



**Nottingham**  
**City Council**



# **D2N2 LEP**

## **The Impact of Community Learning on 2015/16 Learners**

### **Final Summary Report**

**13<sup>th</sup> April 2017**

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# Project Objectives and Methodology

## Overview of project

The 4 council providers within the D2N2 LEP (Derby City Council, Derbyshire County Council, Nottingham City Council and Inspire Culture) wanted to quantify the impact of a community learning course on their learners' lives. They also wanted to measure any progress the learner has made towards either a Skills Funding Agency (SFA) defined destination or 'life enhancing' destinations defined by J2 Research (measuring the softer outcomes of Community Learning.)

J2 Research completed the individual provider surveys earlier this year.

This Final Summary Report analyses the key results of the individual council studies and provides a benchmarking comparison between the four providers based on these results.

This benchmarking also provides a mechanism for a year-on-year comparison of community learning outcomes.

## Background

The SFA has standard ILR destination codes which can be used for coding the destinations of community learners as well as other groups of learners such as adult skills budget learners. These standard destination codes do not always have the scope to record and assess the impact of community learning.

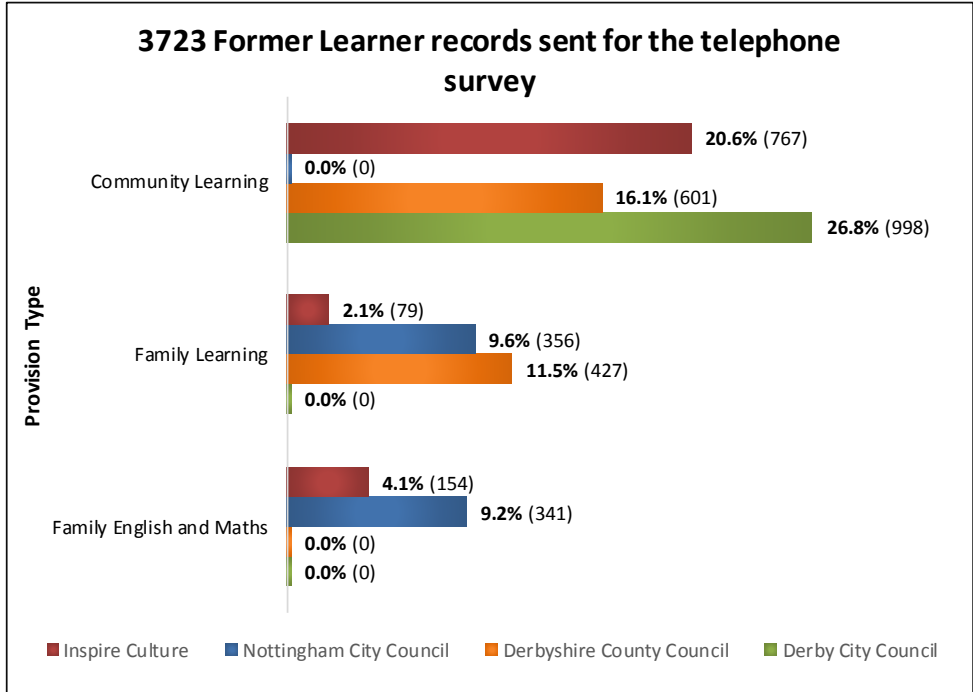
Some of the potential benefits of community learning are wider than those defined by the SFA destination codes. These benefits can include aiding people who are isolated to socialise, the forming of community groups, volunteering in the community and the development of social skills. Community learning can also benefit health and well-being (some community learning courses are specific to health and wellbeing or sometimes being part of any learning process can improve well-being.)

With family learning, the impact may well be towards a child's development rather than the adult learners. The adult may become more able to help with their child's homework or generally aid children to gain better qualifications.

