therapy	Information, Advice or Guidance
Beverage Service	Innovative/Modern Methods of Construction
Bookkeeping and Accounting Skills (Computerised)	Installation and Commissioning
Bookkeeping Skills (Computerised)	Instructing Exercise and Fitness
Bricklaying	Insulation and Building Treatments
BTEC Business Administration	Interior Systems
BTEC Customer Service	IT User Skills
BTEC Health and Social Care	IT User Skills (ECDL Essentials) (ITQ)
BTEC IT Users (ITQ)	IT User Skills (ECDL Extra) (ITQ)
BTEC Principles of Team Leading	IT User Skills (ITQ)
BTEC Retail Knowledge	IT Users Leadership and Team Skills
BTEC Team Leading	Kitchen Services
BTEC Work Skills	Land-Based Forklift Truck Operations
BTEC 6-credit Work Skills	Laundry Operations
Building Crafts	Lean Organisation Management Techniques
Building Maintenance Multi-trade Repair &	Learning to Learn
Building Services Engineering	Light Vehicle Maintenance and Repair Competence
Business & Administration	Maintenance Operations
Business Administration	Making it in Fashion Management
Business and Administration	Management
Business and Administration Knowledge	Management Principles
Business Improvement Techniques	Manual Handling Risk Assessment
Business Improvement Techniques	Manufacturing Sewn Products
Business Skills	Manufacturing Textile Products

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Business-Improvement Techniques	Mechanical Manufacturing Engineering
Cambridge English: Listening & responding skill E3	Mental Health Awareness
Cambridge English: Listening & responding skills E1	Mentoring
Cambridge English: Speaking skills	Moving and Handling
Cambridge English: Speaking skills (Entry 1)	Network Construction Operations Service Layer
Cambridge English: Speaking skills (Entry 2)	Nutrition and Health
Cambridge English: Speaking skills (Entry 3)	Occupational Studies for the Workplace
Care & Management of Diabetes	Occupational Work Supervision
Caring for Children	Occupations
Carrying and Delivering Goods by Road	Painting and Decorating
Carrying and Delivering of Goods by Road	Passenger Carrying Vehicle Driving
Certificate in the Facilities Industry	Pedestrian Controlled Powered Equipment
Certificate in the Hospitality Industry	Performing Engineering Operations
Children and Young People's Workforce	Performing Manufacturing Operations
Children and Young People's Workforce	Performing Manufacturing Operations
Children and Young People's Workforce (England)	Personal Development for Employability
Cladding Occupations	Personal Licence Holders
Cleaning and Support Service Skills	Personal Safety Awareness
Cleaning and Support Services	Personal Training
Cleaning and Support Services Skills	Personal Training and Instruction
Cleaning Knowledge and Skills	Pharmacy Service Skills
Cleaning Principles	Piling Operations (Construction)
Cleaning Principles (Interiors and Washrooms)	Plant Operations
Clinical Healthcare Support	Plant Operations
Cold Formed Steel Frame Assembly	Plant Operations (Construction)
Community Development	Plant Operations (Telescopic Handler)
Compact Tractor Driving and Related Operations	Plastering
Computerised Accounting for Business	Plastering (Construction)
Computerised Accounts	Plastering (Construction)
Construction Operations	Play work
Construction Operations & Civil Engineering Services	Play work
Construction Operations and Civil Engineering	Plumbing Operations
Construction Operations and Civil Engineering	Polymer/Polymer Composite Operations

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Construction Operations and Civil Engineering Services - Construction Operations	Port Operations
Construction Operations Road Building	Practical Cleaning Skills
Contact Centre Operations	Practical Cleaning Skills
Contact Centre Operations	Practical Horticulture Skills
Controlling Lifting Operations Slinger/Signaller	Preparing for Employment
Customer Awareness	Preparing to Learn
Customer Service	Preparing to Teach in the Lifelong Learning
Customer Service	Preparing to Work in Adult Social Care
Customer Service	Prevention and Control of Infection
Customer Service Knowledge	Principles of Business and Administration
Customer Service, Hospitality, Leisure, Travel	Principles of Customer Service
Decorative Finishing and Industrial Painting	Principles of Dementia Care
Decorative Finishing and Industrial Painting	Principles of End of Life Care
Decorative Finishing and Painting Occupations	Principles of the Prevention and Control of Infection
Dementia Awareness	Print Finishing
Dementia Care	Professional Cookery
Demolition (Construction)	Professional Cookery
Demonstrating Enterprise Skills	Professional Cookery (Preparation and Cooking)
Dental Nursing	Professional Food and Beverage Service Skills
Developing Enterprise Skills	Proficiency in Fish and Shellfish Industry Skills
Developing Enterprise Skills	Proficiency in Food Industry Skills
Developing Environmental Awareness	Proficiency in Food Manufacturing Excellence
Development	Proficiency in Meat and Poultry Industry Skills
Dignity & Safeguarding in Adult Health & Social Care	Progression
Diploma for IT Users (ITQ)	Providing Security Services
Diploma for Sustainable Recycling Activities	Providing Security Services
Disability Awareness	Refurbishment
Driving Goods Vehicles	Retail Knowledge
Effective Team Member Skills	Retail Skills
Electrical and Electronic Engineering Technology	Road Passenger Vehicle Driving
Electrical Installation Operations	Road Passenger Vehicle Driving
Emergency Care Assistance	Road Passenger Vehicle Driving

