



**Inspire Culture**  
**The Impact of Community Learning on 2015/16 Learners**  
**Survey Report**

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# Project Objectives and Methodology

## Overview of project

Inspire Culture wanted to contact community learners who completed their course during 2015/16. The aim of the contact was to quantify the impact of the community learning course on their lives and measure any progress the learner has made towards a Skills Funding Agency (SFA) defined destination.

Inspire Culture requested that the survey was conducted in parallel with a similar survey for other councils within the D2N2 region. The four D2N2 councils would also like to develop (with the aid of J2 Research) a mechanism which allows a year-on-year and an area- to-area impact comparison of community learning, which could potentially be used by other councils.

## 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.

## Methodology

J2 Research attempted to contact 1,000 former learners and conducted a series of short telephone interviews using a concise bespoke questionnaire designed jointly between Inspire Culture and J2 Research.

649 (64.9%) of those contacted completed the telephone survey. 351 (35.1%) could not be contacted due to unrecognised numbers, wrong numbers or because the numbers constantly rang out (detailed on page 3.)

J2 Research made 4,712 calls during the survey. Former learners were contacted up to 20 times in order to complete the survey; during the day and during the evening.

The results were analysed in Excel. Supplied in the email with the report is the Excel spreadsheet with full comments and responses made by each of the survey respondents.

## Data for the Telephone Survey

All data was supplied by Inspire Culture.

Data supplied by the council for telephone contact	1,000
Completed surveys	649
Not contacted	351
• <i>Ringling out after up to 20 attempts</i>	260
• <i>Telephone number not working</i>	69
• <i>Wrong number / No longer at address</i>	22

## Section One: Destinations of Learners

The destination codes below are a combination of standard SFA destination codes and destination codes developed specifically for community learning by J2 Research.

The data needed to code each former learner into a specific destination for Table A and Chart A is obtained from the former learner's responses to sections 3 and 4.

**Table A) Destination Codes**

Destination Codes Total Number: 649 former learners			%	No.
EMP	1	In paid employment for 16 hours or more per week	<b>32.4%</b>	<b>210</b>
EMP	4	Self employed for 16 hours or more per week	<b>2.8%</b>	<b>18</b>
EMP	2	In paid employment for less than 16 hours per week	<b>2.3%</b>	<b>15</b>
EMP	5	Self employed for less than 16 hours per week	<b>0.3%</b>	<b>2</b>
EDU	5	Further education part time	<b>2.5%</b>	<b>16</b>
EDU	4	Further education full time	<b>0.6%</b>	<b>4</b>
EDU	6	Higher education	<b>0.2%</b>	<b>1</b>
CL - EDU	9	Supporting child's learning	<b>5.9%</b>	<b>38</b>
CL - EMP	6	Not in paid employment closer to looking for work	<b>4.9%</b>	<b>32</b>
CL - EDU	8	Not in education but closer to a part time course	<b>0.9%</b>	<b>6</b>
CL - NEG	0	No positive indicators	<b>8.6%</b>	<b>56</b>
CL - POS	1	1 or 2 indicators for positive change	<b>14.6%</b>	<b>95</b>
CL - POS	2	3 or 4 indicators for positive change	<b>13.7%</b>	<b>89</b>
CL - POS	3	5 or 6 indicators for positive change	<b>7.7%</b>	<b>50</b>
CL - POS	4	7, 8 or 9 indicators for positive change	<b>2.6%</b>	<b>17</b>

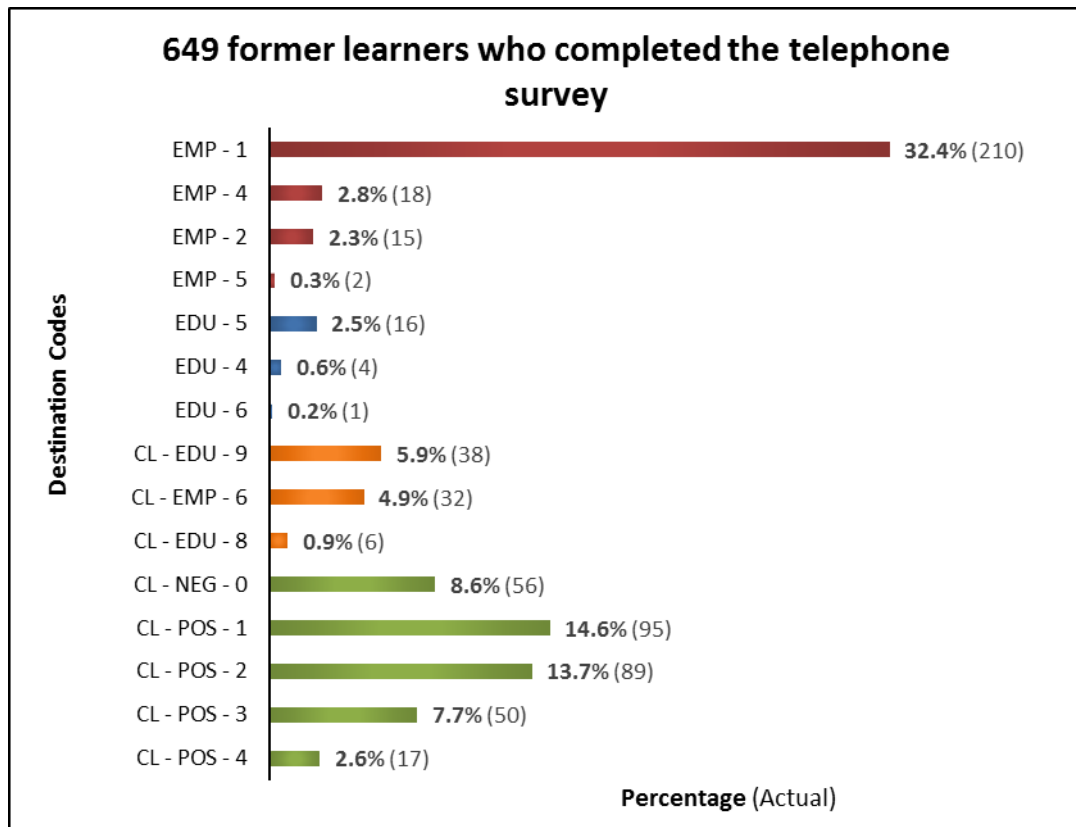
The destination codes developed by J2 Research have the pre-fix CL prior to the code. These codes are based on the indicators to positive change in section 4.

