Union Learning Survey 2018 Results

Produced by Marchmont Observatory, University of Exeter

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June 2018

Acknowledgements

A great many people supported the conduct of the survey, the analytical process and development of this report. In particular we would like to thank: Dave Eva, Julia Jones, and Marjorie Wainwright of Unionlearn for their tireless support and helpful input, particularly around the background and aims of the Union Learning Fund (ULF). Helen Hardcastle of QA Research for support with the inputting of survey data.

The many Union Learning Representatives and project workers who cascaded out the questionnaire to learners across the country.

The views expressed in this report are the authors' and do not necessarily represent those of Unionlearn, the TUC, the unions or ULF projects.

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INTRODUCTION

This report contains the findings of a large scale survey of people who took part in learning as a result of support provided through Rounds 17 and 18 of the Union Learning Fund (ULF).

The main focus of the report is an analysis of quantitative data gathered via the survey. This is supplemented by the use of a model to generate an estimate of the economic impact and the return generated by public investment ULF Round 17 and Round 18.

To illuminate points arising in the analysis, comments made by survey respondents about their experience of union learning have also been included. The objectives of the study are:

1. To review the characteristics of participants in union learning;
2. To review the outcomes of union learning and impact of participation on learners' lives;
3. To identify factors that appear to predict or to be positively correlated with positive outcomes of learning; and
4. To assess the impact and value added by the ULF

EXECUTIVE SUMMARY

Background

Trade Unions have a long history of involvement in learning. In recent years union involvement in training has come to be seen as having a strategic significance and as offering a basis for a co-operative partnership between unions and employers. This resulted in the establishment of the Union Learning Fund (ULF) in 1998.

This report sets out the results of a survey of people who were supported into learning through the activities of projects supported by Rounds 17 and 18 of the ULF. Overall, Rounds 17 and 18 delivered:

- 18,170 training opportunities for Union Learning Representatives
- 55,260 opportunities for people to improve their English, Maths & Functional skills
- 50,160 opportunities for people to gain ICT skills at a variety of levels
- 45,190 opportunities for people to gain vocational qualifications at Level 2- 4
- 64,060 Continuing Professional Development Opportunities
- 37,360 opportunities for people to progress to Further Education
- 5,850 opportunities for people to progress into Higher Education
- 2070 traineeship opportunities
- 32,440 Apprenticeship opportunities.

The Union Learning Survey (ULS) was conducted through an online survey and a paper / postal questionnaire, both of which were cascaded to learners through their unions. A total of 2,459 responses were received. The number of responses from participating projects ranged from 11 from the RCN to 413 from UNISON. Random sampling was not possible and, as occurs with all postal and online surveys, individuals participated on a self-selecting basis.

Profile of courses

The most common types of learning undertaken by respondents were: short courses or events to gain skills and knowledge related to learners' work or professional development; ICT courses; informal learning; functional skills; and vocational courses.

The majority (64%) of respondents had taken part in more than one episode of learning and 33% had taken part four times or more. Roughly half of respondents (46%) had participated in more than one type of learning. 83% had participated in union learning within the last 12 months.

Almost two thirds (63%) of respondents gained a qualification or part of a qualification as a result of their learning, with equal numbers gaining a qualification at a level higher than their existing qualifications and gaining a qualification at the same or lower level. 13% of all respondents gained a qualification, but were unsure of its level. Learners undertaking vocational courses (75%) and higher education or training (74%) were most likely to have gained a qualification and those taking part in informal learning for leisure, pleasure and personal development (35%) were least likely to have achieved a qualification as a result of union learning. The likelihood of attaining qualifications is heavily influenced by the number of courses undertaken by learners.

More than half (52%) of learning included some form of online learning.

The most common principal motivation for respondents' participation in union learning was to perform better in their current job or to advance their career, gain promotion or a pay rise (37% of learners). Other common motivations were to support people in their community or workplace (22%) or to gain skills that would be useful in their everyday life (30%).

The proportion of respondents gaining qualifications was highest among learners motivated by a desire to advance their career, gain promotion or a pay rise (64%) and lowest among those learning for fun or to meet new people (15%).

Profile of learners

The majority (86%) of respondents were aged 25 to 64 years old, of peak working age. Compared to the general population, a slightly higher proportion of union learners were from minority communities or had English as a second language (ESOL). The gender profile was balanced, while the proportion of learners with a disability was in line with disabled working population. The majority of union learners (67%) were employed with permanent contracts of employment. However a sizeable minority were agency workers, on fixed term or temporary contracts (15%). While union learners were more likely than the general population to hold any qualification, they were less likely to hold qualifications at degree level or above. A sizeable minority held low level qualifications or qualifications from abroad.

Patterns of learning

Female learners were more likely than males to have undertaken short courses or to have undertaken learning for pleasure, leisure or personal development and less likely to have undertaken training in ICT, numeracy and literacy. As a consequence, a higher proportion of women (41%) than men (34%) participated in learning that did not lead to a qualification.

Older learners were more likely to have participated in multiple episodes of union learning, to have participated in informal learning, ICT, and training to become a ULR and to be motivated by a desire to support people in their community / workplace or to do something fun and to meet new people. Younger respondents were more likely to be motivated to learn in order to advance their career, gain promotion or a pay rise.

While there are significant differences between minority communities, respondents who identified as White British were slightly more likely to have participated in multiple episodes of union learning

Respondents from ethnic minority communities were more likely to have participated in ESOL and functional skills training and less likely to have participated in short courses / events, vocational training and training to be a ULR. Interestingly, people from minority communities, particularly from Asian or Asian British communities, frequently stated that their motivation for participating in union learning was to advance their career, gain promotion or a pay rise. The desire to perform better in their current job was also frequently cited as a motivation by White British respondents. White

British respondents were more likely than others be motivated to support people in their community or workplace, which is linked to training to become a ULR.

Full time employees were more likely to have undertaken union-related learning while part time workers were more likely to undertake basic skills and short courses. There was little difference in the frequency of learning between full time and part time employees.

Respondents with ESOL were much more likely to have participated in ESOL and Other English/Literacy skills training and less likely to have participated in all other forms of learning. They were more likely to be motivated to learn by a desire to advance their careers, gain promotion or a pay rise, or to gain skills that would be useful in everyday life, but participated in fewer episodes of union learning than average and were less likely to gain a qualification.

People with a disability were more likely to have participated in multiple episodes of learning, to have taken part in learning to become a ULR, to have attained qualifications and to cite wishing to support people in their community or workplace as their primary motivation.

Economically inactive respondents were significantly less likely to gain qualifications than full-time employees and more likely to be motivated by a desire to support people in their community or workplace or to do something fun or meet new people. Conversely, union learning appears to have been highly effective in addressing the skills needs of workers on fixed-term or temporary contacts and those employed through an agency. 69% of agency workers undertook only one learning episode but otherwise there was little difference between them and permanent staff.

Unsurprisingly, respondents with low levels of qualifications were likely to participate in learning focused on the acquisition of basic skills and ICT, while respondents with higher levels of qualifications were more likely to have participated in higher education, short courses and events.

Those with higher qualifications were much more likely to have engaged in multiple episodes of learning, a finding which suggests that union learning is taken up by enthusiastic learners and, over time, results in the attainment of higher level qualifications.

Skills gained

Overall, 90% of respondents identified at least one skill that had improved as a result of their involvement in union learning. The skills most commonly gained were: self-confidence/sense of what I can achieve (gained by 53% of respondents); vocational/practical/professional development (36%); and planning and organising skills (32%).