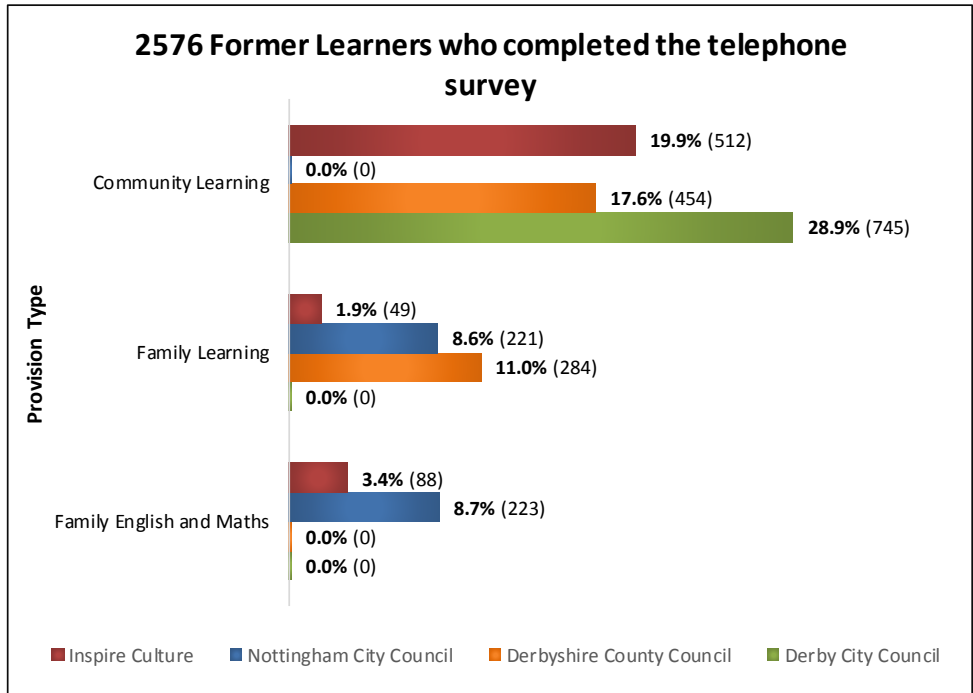
This survey measures the impact on the learners, even if the immediate impact is more of a 'stepping stone' to a defined destination. This 'stepping stone' may have moved them closer to, but having not yet achieved an overall positive, SFA defined destination.

## Section 1: Breakdown of data sent for survey and completed survey data

**Chart A1) Percentage of data sent to survey by provider and provision type**



**Chart A) Percentage of completed surveys by provider and provision type**



## Section 2: Comparison of destination codes between providers

The destination codes below are a combination of standard SFA destination codes and destination codes developed to measure the softer outcomes of community learning, by J2 Research.

**Table B) Destination Codes**

Destination Codes			Inspire Culture	Notts City Council	Derbyshire County Council	Derby City Council
<b>Total Number: 2576 former learners</b>						
EMP	1	In paid employment for 16 hours or more per week	32.4%	30.2%	42.3%	38.8%
EMP	4	Self employed for 16 hours or more per week	2.8%	1.6%	4.9%	2.3%
EMP	2	In paid employment for less than 16 hours per week	2.3%	5.4%	2.7%	1.5%
EMP	5	Self employed for less than 16 hours per week	0.3%	0.7%	0.4%	0.1%
EDU	5	Further education part time	2.5%	7.0%	3.4%	4.2%
EDU	4	Further education full time	0.6%	2.5%	0.7%	0.3%
EDU	6	Higher education	0.2%	1.6%	0.5%	0.5%
CL - EDU	9	Supporting child's learning	5.9%	25.9%	8.4%	7.4%
CL - EMP	6	Not in paid employment closer to looking for work	4.9%	2.9%	1.4%	0.8%
CL - EDU	8	Not in education but closer to a part time course	0.9%	0.0%	0.7%	0.7%
CL - POS	2	3 or 4 indicators of positive change	13.7%	6.1%	8.7%	14.8%
CL - POS	1	1 or 2 indicators of positive change	14.6%	6.5%	9.8%	11.3%
CL - POS	3	5 or 6 indicators of positive change	7.7%	3.4%	8.3%	9.0%
CL - NEG	0	No positive indicators	8.6%	4.3%	4.5%	4.3%
CL - POS	4	7, 8 or 9 indicators of positive change	2.6%	2.0%	3.5%	4.2%
<b>Total number of former learners</b>			<b>649</b>	<b>444</b>	<b>738</b>	<b>745</b>

The destination codes developed by J2 Research have the pre-fix CL. These codes are based on the indicators of positive change in section 4.