For reference, the indicators of positive change are:

- Made fewer visits to a GP
- Developed new interests whilst on the course
- Made new friends
- Studied more independently or developed skills to help make changes in life
- Did more for others
- Felt more positive about the future
- Set clear goals and ambitions
- Felt more self-confident
- Improved sense of wellbeing

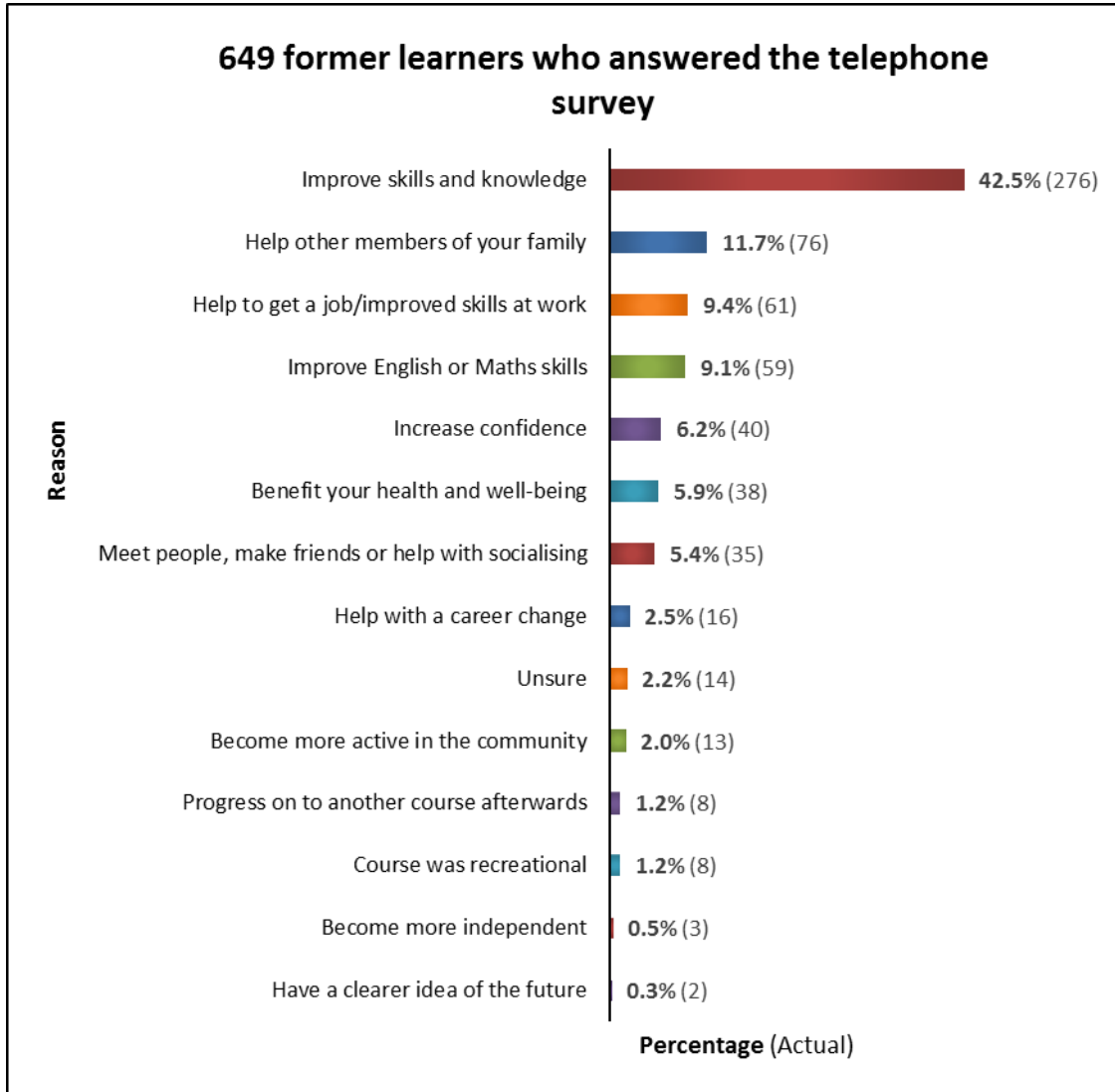
These indicators of positive change demonstrate the progress of the former learner towards a SFA defined destination.

**Chart A) Destination Codes**

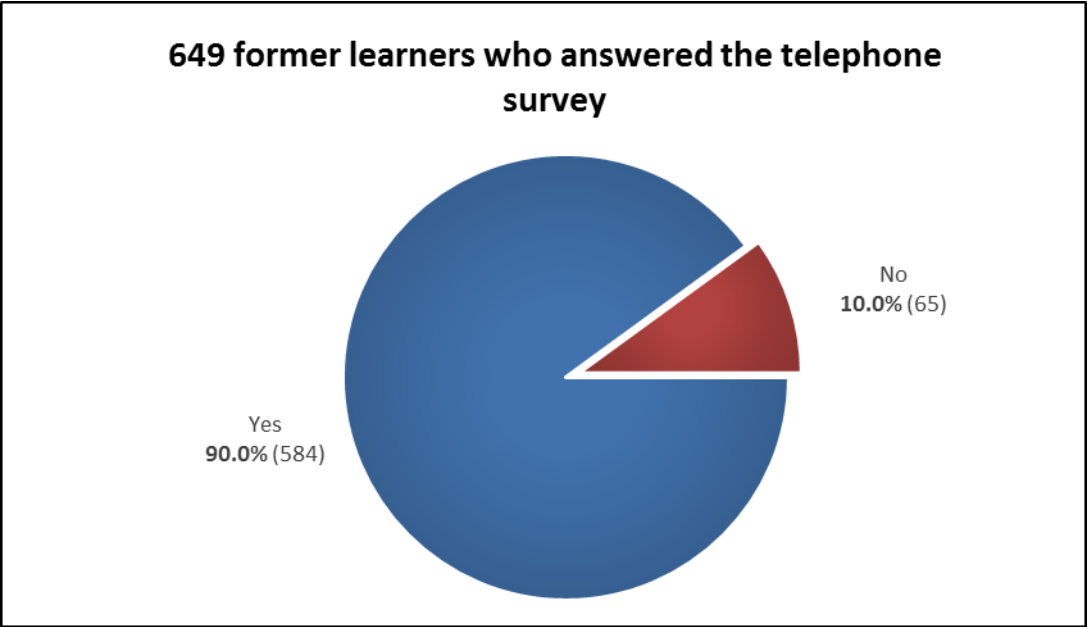


## Section 2: Motivations and Achievements of Learning

Chart A1) What was the principal reason or motivation for attending the course?