Learners who gained qualifications were more likely to report that they had developed skills than those who had not. Learners who gained qualifications at a higher level than those they already held identified gaining an average of 4.5 different skills as a result of their participation in union learning, compared to 2.8 skills for those who had not gained a qualification.

Skills such as ESOL, ICT, Literacy and Numeracy, which are often the focus of specific training programmes, are particularly likely to be gained by learners attaining qualifications. The impact on

self-confidence and, interestingly, the acquisition of vocational/practical/professional skills is less influenced by accreditation, probably due to the vocational relevance of unaccredited short courses and events. Learners who completed their courses attained an average of 2.8 skills each, compared to 2.2 for early leavers.

Course completion was particularly important for developing self-confidence, vocational and practical and professional skills.

Unsurprisingly, the type of skills developed was closely linked to the type of learning undertaken. Some skills, such as self-confidence, were acquired by all learners, while types of learning focused on specific skillsets (such as ICT) produced more concentrated skills outcomes. Learners who participated in multiple episodes of learning acquired a much greater range of skills than single episode learners, a finding which supports maintaining a focus on fostering cultures of learning.

Outcomes gained

Hard Outcomes

On the basis of a "yes' / 'no" response, the most common hard outcome, i.e. occurrence that "actually happened" as a result of participation in union learning, was that participants were able to do their existing job better, cited by 37% of respondents. Large numbers of learners were also more confident about progressing in their career (35%), more confident about finding a job in future (25%).

The existence of significant gaps between a) the proportion of respondents who felt they were performing better at work and the proportion who gained a pay rise and b) the proportion who felt they had gained skills that would help them gain promotion / change job and those who had actually attained these outcomes, suggests that a significant proportion of the benefit of union learning accrues to employers, at least in the short-term.

Unsurprisingly, respondents' motivations for taking part in learning influenced the outcomes they experienced. For example, those most motivated to support people in their workplace or community were most likely to have become more involved in voluntary or community activities. Interestingly, however, feeling able to do their job better and more confident about progressing in their career were reported outcomes for large numbers of respondents, regardless of their motivation for learning.

The type of learning undertaken had a significant impact on the attainment of hard outcomes. Respondents who had participated in literacy courses were more likely than others to report outcomes relating to employment progression, i.e. that they had gained promotion or greater responsibility in their job; that they felt more confident about progressing in their career; and more confident about finding a job in the future. Participants in HE reported a wide range of outcomes, while those who participated in informal learning were less likely to report they had attained any of the specified outcomes than others. Caution is required, as this may be a function of the duration these different forms of learning. However, interestingly and impressively, respondents who participated in ESOL were significantly more likely than average to report a wide range of outcomes,

including that they got a new job; were able to do their job better; felt more confident about progressing in their career; and felt more confident about finding a job in the future.

Learners who engaged in multiple episodes and types of learning attributed a much larger number of hard outcomes to their learning than single episode learners. Multiple participation was particularly closely linked to gaining a new job, promotion and a pay rise. Once again, this appears to support a policy of encouraging people to engage in multiple episodes of learning.

Soft outcomes

On the basis of a scale, from "completely agree" to "completely disagree", more than three quarters of respondents agreed that union learning resulted in them: becoming more confident in their abilities (68%); more likely to undertake further learning and training (77%); more enthusiastic about learning (74%); and better able to organise, mentor and support other people (58%). Around half of all learners agree or completely agree that union learning has improved their quality of life and well-being (46%).

Again, outcomes were influenced by the type of learning undertaken. Those on vocational courses were more likely to agree that they had become more motivated to apply for an Apprenticeship. The proportion of ICT training, informal learning and short course participants who experienced these outcomes was lower than average, for most outcomes, which may be a function of the duration and depth of these types of learning. However, set against this, it is impressive that ESOL learners were most likely to agree that they had a better idea about what they wanted to do in their lives; they were also more likely to be motivated to apply for an apprenticeship and had become more confident in their abilities.

The importance of union support

The role of union supported learning is underlined by the finding that 70% of respondents felt that they would not have done their learning without the support of their union; a further 17% were neutral and just 14% disagreed. Importantly, respondents in many minority or disadvantaged groups attributed a higher level of importance to the support received from their union than other respondents, for example, 79% of those with no qualifications would not have done their learning without the support of their union compared with 62% of those with Level 4 qualifications.

While there was much positive feedback about people's experiences of union learning, learners did experience some problems including work pressures that made it hard to take time off for learning, (44%); managers not allowing people time off for learning (31%) and a lack of interest and support from management (30%). Unions themselves scored relatively positive on these measures, with just 10% citing a lack of support from union representatives, and 11% a lack of information from the union.

Satisfaction levels were high, with 80% satisfied with their overall experience.

The experience of undertaking learning promotes more positive views towards unions with almost half of respondents (49%) saying that they had become more supportive of union policies at work;

39% had become more active in the union, and 28% said they had since become union representatives.

Economic impact estimates

Based on estimates of the increased earnings that individuals experience a) from higher wages and b) from the greater likelihood of being employed as a result of gaining qualifications, we estimate that the overall impact of investment in ULF Round 17 is around £1,654 million and of Round 18 £1,648m. The total benefits to individuals are estimated to be £1,011 million for Round 17 and £974m for Round 18. This latter figure is made up of £874 million from higher wages and £100 million as a result of being more likely to be in employment. The net benefit to employers resulting from the greater productivity of a better skilled workforce(less output lost as a result of working time taken to engage in learning) is estimated at £643 million (Round 17) and £674m for Round 18.

Taking into account the cost of delivering learning (by FE colleges and others) brokered via Union learning, we estimate that each £1 invested in the ULF generates a total economic return of £12.24 of which £7.20 accrues to individuals and £5.00 to employers. This is higher than the total economic return produced for previous rounds: £10.95 (Round 17) and £9.15 (Round 15) and broadly in line with the impact of Round 16 (£12.30).

Our estimate of return on investment varies significantly by the type of learning provided, with accredited FE, vocational programmes and Apprenticeships showing the highest level of net return on investment. The return on ICT and English, Maths and functional skills are also substantial, while the net return on higher education and informal learning are calculated to be negative. This is due to the fact that most informal learning is unaccredited (and therefore being assumed not to confer a benefit) and because the collective cost of tuition fees, earnings and productivity foregone is higher than the significant uplift in annual earnings that results from higher education, particularly for older learners who have less time left in the labour market during which the benefits will be felt.

A limited model, focused on tax receipts, suggests that the fiscal return to the Exchequer from learning generated by Round 18 amounts to £458m or, taking delivery costs into account, generates an estimated return of £3.40 for each £1 of public funding invested in ULF Round 18. This compares to £3.10 for Round 17, £3.57 for Round 16 and £2.51 estimated for Round 15.

INTRODUCTION

Unions and learning

Thirty years ago, the Union Learning Fund (ULF) was set up by the Department for Employment and Skills to promote activity by trade unions in support of the objective of creating a learning society. Originally, its primary aim was to develop the capacity of trade unions and Union Learning Representatives (ULRs) to work with employers, employees and learning providers to encourage greater take up of learning in the workplace. In the past 2 decades, the scope of the ULF has gradually developed reflecting changes in union capacity and changes in government and strategy around learning and workforce development. In recent years unions have been encouraged to work on new priorities especially improving access to work, work in the community, supporting high quality apprenticeships and supporting unions to maximise the impact of the Apprenticeship Levy. The ULF is managed and administered by Unionlearn, the TUC's Learning and Skills Organisation under an agreement with the Department for Education (DfE) which directs the level and type of learning activity that should be supported by the Fund.