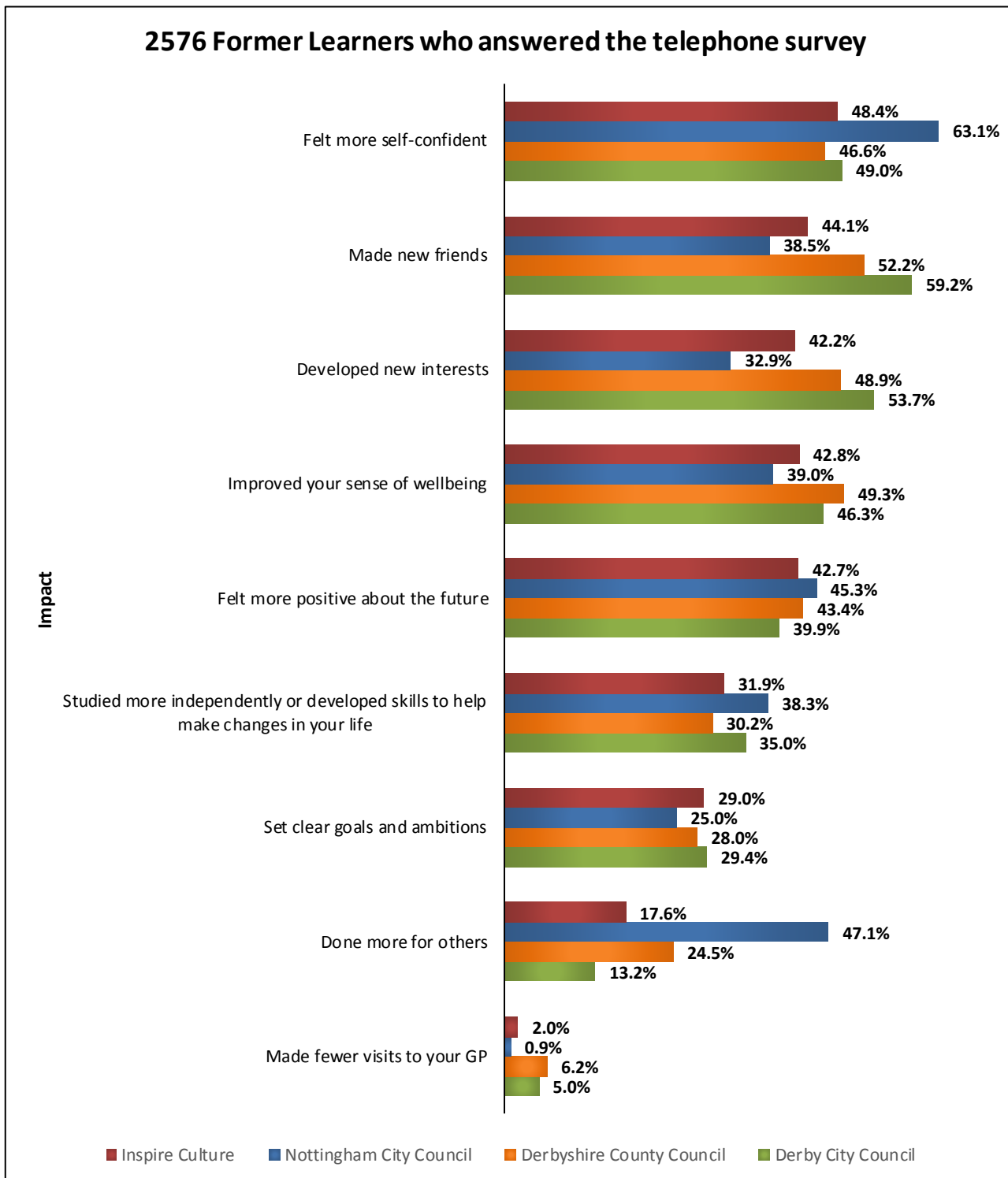
For reference, the indicators of positive change are:

- made fewer visits to a GP
- made new friends
- did more for others
- set clear goals and ambition
- studied more independently or developed skills to help make changes in life
- developed new interests whilst on the course
- improved sense of wellbeing
- felt more positive about the future
- felt more self-confident

These indicators of positive change demonstrate the progress of the former learner towards a SFA defined destination.