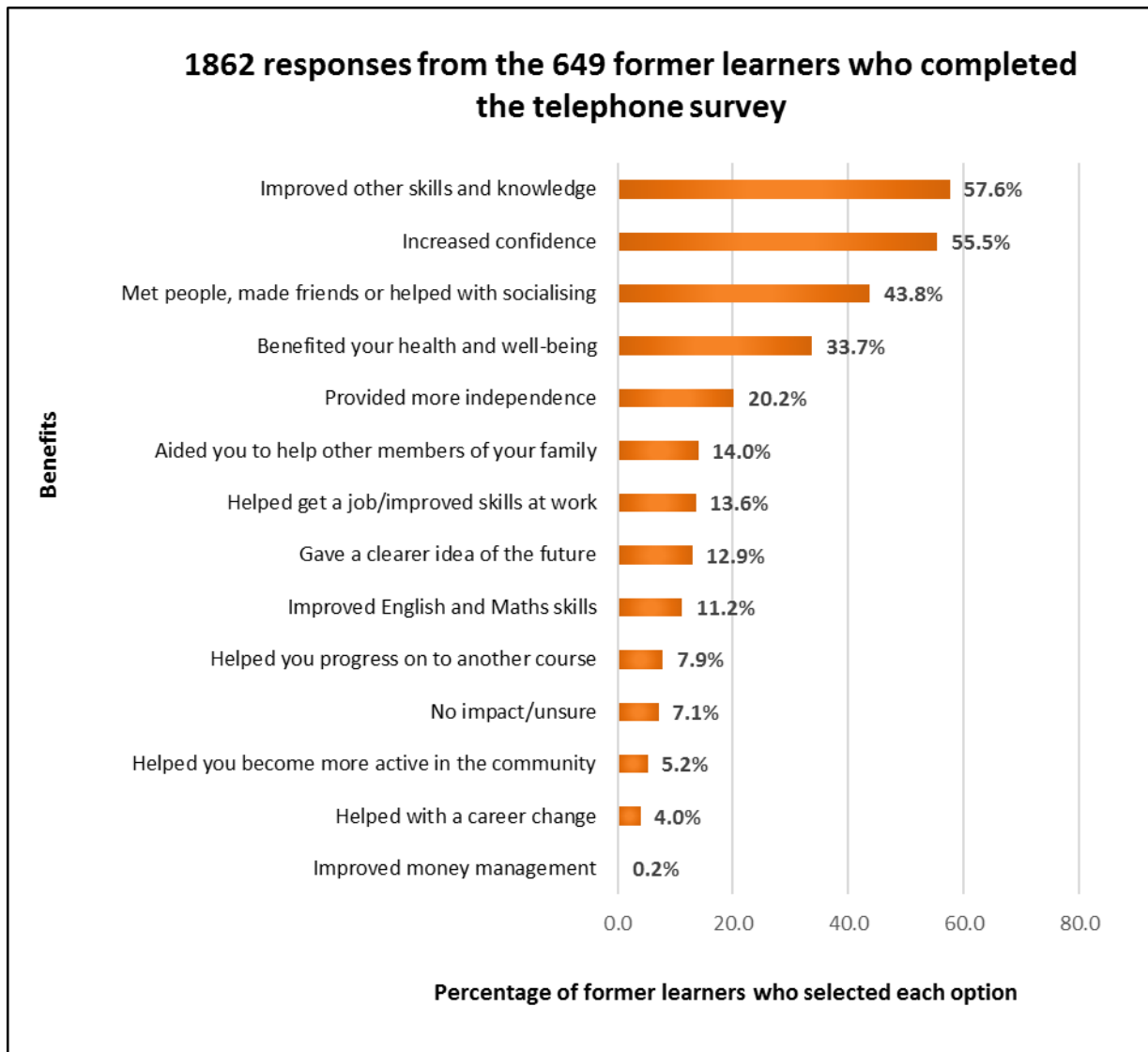


**Chart A2) Did completing the Community Learning course help you achieve this (your principal reason or motivation in Question A1)**