Although the priorities of the ULF have changed through time, with new governments introducing different priorities, nevertheless the role of the ULF continues to be vitally important to the learning agenda. In 2014, a BIS parliamentary committee into Adult Literacy and Numeracy[1] reported that Unionlearn has "*achieved outstanding results at a fraction of the cost of full-time formal education*". Although there have been reductions to its budget since then, the key role of Unionlearn continues to be recognised by government, most recently in the publication of the Industrial Strategy in November 2017, which states that "*We will also continue to support Unionlearn, an organisation of the Trades Union Congress, to help embed a culture of learning throughout working lives. The government must also do more to help people of all ages navigate our labour market.*"

Productivity lies at the heart of the Industrial Strategy which is based on five main themes: Ideas, People, Infrastructure, Business Environment and Places. Skills play a central part in the industrial strategy with the introduction of new T levels, which are to have parity with academic levels; additional funding to help bring disadvantaged and under-represented groups into Apprenticeships and more emphasis on careers advice.

Significantly, lifelong learning is one of the skills priorities of the Industrial Strategy which acknowledges that, "*As automation and digitalisation change the nature of jobs and the skills required to do them, and as working lives become longer, it is vital our education system allows people to learn and train throughout their lives.*" To this end, the Strategy announced plans to drive up adult learning and retraining, through the launch of a National Retraining Scheme in England by the end of this Parliament. It will be designed to give individuals – particularly those hardest to reach – the skills they need to thrive and support employers to adapt as the economy changes. The TUC, alongside the CBI will play a key role in the advisory group, known as the National Retraining Partnership to set the strategic direction of the Scheme.

[1] https://www.parliament.uk/business/committees/committees-a-z/commons-select/business-innovation-and-skills/news/adult-literacy-numeracy-bis-report/

The launch of the National Retraining Scheme will bring a new impetus to adult learning in England. Allocated £40m, the scheme will be used "to test innovative approaches to helping adults up-skill and re-skill", according to the Industrial Strategy. Starting next year, the National Retraining Scheme will focus on targeting skills shortages in key sectors, with the first priorities identified as digital and construction skills.

The government is also set to invest £34m in expanding innovative construction training programmes across the country and a further £30m in testing the use of artificial intelligence and new education technology in online digital skills courses. New Skills Advisory Panels will be established across England which will play a key role in supporting the Local Industrial Strategies. The government also intends to establish a £10m funding for a set of lifelong learning pilots in several areas (including Leeds, Devon and Somerset, Lincolnshire, Stoke-on-Trent and the West Midlands) to test the best ways of incentivising adults to train in the skills needed locally.

ULF Priorities & Objectives

Priorities for each ULF funding round are agreed with the Department for Education (DfE). Key themes and priorities for ULF projects in 2016-18 built on the key policy developments implemented by the previous coalition government. Apprenticeships have a higher profile with an ambitious target of 3 million starts to 2020. The introduction of the Apprenticeship levy will require employers to invest up to £3 billion per annum for apprenticeship provision whilst also empowering them to have a much greater say in setting standards and funding levels. A new body, the Institute for Apprenticeships, will play a key role in giving employers a stronger voice in influencing the design and delivery of apprenticeships. The combined impact of the levy and other measures such as the public sector targets for apprenticeships, will be a significant opportunity for unions in larger organisations to support apprenticeship recruitment. The government has also emphasised the aim of ensuring excellent vocational provision from age 14 into adulthood. Key elements in support of this aim include the new apprenticeship target and further expansion of high quality traineeships for young people needing a programme of support before progressing to an apprenticeship or another appropriate outcome.

Supporting people to progress to higher level skills is another recurring theme of government policy and ongoing reforms to vocational qualifications for young people and adults, including the introduction of new T levels are being taken forward. The government has also committed to expand the number of University Technical Colleges (UTCs) for young people and is also looking to introduce new Institutes of Technology and to extend vocational specialisation in colleges. The overall aim is to increase significantly the number of opportunities for more young people and adults to access higher level vocational education.

There also continues to be a strong policy focus on English and maths skills. Whilst there remains a preference for all young people to pursue a GCSE grade in English and maths where at all possible, the government also remains committed to the important role of Functional Skills qualifications in the workplace and for those individuals – especially adults for whom the GCSE route is not appropriate.

The government is continuing to support an industry-led approach to skills provision, including giving employers and other stakeholders greater influence in the design and delivery of vocational qualifications (e.g. through the Apprenticeship Trailblazers).

The priorities for projects funded under Round 17 of the ULF, are as follows:

Priority 1: Improving Equality, Engaging Disadvantaged Learners and Workers with poor English, Maths or Digital Skills

The aim is to engage disadvantaged learners through a range of flexible learning models to assist people into work, to retrain and support their onward progression. Raising the role and take up of learning in the community and workplace is key, as is helping to bridge the digital divide.

Priority 2: Growing Apprenticeship, Traineeship, Young People and Skills Progression

Through partnership approaches this priority seeks to increase traineeship and apprenticeship placements and to support those from disadvantaged groups who have the potential to benefit.

Priority 3. Improving Productivity

Working with employers to identify and tackle skills issues that improve the productivity of the workforce. Developing partnerships to support activity that supports economic growth and productivity.

Priority 4: Developing a Stronger Learning Infrastructure, Workforce Development and Higher Level Skills

Engaging with employers and other stakeholders to promote skills development and greater employee involvement and commitment in the workplace. Tackling sector specific skills shortages and providing advice and support to encourage and enable progression.

Priority 5. Demonstrating Sustainability, Value for Money and Mainstreaming of union learning activity

Incorporating learning and skills in union activity and building and sharing best practice. Ensuring that projects represent value for money and that each project is cost effective.

The Priorities for Round 18 take a slightly different focus but are broadly build on Round 17. They include:

- Improving Equality and Engaging Those Most Disadvantaged in the Labour Market
- Growing High Quality Apprenticeships and Traineeships
- Supporting English and math learners
- Developing the Learning Infrastructure, Improving Workforce Development and Skills Progression
- Demonstrating Sustainability, Value for Money and Mainstreaming of Union Learning Activity

These annual priorities within Rounds 17 and 18 sit within a framework of long-term ULF objectives, shown in the box below.

Union Learning Fund Objectives
• **To help unions to support their members** to access and progress through lifelong learning based on quality standards

- **To help unions to engage with employers** and providers to increase the quantity, quality and fairer distribution of learning opportunities
- **To strengthen union capacity over learning**, including training and supporting ULRs and embedding learning within core union activities and structure
- To help unions to **secure effective union representation at the workplace** through training of union representatives and union professionals
- To deepen and **extend partnerships with key stakeholders** to sustain effective union-led activity
- **To embed a quality framework** across all of our provision to drive up and maintain high standards and work towards a culture of continuous quality improvement
- To continue to promote our activities and **demonstrate the added value of union learning**
- To continue to **monitor and improve the effectiveness of our organisation** in order to meet our stated objectives, including **implementing an equality assessment** of both internal and external activity

It is important to note that ULF projects do not normally involve the direct delivery of training and skills. The focus is on: fostering cultures of learning and creating opportunities to learn in the workplace; working with external training providers and bringing them into the workplace to deliver programmes that meet employer and employee needs; and encouraging employees to take up the opportunities created. The emphasis is on brokerage, mentoring and guidance.