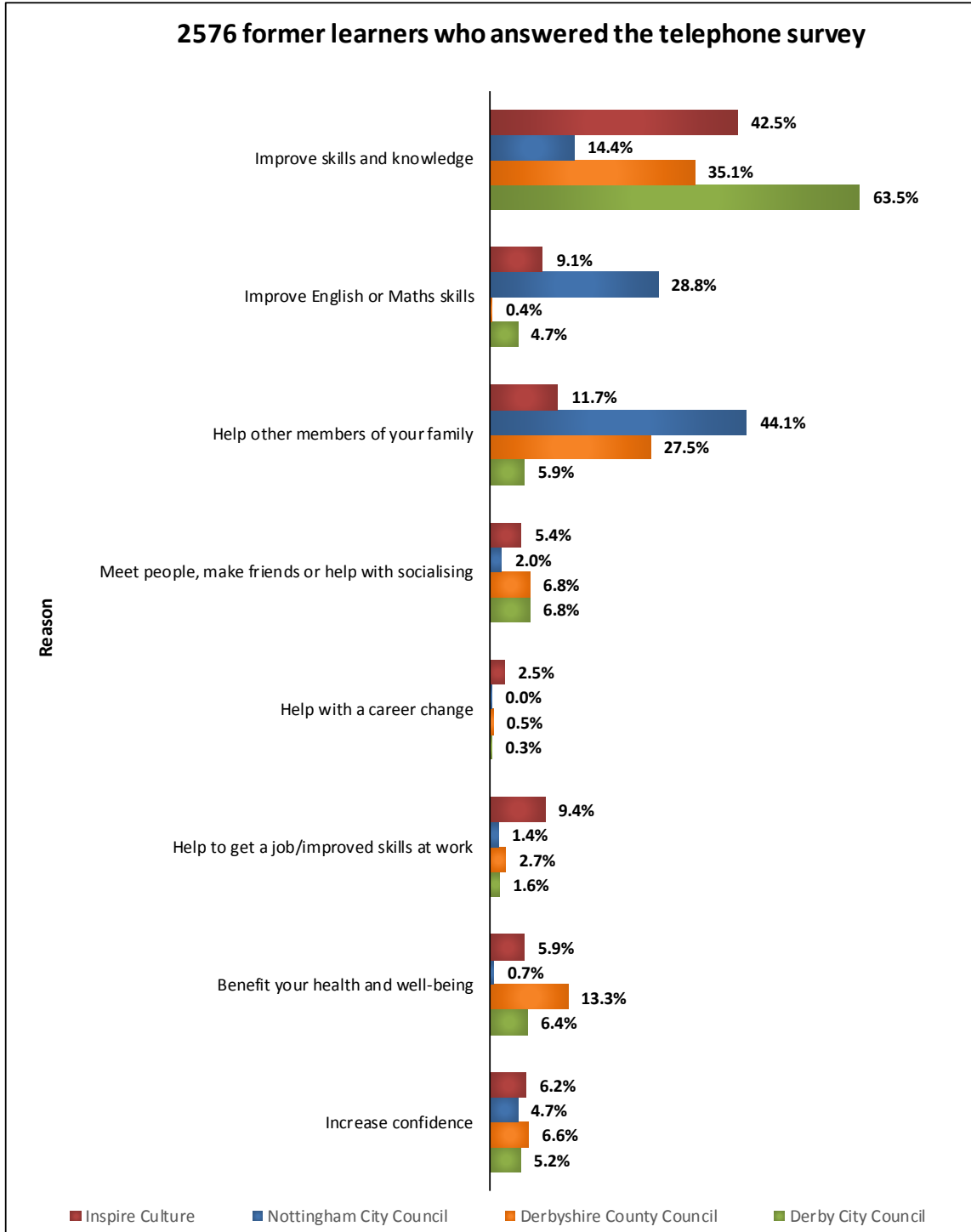
## Section 3: Comparison of the indicators of positive change between providers