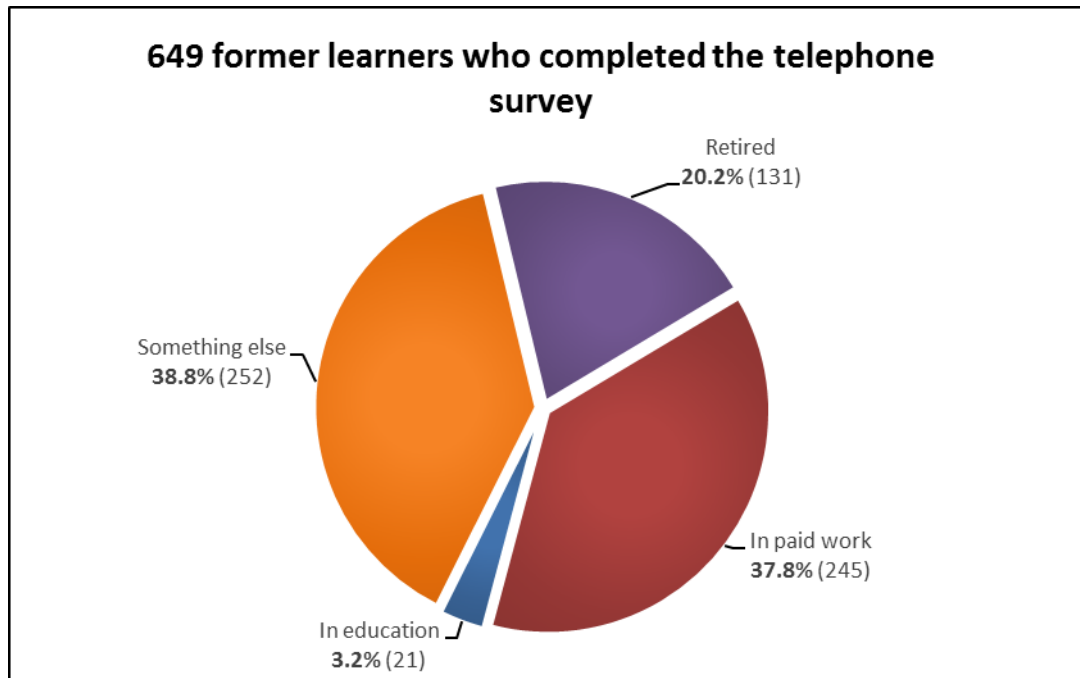


**Chart B) Overall, what benefits did you feel the course gave you?**  
*(Please select all that apply)*

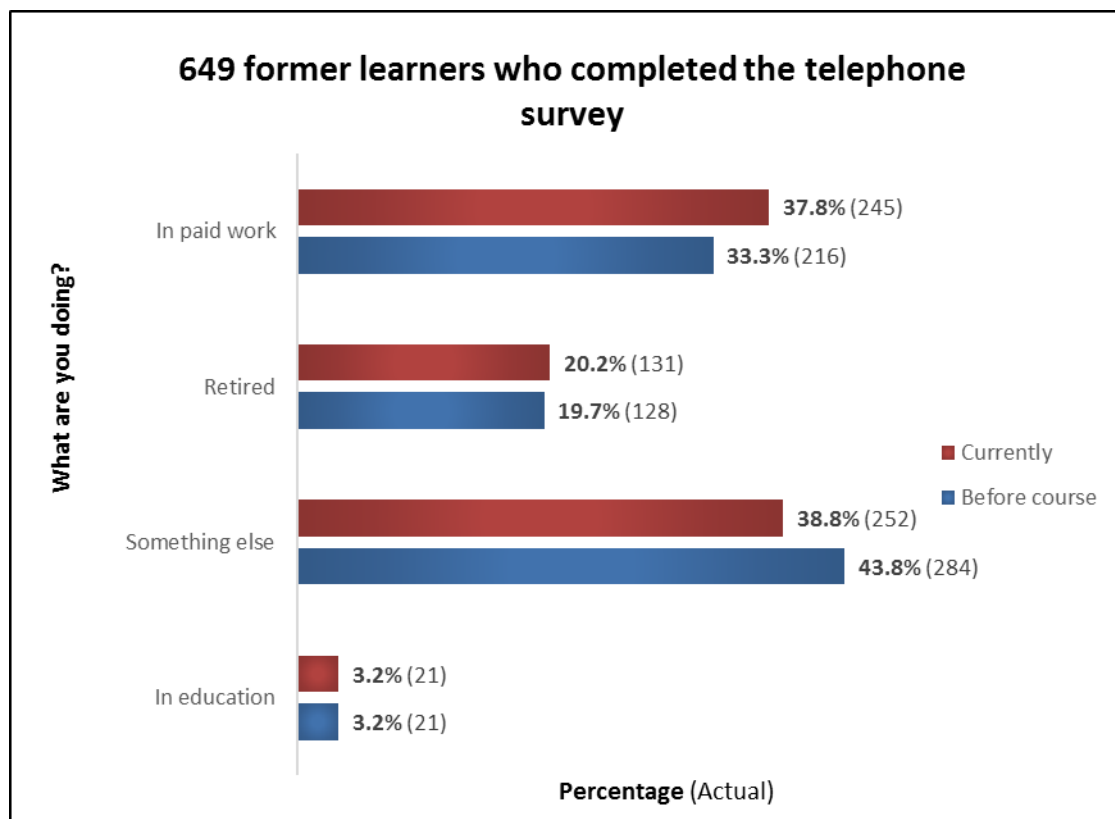


### Section 3: Direct Comparison of Destinations Before and After the Course

#### 1) What are you currently doing?



## 2) A comparison of outcomes before and after the course

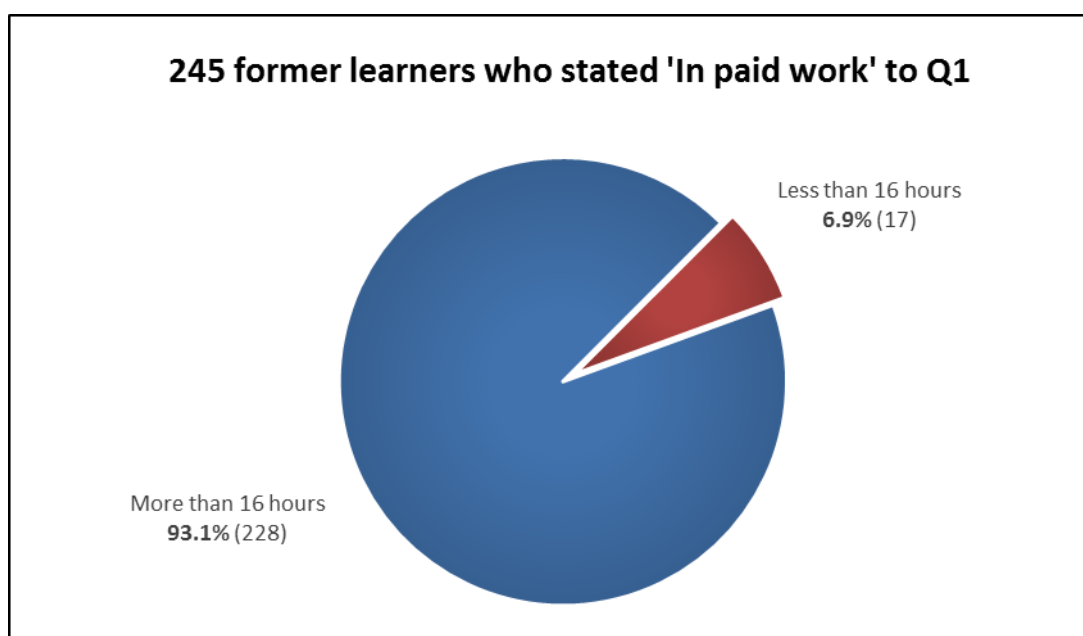


## Section 4: Additional Information on the Impacts of Learning and Destinations of Former Learners

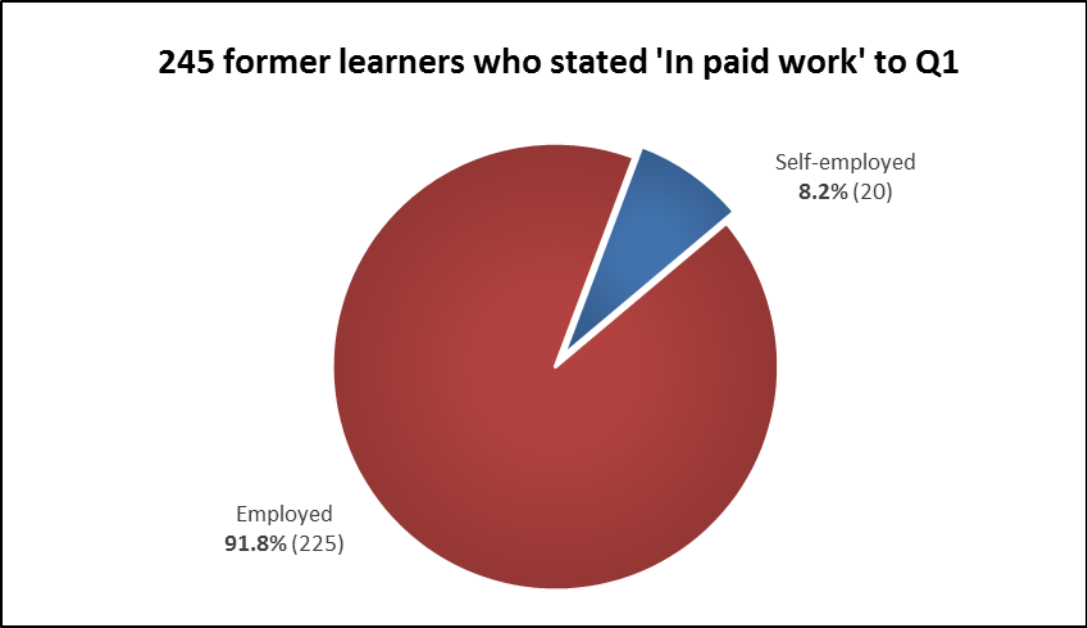