Union Learning Representatives

In order to properly understand the impact of the ULF, there is a need to consider the work and role of the 30,000 Union Learning Representatives (ULRs) who have been trained over the years (Union Learning Fund Business Plan 2013/14). ULRs have been instrumental in championing the importance of training and development, working hard to boost the image and strengthen the organisation of their union within the workplace. They can help widen union membership across the workforce and amongst under-represented groups such as migrant workers.

Since the 2002 Employment Act, ULRs have had the right to take reasonable paid time off work to perform their duties. Originally conceived as learning mentors providing information, advice and guidance to colleagues, today these duties cover:

- Promoting the value of learning
- Supporting learners
- Arranging learning/training
- Supporting workplace learning centres to embed learning in the workplace

As our previous evaluation showed. ULRs have a unique talent in reaching out to and engaging people who have not achieved success in mainstream education.

The ULF provides funding both to train ULRs and to enable them to deliver these functions. Some 19% of survey respondents had taken part in training to become a ULR. As the quote below shoes the experience has been transformative: "*Without the union I would not be where I am today….when*

I joined this Union and got involved my education improved. I struggled a lot and sometimes still do but I left school with nothing now I'm a Lead ULR, I support other members, represent them and the list could go on. At home I am able to assist my 12 year old daughter with her school work …I enjoy working on behalf of my colleagues and on behalf of my Union it's a way of paying them back for all they have done for me."

PARTICIPATING PROJECTS

Overall, Rounds 17 and 18 delivered:

	Round 17	Round 18	Total
Training opportunities for Union Learning Representatives	9,880	8,290	18,170
Opportunities for people to improve their English, Maths & Functional skills	27,600	27,650	55,250
Opportunities for people to gain ICT skills at a variety of levels	30,600	19,560	50,160
Opportunities for people to gain vocational qualifications at Level 2 -4	22,320	22,870	45,190
Continuing Professional Development Opportunities	37,890	26,170	64,060
Opportunities for people to progress to Further Education	22,380	14,980	37,360
Opportunities for people to progress into Higher Education	3750	2,100	5,850
Traineeship opportunities	780	1,290	2,070
Apprenticeship opportunities	14,390	18,050	32,440

METHODOLOGY

All ULF projects had the opportunity to opt-in to the survey and did so. The survey questionnaire was designed by the University of Exeter in consultation with Unionlearn and representatives of participating projects. In developing the questionnaire we referred to previous similar surveys including similar surveys of the ULF from previous years and the Community Learning Learner Survey (Harding et al 2013) with a view to replicating questions to allow for comparison and benchmarking of results.

ULF funded projects are required to keep information on all learners, including those receiving advice and guidance. These records are kept by projects and at present there is no requirement to pass detailed information on to Unionlearn for other than reporting purposes. However Unionlearn is looking to enhance learner tracking and greater reporting and follow-up is envisaged.

The survey questionnaire was cascaded to learners through central and regional project offices and ULRs. To maximise the response rate, learners were given the opportunity to complete the survey either online or via a paper / postal questionnaire (if requested by the union).

Each union was given a realistic target given their learner numbers. 2,500 paper questionnaires were printed and distributed on request with 450 being received back within the timescale and included in the study. The use of a cascaded email invitation means that we cannot know exactly how many learners were invited to participate and, as a result, we cannot compute a precise response rate.

Table 4 shows that the number of responses received varied between projects, from 11 from RCN supported learners to 413 from UNISON. This is partly a reflection of project size. Larger projects, such as those delivered by Unison, UNITE and USDAW tended to contribute a higher volume of responses. It is also partly down to the effectiveness of the approach used to contact and engage learners by each project, as well as other factors.

As a result, random sampling was not possible and, as is the case with all postal and online surveys, individuals participated on a self-selecting basis.

Table 4: Number of responses by union/project

AEGIS	25
ASLEF	65
BECTU	76
BFAWU	131
Community	12
CWU	107
Equity	24
FBU	88
GMB	84
Musicians' Union	15
NEU	66

NUJ	23
PCS	48
PFA	166
POA	137
RCN	11
RMT	23
UNISON	413
Unite	217
URTU	13
USDAW	212
Other	30
Belong to more than one union	23

Introduction

In total, we received 2,459 responses, 2,009 (82%) of which were online and 450 (18%) received through postal returns. Postal returns were input by QA Research, and were then merged with the online responses to create a single data file for all survey responses.

Table 1 shows that the number of responses received varied between unions, from single responses from several unions, to 413 from Unison. This is partly a reflection of project size. Larger projects, such as those delivered by Unison, Unite and USDAW tended to contribute a higher number of responses.

Table 1: Number of responses received by union membership

UNISON	413	PCS	48
Unite	217	AEGIS	25
USDAW	212	Equity	24
PFA	166	NUJ	23
POA	137	RMT	23
BFAWU	131	Musicians' Union	15
CWU	107	URTU	13
FBU	88	Community	12
GMB	84	RCN	11
BECTU	76	Other	30
NEU	66	Belong to more than one union	23
ASLEF	65	Total	2,009

Base: 2,009, 450 did not answer this question

PROFILE OF COURSES

The survey explored the kind(s) of learning that respondents ("union learners") had undertaken, how often they had taken part and when they had last participated. It also examined their main motivation for engaging in union learning and whether their learning had resulted in a qualification.