**Chart C) Percentage of respondents across providers who stated the listed impact of the course**



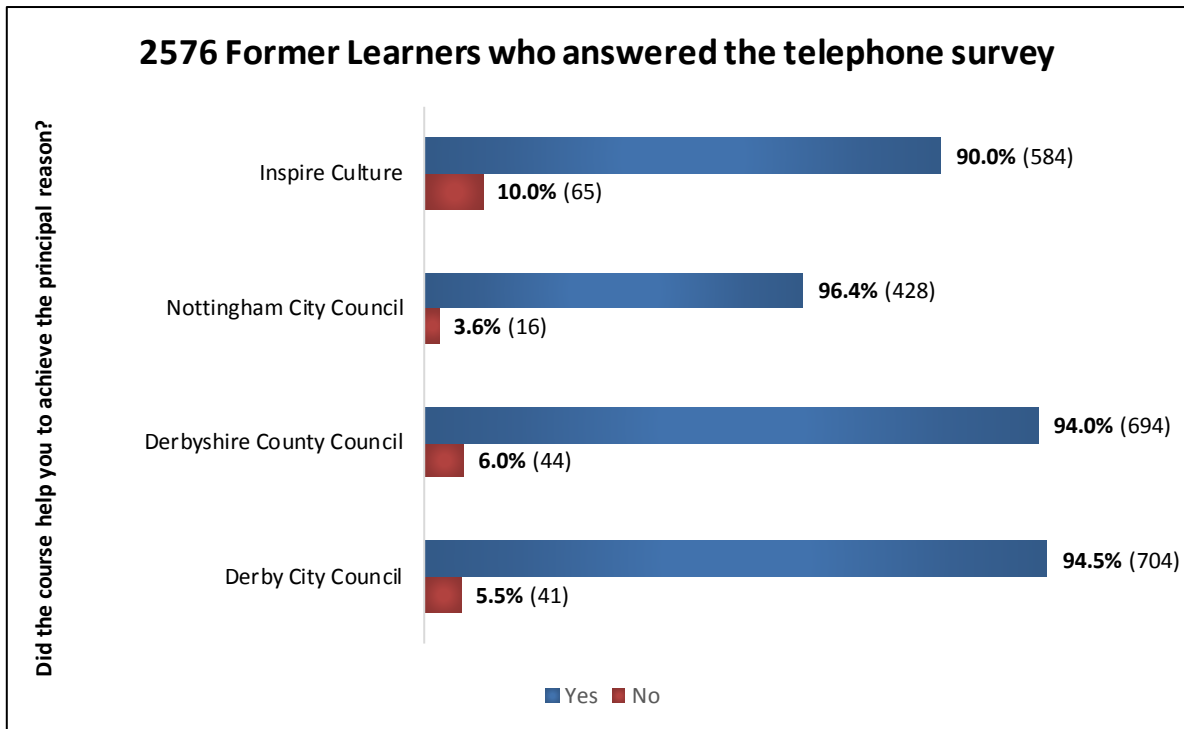
## Section 4: Comparison of distance travelled by the learner

Chart D1) The former learner's principal reason or motivation for attending the course