**Section 4a: This section applies to former learners who during the telephone survey answered 'In paid work' to Q1 – *(What are you currently doing?)***

Section 4a defines the former learners' destination codes as one of EMP1, EMP2, EMP4 or EMP5 in Table A and Chart A.

### 3) How many hours per week are you working?



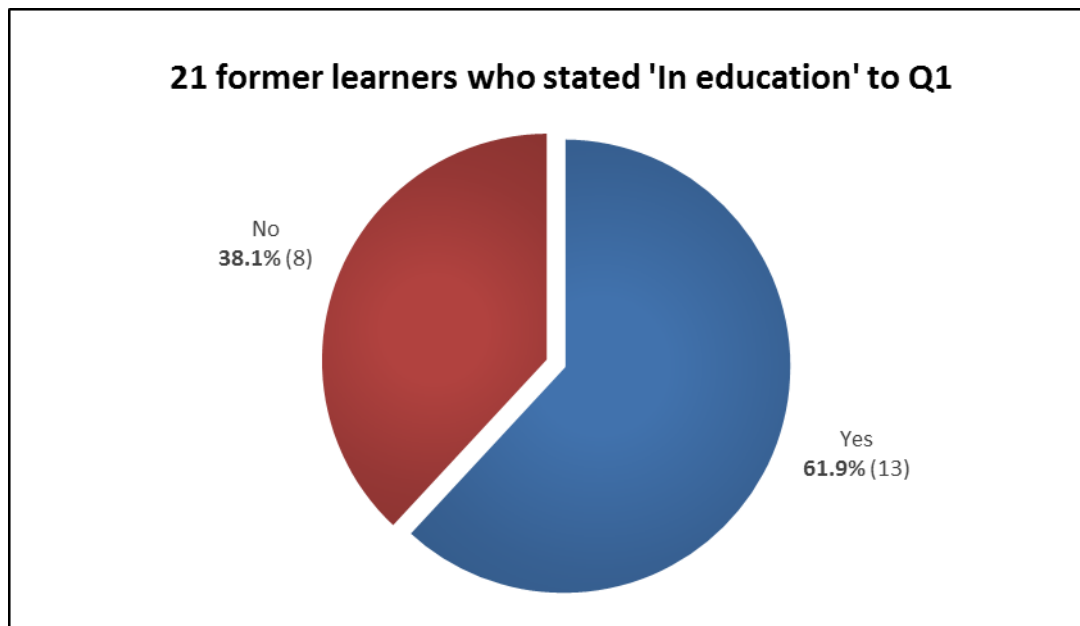
4) Are you employed or self-employed?



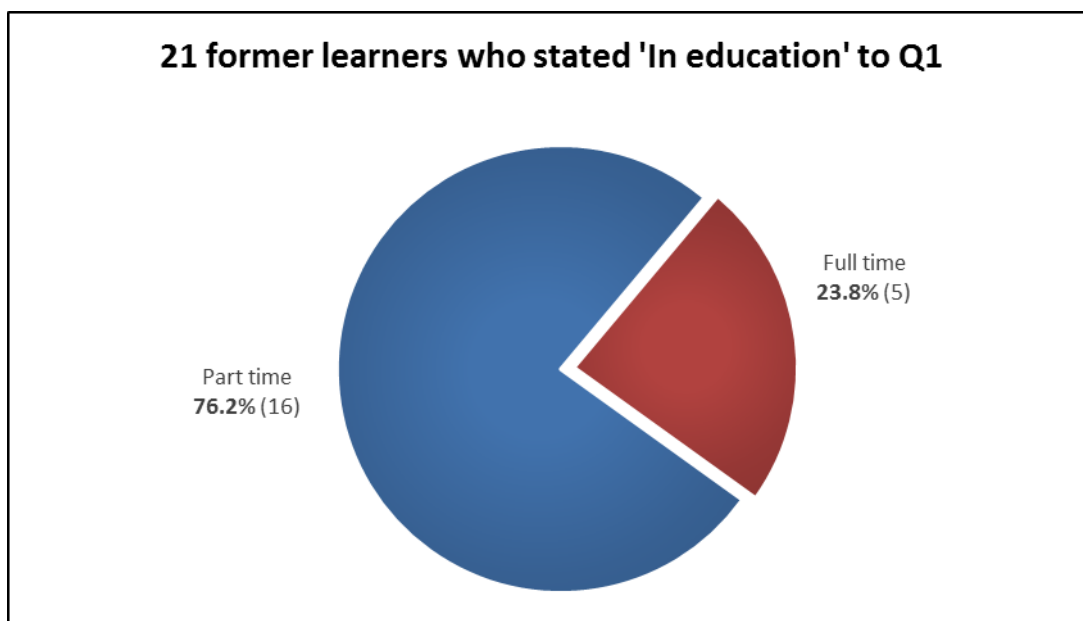
**Section 4b: This section applies to former learners who during the telephone survey answered 'In education' to Q1 – *(What are you currently doing?)***

Section 4b defines the former learners' destination codes as one of EDU 4, EDU 5 or EDU 6 in Table A and Chart A.