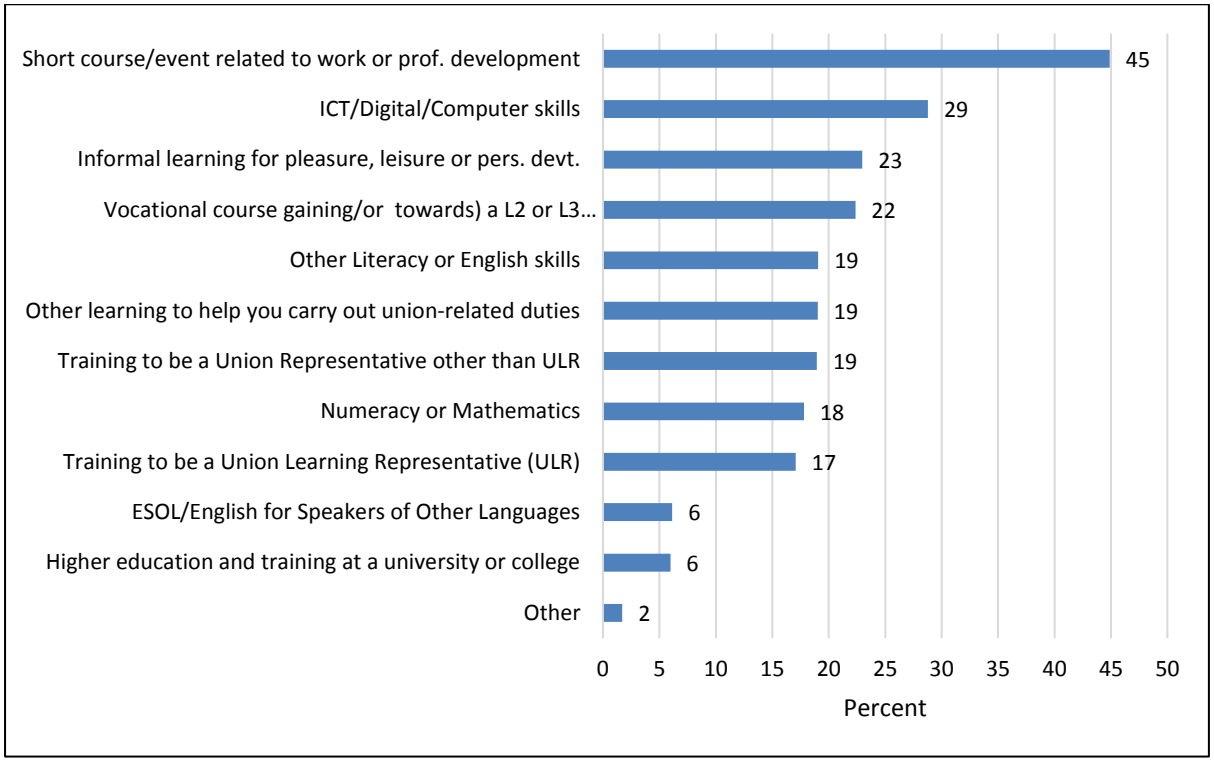
Type of union learning

The responses show that short courses or events to gain skills and knowledge related to learners' work or professional development were the most common form of learning. More than two-fifths (45%) of respondents indicated that they had undertaken this type of learning. A slightly lower proportion of union learners had participated in:

- ICT/Digital/ Computing Skills (29%)
- Informal learning for pleasure, leisure or personal development (23%)
- Functional skills – English and Maths (23%)
- Vocational course at a college or training provider that resulted in a qualification at Level 2 or Level 3 (22%).
- Literacy or English skills (19%)
- Other learning to help you carry out union-related duties (19%)
- Training to be a Union Representative other than ULR (19%)
- Numeracy or Mathematics (18%)
- Training to be a Union Learning Representative (17%)

Other kinds of learning such as learning ESOL (6%) or Higher Education and training at a university or college (6%) were undertaken by a minority of respondents. 2% of learners taking part in the survey participated in other forms of learning not identified above. Overall, 2 out of 3 respondents reported that their union learning was mainly job-related.

Figure 1: What kind(s) of union learning have you taken part in?



Base: 2,459. Multiple responses

People who participate in union learning frequently take part in more than one episode of learning (see below). They combine different types of learning and may, on occasion, undertake more than one episode of the same type of learning.

Frequency of learning

Table 2 shows that over a third (36%) of respondents had taken part in just one episode of union learning. Those taking part in union learning more than once, are fairly evenly split between those that have taken part between two or three episodes of union learning (31%) and those that have taken part four times or more (33%).

While 36% of respondents had participated in a single episode of learning, 46% had participated in a single type of learning. This means that 10% of respondents took part in more than one episode of the same type of learning while more than half (54%) were multiple episode learners who had combined different types of learning.

Most respondents had taken part in union learning relatively recently with 60% taking part within the last 6 months and 83% taking part within the last 12 months.

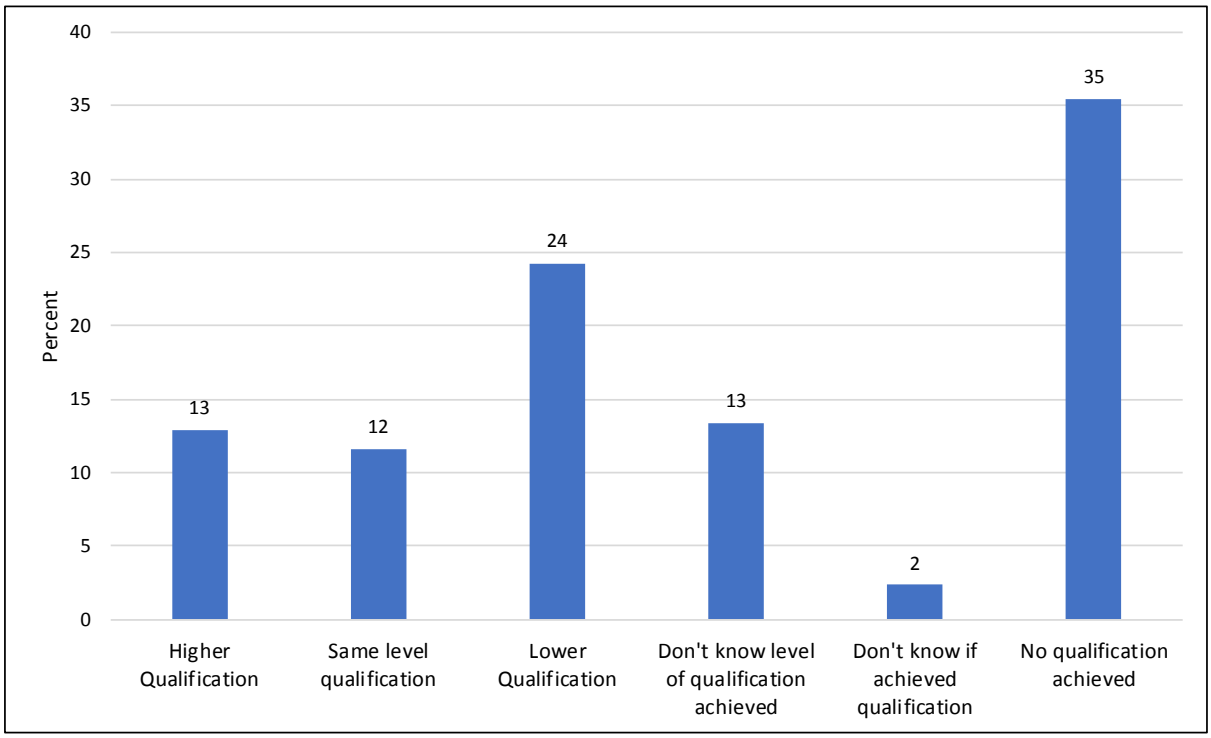
Table 2: Frequency of Union Learning

	Times taken part in Union Learning…						
When last took part…	Once	Twice	Three times	Four to six times	More than six times	All	Base
Within last 6 months	22	9	7	9	13	60	1,299
Between 7 and 12 months ago	9	5	3	3	3	23	499
Between 13 and 18 months ago	2	2	1	1	1	8	177
Over 18 months ago	3	2	1	1	2	9	200
All	36	19	12	14	19	100	
Base	785	406	253	308	423		2,175

Attainment of qualifications

Almost two thirds (63%) of respondents had gained a qualification or part of a qualification as a result of their learning. Those who were sure about the level of their qualification, were evenly split between those gaining a qualification at the same or a level higher than other qualifications they already held (25%) and those gaining qualifications at the same or lower level than their existing qualifications (24%). This may well be explained by people qualified for instance to Level 2 in Health and Social Care then taking a qualification in a different specialism such as IT at a lower or similar level. A further 13% gained a qualification but were unsure of its level. Over a third of learners (35%) did not gain a qualification while 2% were unsure whether they had achieved a qualification or not. The 13% who gained a higher qualification were most likely to be Process, plant or machine operatives or in Skilled trades and were more likely to be male than female.