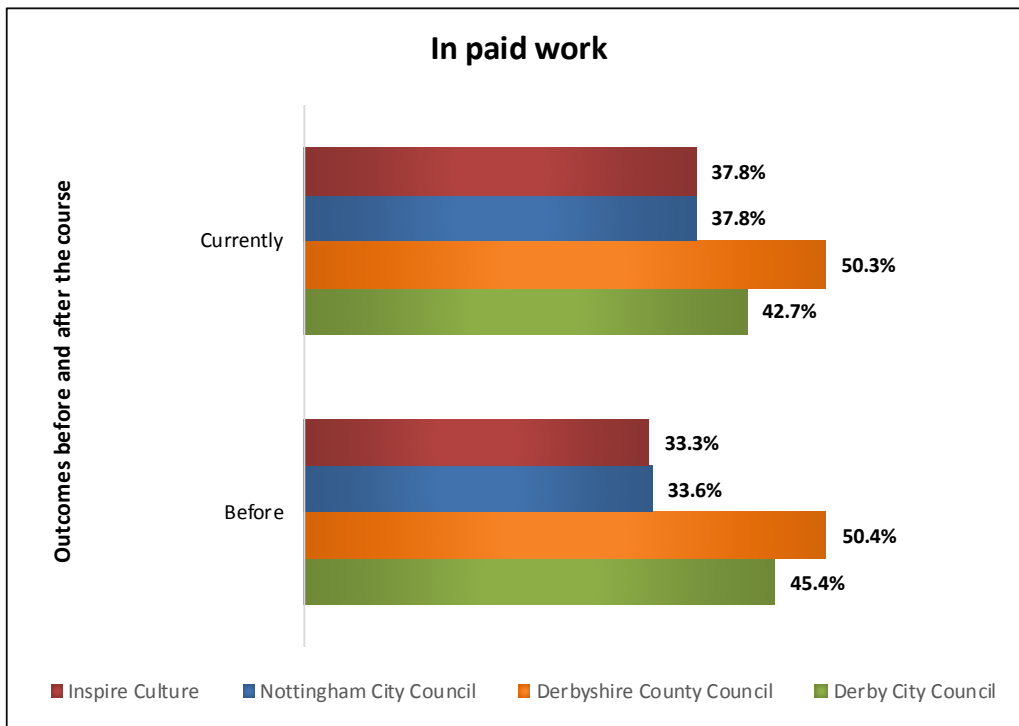


The following principal reasons had less than 3% response rate from respondents at all four providers. These have been excluded from the chart above: Improve money management, Course was recreational, Become more active in the community, Progress on to another course afterwards, Become more independent, Have a clear idea of the future, Unsure.

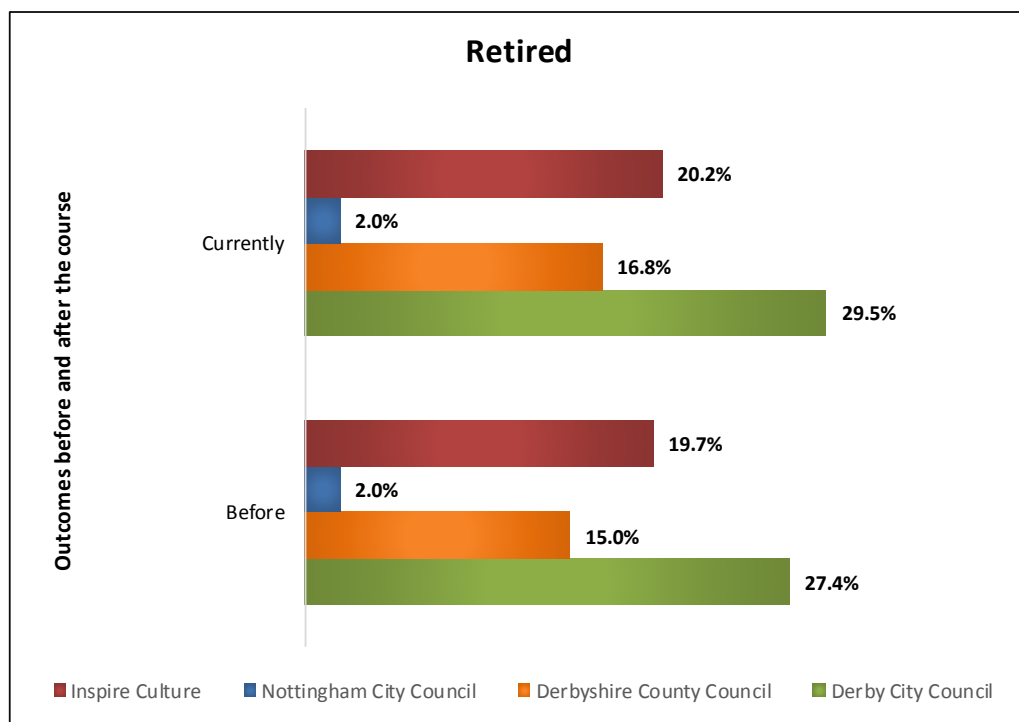
**Chart D2) Did completing the Community Learning course help you to achieve this (your principal reason or motivation in Chart D1)**