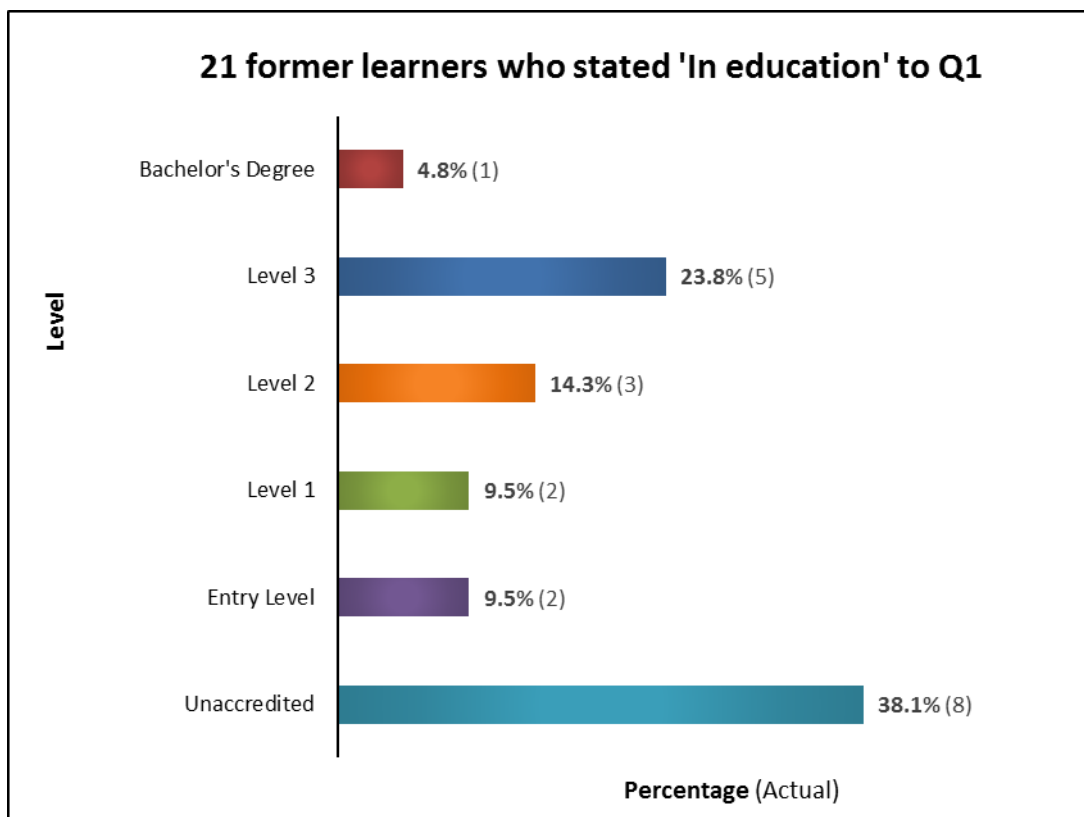
**5) Are you studying a subject related to the community learning course you studied?**



**6) Is your course full or part time?**



## 7) What level are you studying at?



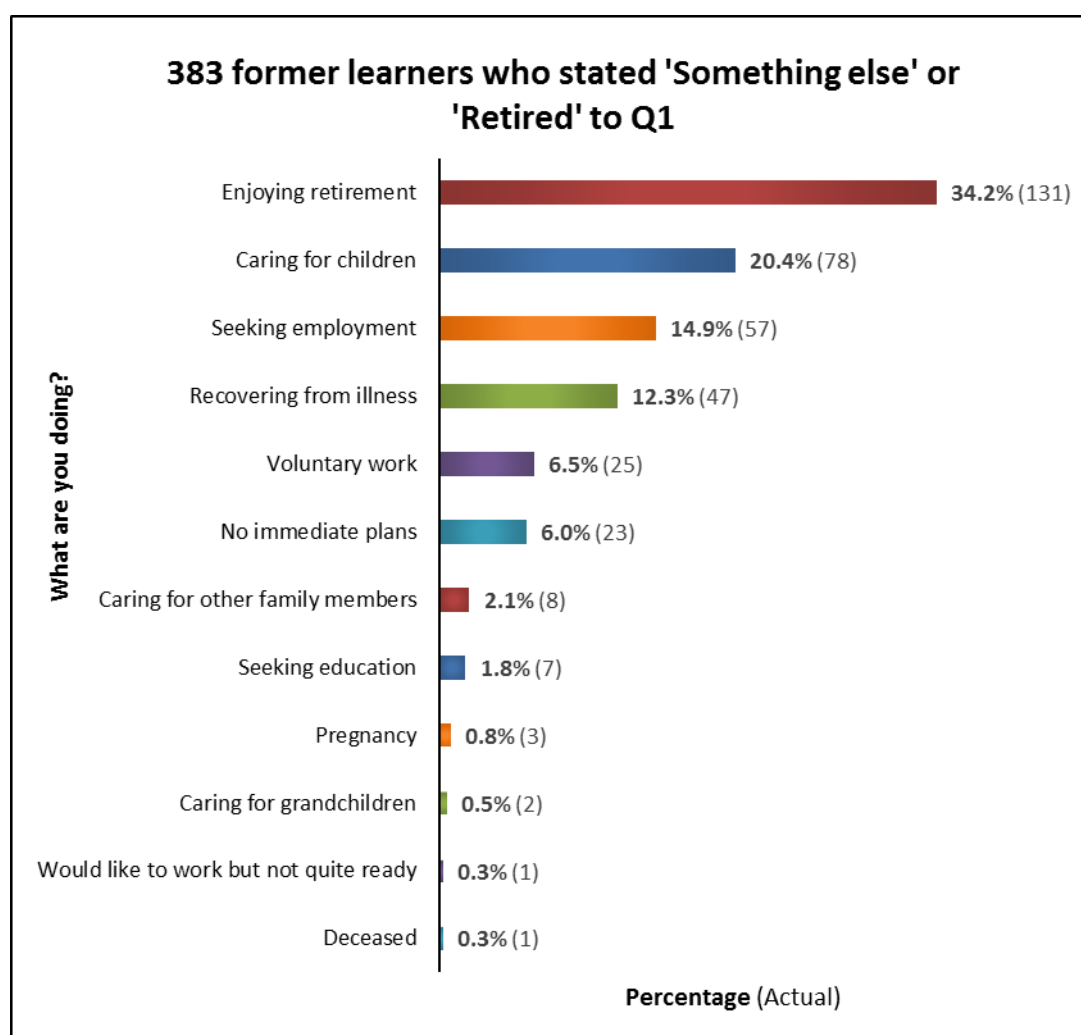
## 8) Where are you studying your course?