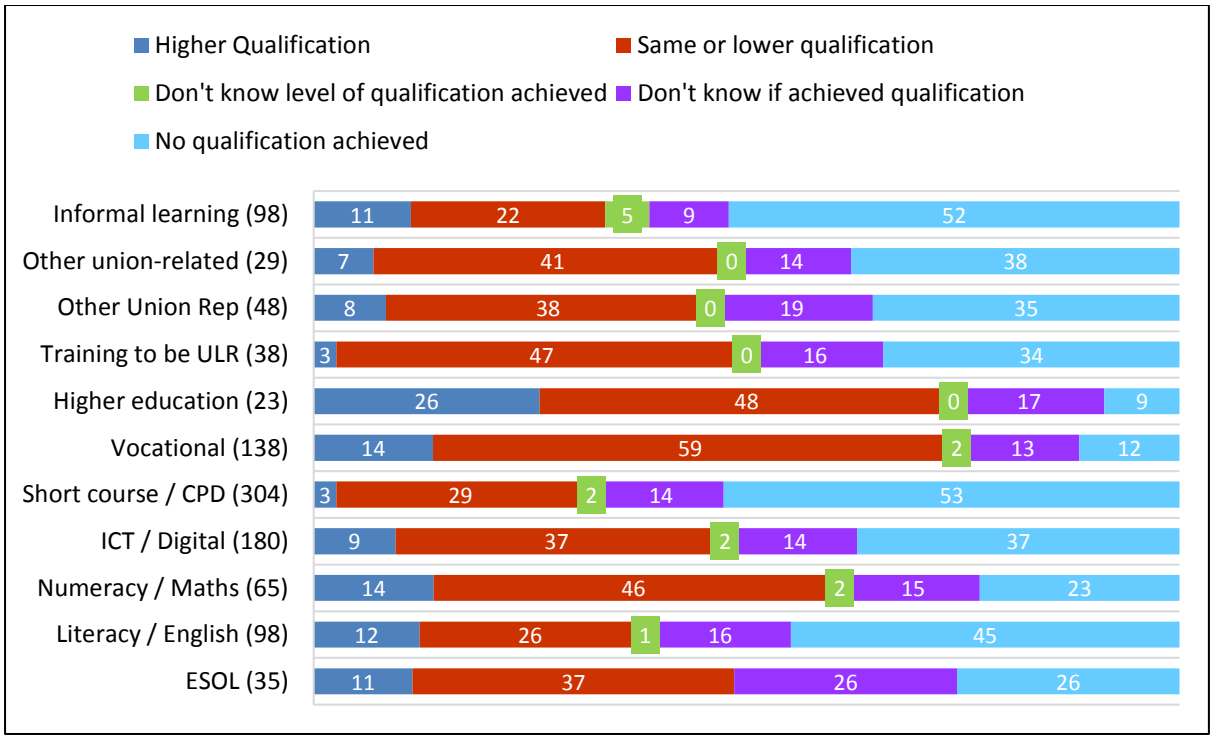
Figure 2: Qualifications gained as a result of union learning



Base: 2,377

Isolating learners who took part in a single type of learning allows us to examine whether some forms of learning are more likely to lead to qualifications than others. Figure 3 shows that learners undertaking vocational courses (75%) or higher education or training (74%) were most likely to have achieved a qualification. This proportion falls to around 60% of learners in numeracy, then to around half of learners taking part in training to be a ULR (50%); and to around 1 in 2 gaining ICT skills and ESOL (both 48%). Less than two fifths (39%) of literacy learners achieved a qualification, as did a third (34%) of those participating in short courses or events and 35% of those taking part in informal learning for leisure, pleasure and personal development.

Figure 3: Type of learning by qualification level

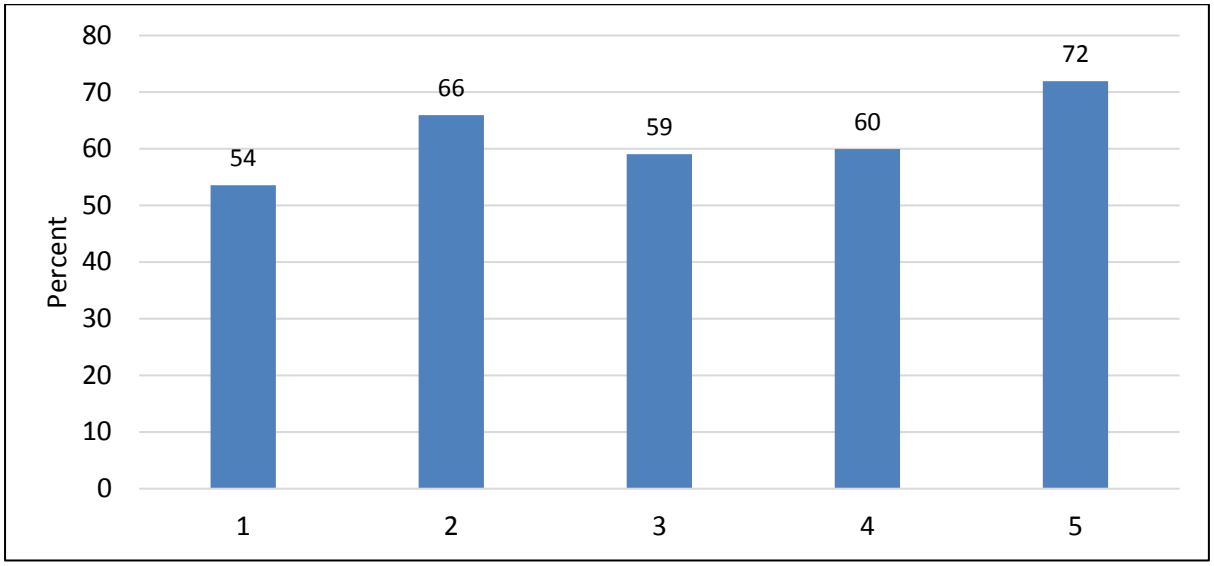


Base: 1,067

Respondents who gained qualifications at a higher level than the qualifications they already held ("higher qualifications") were most likely to be undertaking higher education or training at Level 4 (26%), vocational courses at Level 2 or Level 3 (14%), numeracy training (14%), literacy (12%) or ESOL (11%).

Figure 4 also shows that likelihood of having attained a qualification through union learning is heavily influenced by the number of episodes of learning undertaken and that learners who had participated in over six courses were around one and a half times as likely to have gained a qualification (at any level) than those who had participated in only one course.

Figure 4: Attainment of qualifications by number of episodes of learning



Base: 1,978 (excludes those who didn't know if they had achieved a qualification through Union Learning)

Online Delivery

In total, 43% of learners had experienced some online delivery of their union learning. When considering all types of learning undertaken, 52% of learning provision had included at least some online delivery. By type of learning, courses most likely to include online delivery were:

- ICT / Digital - 69%
- Numeracy - 61%
- Literacy / English - 60%

Most other types of learning had around half of respondents experiencing online delivery, with ESOL and short courses having the lowest reported levels of online content.

Table 3: Was any part of the union learning you accessed delivered online?

Type of Learning	Yes	No	Don't know	All
ESOL/English for Speakers of Other Languages	43	41	16	100
Other Literacy or English skills	60	30	9	100
Numeracy or Mathematics	61	32	7	100
ICT/Digital/Computer skills	69	25	6	100
Short course or event to gain skills or knowledge related to your work or professional development	41	56	3	100
Vocational course at college or training provider that resulted in you gaining (or working towards) a Level 2 or Level 3 qualification	55	40	5	100
Higher education and training at a university or college	54	37	9	100
Training to be a Union Learning Representative (ULR)	52	43	5	100
Training to be a Union Representative other than ULR	45	51	4	100
Other learning to help you carry out union-related duties	49	47	4	100
Informal learning for pleasure, leisure or personal development	49	47	5	100
Other	39	46	15	100
All learning types	52	42	6	100

Base: 2,459

When learning takes place

Just under 1 in 3 (32%) of learners reported that learning took place in normal working hours, 37% stated that learning was undertaking in a mixture of work time and their own time and 30% took place wholly in the learners' own time.