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Employability and Personal Development	Role of the Professional Taxi and Private Hire Driver
Employability and Personal Development	Roofing Occupations (Construction)
Employability Skills	Safe Handling of Medicines
Employee Rights and Responsibilities	Safe Road Skills and Attitudes
Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings	Safe Use of Medicines
End of Life Care	Safe Use of Online and Social Media Platforms
Engineering and Manufacturing	Safe Use of Ride-on Self Propelled Mowers
Engineering Maintenance and Installation	Safeguarding & Protecting Children & Young People
Engineering Technical Support	Sales
English Skills - Speaking and Listening (Entry 1)	Services (Construction)
English Skills - Speaking and Listening (Entry 2)	Sit-In All-Terrain Vehicle Handling
English Skills - Speaking and Listening (Entry 3)	Skills for Employment, Training and Personal
Equality and Diversity	Skills Towards Enabling Progression (Step-Up)
Erection of Precast Concrete	Sport
Essentials of Catering	Steel Erecting
Exploring Enterprise Skills	Substance Misuse
Fabrication and Welding Engineering	Substance Misuse Awareness
Facilities Services	Supervising Food Safety in Catering
Fashion and Textiles	Supporting Equality, Diversity and Individual Rights
Fenestration Installation	Supporting Individuals with Learning Disabilities
Fenestration Installation	Supporting Teaching and Learning in Schools
Fenestration Surveying	Sustainable Development
Fire Safety	Sustainable Energy Efficiency
Fire Safety Awareness	Sustainable Resource Management
Fitness Instructing	Sustainable Waste Management Operative
Fitted Interiors	Sustainable Waste Management Operative
Floorcovering Occupations	Sustainable Waste Management Operative
Food and Beverage Service	Swimming Teaching
Food preparation and Cooking	Teaching Pilates
Food Production and Cooking	Team Leading
Food Safety for Retail	Team Leading
Forklift Truck (Counter Balance) Operations	Team Leading Knowledge

Final Evaluation of the Workplace Learning Project

Formwork	Team Leading Principles
Front of House Reception	Traffic Office
FS Information and Communication Technology	Trowel Occupations (Construction)
Functional Skills Mathematics	Vehicle Valeting Principles
Functional Skills qualification in English	Wall and Floor Tiling (Construction)
Functional Skills qualification in English at Entry 1	Warehousing and Storage
Functional Skills qualification in English at Entry 2	Warehousing and Storage Principles
Functional Skills qualification in English at Entry 3	Warehousing and Storage Principles (NQF Level)
Functional Skills qualification in English at Entry L1	Warehousing and Storage Skills
Functional Skills qualification in Mathematics	Wood Occupations (Construction)
Functional Skills qualification in Mathematics at E3	Work Skills
Gas Utilisation: Core Skills and Knowledge	Work-based Agriculture
Glazing	Work-based Animal Care
Hairdressing	Work-based Fencing
Handling of Medication	Work-based Floristry
Health & Social Care (Adults) for England	Work-based Horse Care
Health and Safety in Health and Social Care	Work-based Horticulture
Health and Safety in the Workplace	Working with Individuals with Learning Disabilities
Health and Social Care	Working with People with Mental Health Issues
Health and Social Care (Adults) for England	Youth Work Practice

APPENDIX D: INFOGRAPHIC



LEARN ACHIEVE PROGRESS

Contact Us:

funding@calderdale.ac.uk

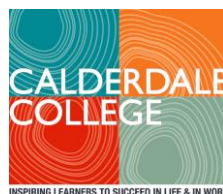
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