Institutions (21)
Nottinghamshire County Council (9)
Vision West Nottinghamshire College (3)
North Notts College
Bishop Burton College
Central College Nottingham
Newark College
Nottingham Trent University
Remploy
Rotherham College of Arts and Technology
The Dukeries Academy
Would prefer not to say

**Section 4c: This section applies to former learners who during the telephone survey answered 'Something else' or 'Retired' to Q1 – (*What are you currently doing?*)**

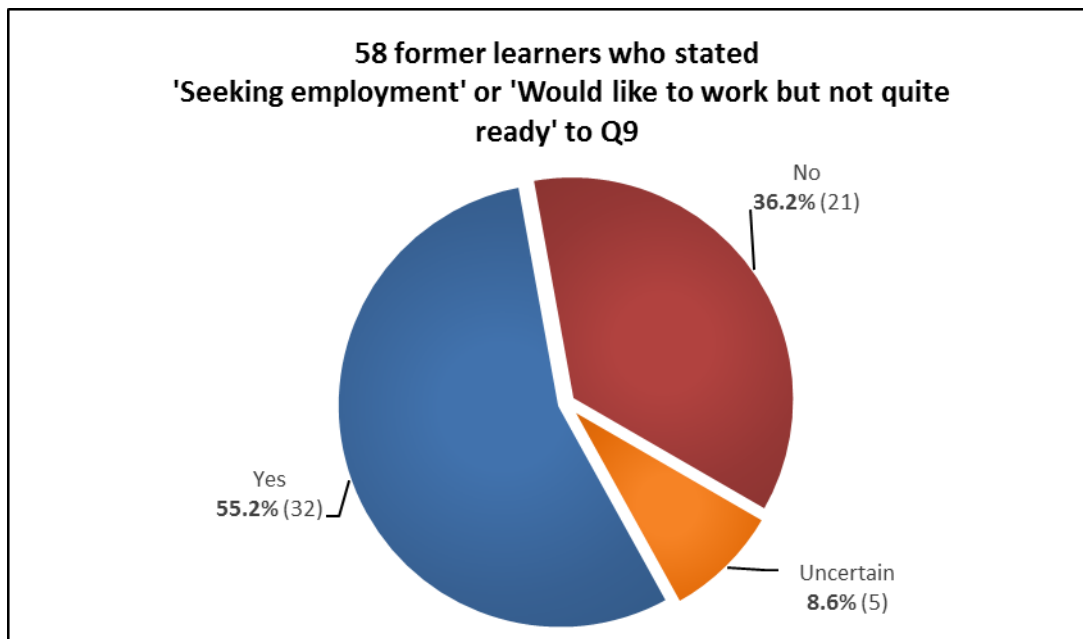
Section 4c defines the former learners' destination codes as one of CL-EMP 6, CL-EDU 8 or CL-EDU 9 in Table A and Chart A.

**9) May I ask what you are doing?**

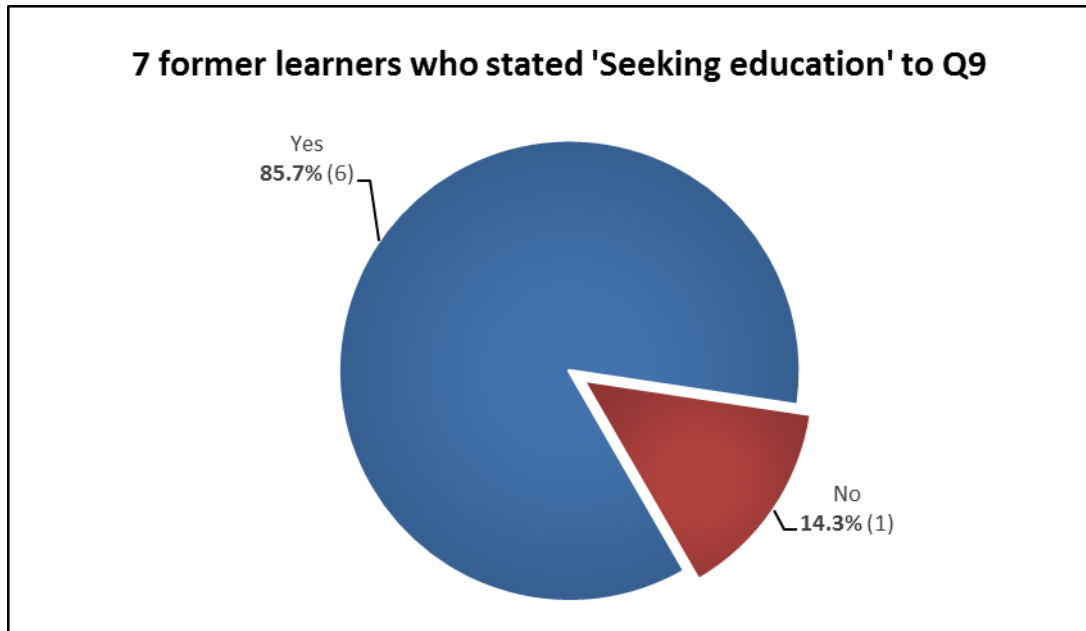




**10a) If answered 'Seeking employment' OR 'Would like to work but not quite ready to' to Q9, do you feel the course took you closer to being able to work?**