Reasons for taking part in union learning

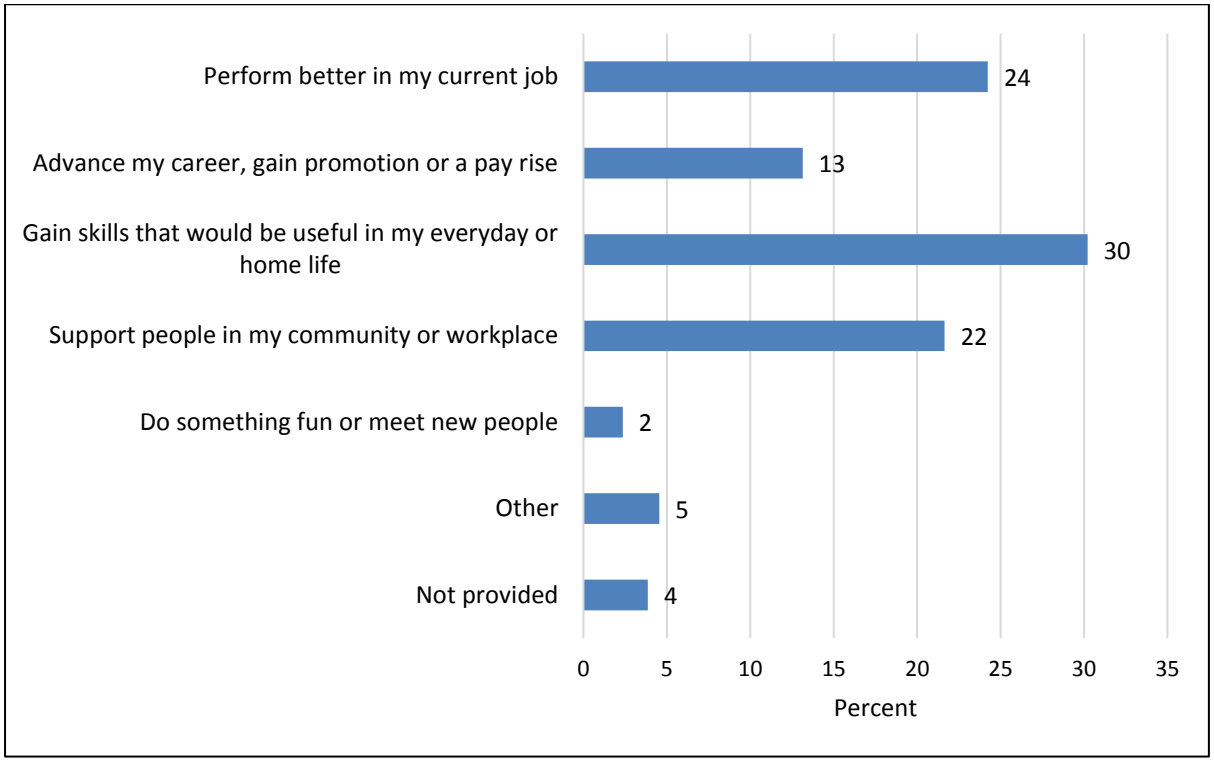
Most learners fall into one of three groups in terms of their principal motivation to learn:

1. An employment orientated group, which is the largest of the three, accounting for 37% of learners. It encompasses:
    - those that aspire to perform better in their current job (24% of learners);
    - those that want to advance their career, gain promotion or a pay rise (13% of learners).

2. Those motivated by a desire to support people in their community or workplace, which accounts for 22% of learners.

3. Those motivated to gain skills that would be useful in their everyday life, which accounts for 30% of learners.

Figure 5: What was your main motivation for taking part in union learning?



Base: 2,459

Although only a few learners cited a desire to do something fun or meet new people as their main motivation (2%), the pleasure derived from participating in union learning was clear from respondents' comments. The comments also demonstrate that many learners had more than one motivation for participating in learning.

'The pleasure in pursuing, discovering & learning new things I find positively immeasurable.'

'A great experience. Tougher than I anticipated, but well worth the effort to complete the course.'

'I am so passionate about the learning and I talk about it wherever and whenever I get the chance.'

'I am extremely grateful for being given the opportunity to be involved in union learning. In mid-life it is easy to turn your back on education but the more knowledge you gain the more your motivation grows.'

'I had not formally studied for over 20 years, but found once I got started on my course, I really got the buzz for learning again. I found myself able to better plan my time around family and work life in order to get my study fitted in each day.'

'I have very much enjoyed my learning and will continue, I love how flexible and supportive it is.'

Motivation by type of learning

Table 4 examines the extent to which learners undertake particular kinds of learning in order to achieve certain outcomes. It suggests that:

- The desire to perform better in their current job or to advance their career, gain promotion or a pay rise was the main motivation for those participating in higher education (52%) and just under half those participating in short courses (47%) and vocational training (45%).

- The desire to gain skills useful in every-day and home life was the most common motivation for those participating in ESOL (51%), literacy/English skills (46%), numeracy (42%), ICT (41%) and those involved in informal learning (35%); and
- The desire to support people in their community or workplace was the dominant motivation for those training to become a ULR (50%), and other union-related types of learning.

Table 4: Type of learning by main motivation for undertaking union learning

Type of Learning	Perform better in my current job	Advance my career, gain promotion or a pay rise	Gain skills that would be useful in my everyday or home life	Support people in my community or workplace	Do something fun or meet new people	Other	Base
ESOL	19	11	51	10	6	2	140
Literacy / English	16	15	46	16	4	3	439
Numeracy / Maths	17	17	42	17	4	4	412
ICT / Digital	21	16	41	17	3	3	673
Short course / CPD	34	13	26	22	2	3	1,080
Vocational	25	20	27	22	1	5	529
Higher education	28	24	16	24	4	6	140
Training to be ULR	20	7	19	50	2	3	405
Other Union Rep	19	8	16	51	2	4	453
Other union-related	20	7	15	52	1	5	455
Informal learning	21	11	35	23	6	4	549