**Chart E1) Outcomes before and after the course: In paid work**

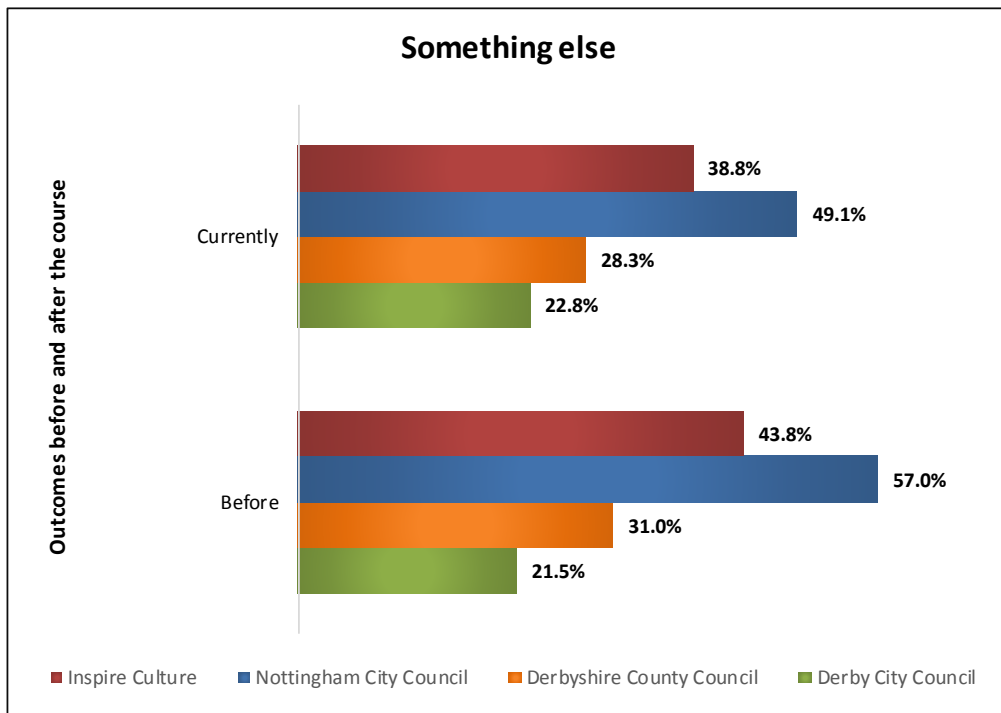


**Chart E2) Outcomes before and after the course: Retired**

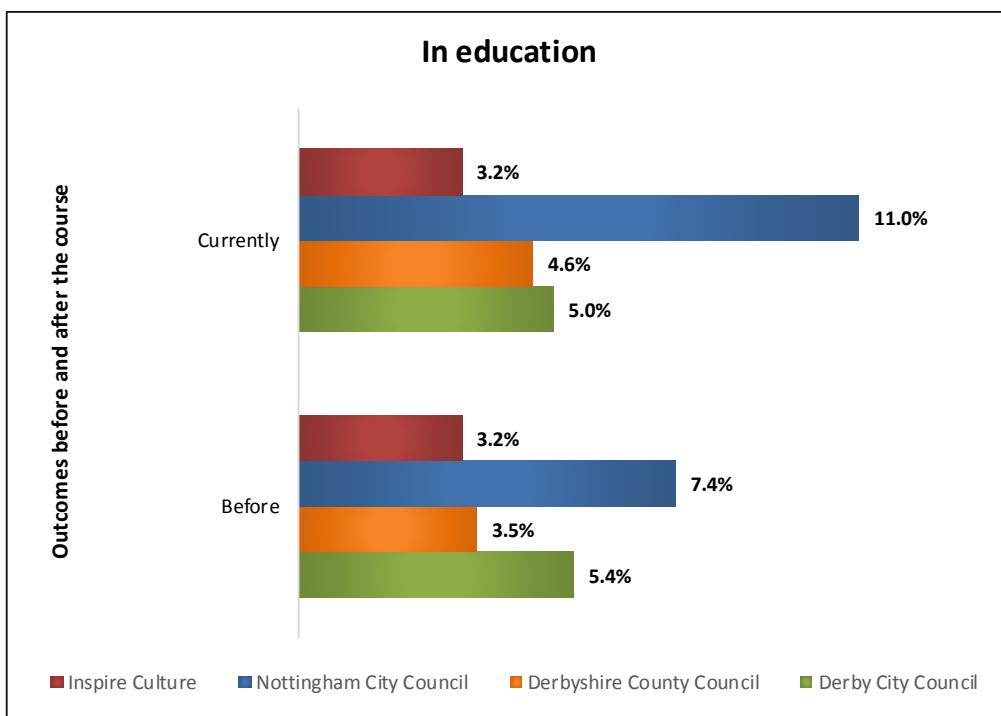




**Chart E3) Outcomes before and after the course: Something else**



**Chart E4) Outcomes before and after the course: In education**



*Outcomes before and after the course for Apprenticeship/Traineeship/Supported internship were all 0.0% apart from Derby City Council before the course which was 0.1%.*

**If you would like further information, have any comments about this survey, or would like to find out more about our other services, please contact Tamsin Holmes.**

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