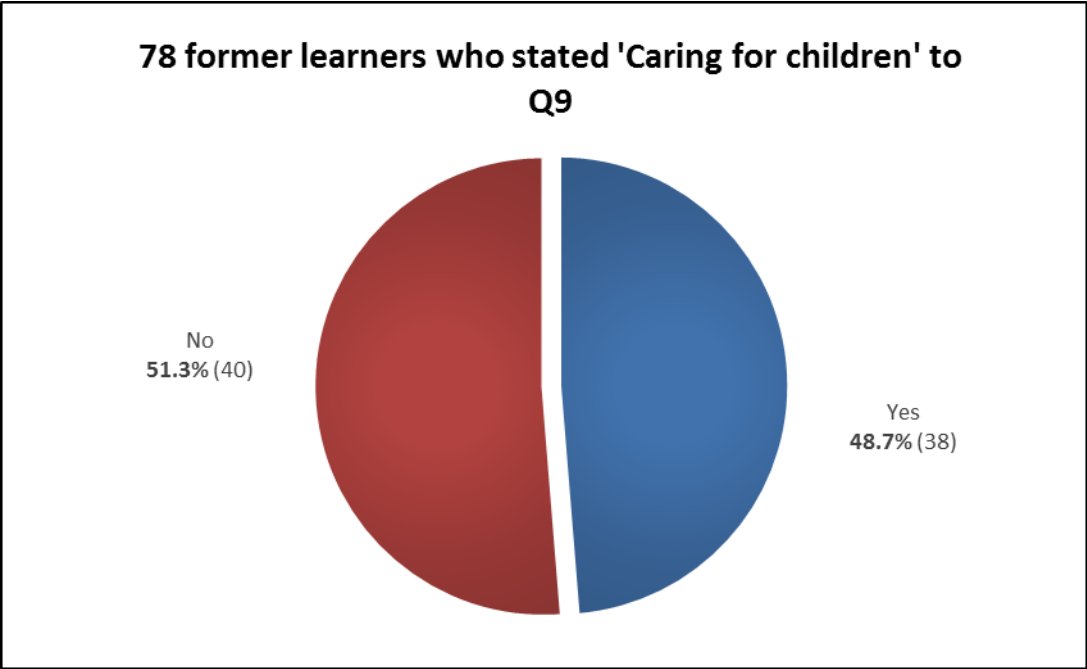


**10b) If answered 'Seeking education' to Q9, do you feel the course took you closer to starting a further course?**



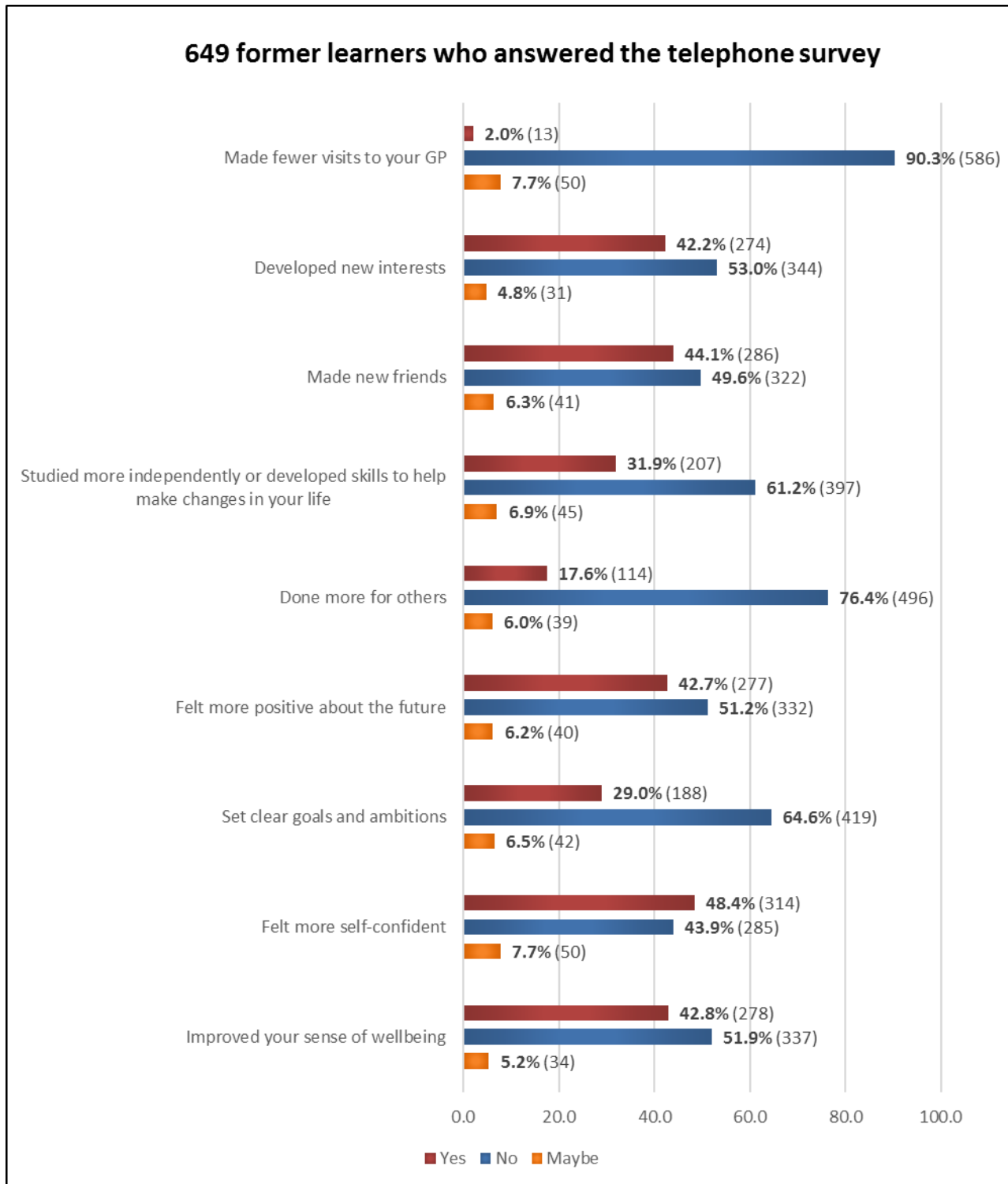
*All former learners who answered 'Yes' to Q10b stated that they would be looking for a part time course.*

10c) If answered 'Caring for children' to Q9, has the course helped you to support your child's learning and development?



## Section 5: Indicators of positive change – this section applies to all former learners who answered the telephone survey

11) Since taking the course, have you:



*The number of indicators for positive changes per former learner were recorded. The destination codes CL-NEG 0, CL-POS 1, CL-POS 2, CL-POS 3 and CL-POS 4 were assigned in Table and Chart A based on the number of positive indicators.*

*These CL destination codes were assigned to those who were not: in work; in education; now supporting their child's learning or closer to looking for work or education (i.e. those not designated a destination code from section 2 or section 3.)*

**Supplied in the email with the report is the Excel spreadsheet with full comments and responses made by each of the survey respondents.**

**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 Helen James.**

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