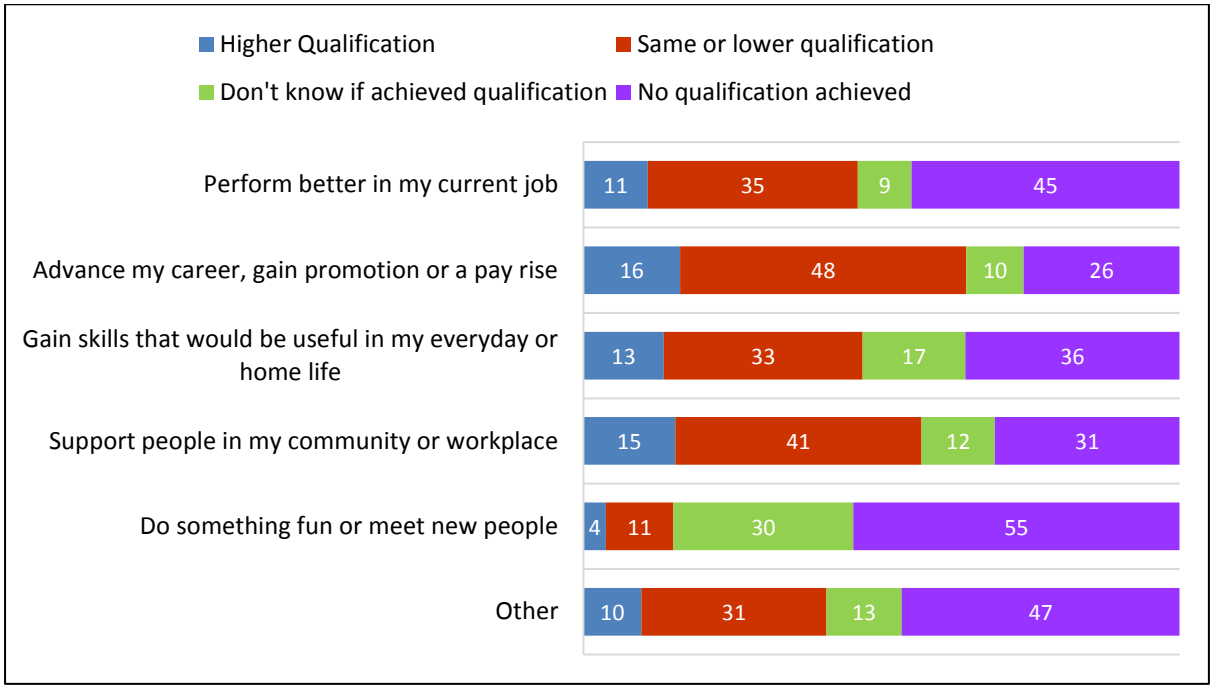
Motivations by achievement of qualifications

The proportion of respondents gaining qualifications was highest among learners whose prime motivation for participating in learning was to advance their career, gain promotion or a pay rise (64%) or to support people in their community or workplace (56%). The latter is a slightly surprising and is probably explained by high levels of participation in qualification bearing courses for ULRs.

Just under half of those motivated to perform better in their current job and those motivated to gain skills in their everyday life (both 46%) gained qualifications. The group least likely to gain qualifications were those learning for fun or to meet new people (15%).

It is notable that learners who were seeking to advance their career, gain promotion or a pay rise were more likely to gain qualifications at a higher level than learners with other motivations.

Figure 6: Qualification progression by main motivation for undertaking union learning



Base: 2,234

Profile of Learners

This section looks at the profile of union learners, comparing them to community learners and the general adult population. The data for community learners is taken from the "FE Choices Learner Satisfaction Community Learning Survey 2015 to 2016" report (SFA 2016). The data for the general population is from the Annual Population Survey for the period October 2016 to September 2017.

The main characteristics of union learners (Table 5) are as follows:

- The gender profile of union learners is balanced. This mirrors the general population but contrasts with the CLLS population which is heavily skewed towards female learners (74%). Fewer than 1% identified as transgender.
- 86% of union learners are aged between 25 to 64 years old. Younger and older people, who are less likely to be employed, account for a smaller share of union learners than community learners or the general population.
- The ethnic profile of union learners is broadly comparable to that of general population, with 85% describing themselves as White, compared to 88% of the general population.
- English was not the first language of 8% of union learners, a similar proportion to that within the general population of England.
- 13% of union learners said that they had a disability. This is in line with latest figures for the the working population with a disability ('EA core or work-limiting disabled') of 13.8% (APS Q2 2017).

Table 5: Demographic profile of union learners compared to community learners and the general population

Characteristic	Union Learning	Community Learning	General Population
Gender			
Male	49%	26%	49%
Female	49%	74%	51%
Other	0%	-	-
Prefer not to say	2%	-	-
Age			
16 to 24	9%	20% (under 29)	14%
25 to 44	34%	37% (30 to 49)	41%
45 to 64	52%	18% (50 to 59)	23%
65 and over	3%	31% (60 or over)	22%
Prefer not to say	2%	-	-
Ethnic Group			
White	88%	-	88%
Ethnic Minority	9%	-	12%
Prefer not to say	3%	-	-
English first language			
Yes	90%	-	92%[2]
No	8%	-	-

[2] Census data on proportion of population with English as their 'main' language.

Characteristic	Union Learning	Community Learning	General Population
Prefer not to say	1%	-	-
Disability			
Have a disability	13%	-	14% (EA Core or Work limiting from APS)
Do not have a disability	84%	-	
Prefer not to say	3%	-	-

Employment and education characteristics

Union learning survey respondents differ markedly from the general population in terms of their economic status. 83% of union learners are employed, either full or part-time, compared to 51% of the general population. Very few union learners (just 5%) were self-employed.

Most union learners have permanent contracts of employment (67%) (Note: A significant minority did not respond to this question). However, a sizeable minority are agency workers or work on fixed term or temporary contracts (15%).

While union learners were slightly more likely than community learners or the general population to hold any qualification, they were less likely to hold qualifications at degree level or above. A sizeable minority of union learner respondents held low level qualifications or qualifications from abroad. Occupational characteristics were broadly similar to the general population, with a somewhat lower representation of workers in Elementary roles and Associate Professional and Technical roles.
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Table 6: Employment and educational characteristics

Characteristic	Union Learning	Community Learning	General Population
Economic Status			
Employed full time	69%	-	37%
Employed part time	14%	-	14%
Self-employed	5%	-	9%
Unemployed	2%	-	3%
Other (mainly economically inactive)	8%	-	37%
Prefer not to say	1%	-	-
Contract type			
Fixed term or temporary contract	15%	-	-
Agency worker	1%	-	-
Permanent job	67%	-	-
Not answered	17%	-	-
Highest qualification			
Degree or higher	26%	-	38%
Lower than degree	68%	-	54%
No qualification	6%	-	8%
Occupation			
Manager, director or senior official	8%		11%
Professional	22%		20%
Associate professional or technician	8%		15%
Administrative or secretarial	13%		10%
Skilled trade	8%		10%
Caring, leisure or other service occupation	6%		9%
Sales or customer service	7%		7%
Process, plant or machine operative	7%		6%
Elementary occupation	4%		11%
Other/Not sure/not working	21%		

Note: No detail of employment and educational characteristics of community learners was published in the 2016 report.

PATTERNS OF LEARNING

This section explores the extent to which factors such as gender, age or employment status impact on the type of learning undertaken; motivations for learning and attainment of qualifications.

Gender

Table 7 suggests that:

- Frequency of learning - Gender does not have a significant impact on the frequency of learning.
- Type of learning – More than half of women (55%) had undertaken short courses or attended an event; women were more likely to have undertaken learning for pleasure, leisure or personal development; and less likely to have undertaken most other forms of learning. In particular, they were less likely than men to have undertaken training in ICT, numeracy and literacy.
- Qualification - As a consequence of the nature of the learning undertaken, a higher proportion of women (41%) than men (34%) participated in learning that did not lead to a qualification. A lower proportion of women (10%) than men (18%) also gained a qualification at a higher level than the qualifications they already held.
- Motivation – The proportion of men and women who cited a desire to advance their career, gain promotion or a pay rise was very similar. A higher proportion of women (31%) than men (22%) cited the desire to perform better in their current job as their primary motivation, while a greater proportion of men than women cited the wish to gain skills that would be useful in every-day life and the desire to support people in their community or workplace.

Table 7: Patterns of learning by gender

	Male	Female	All
Frequency of learning			
Once	36	38	37
Twice	18	19	18
Three times	11	12	12
Four to six times	14	14	14
More than six times	21	18	19
Base	1,100	1,094	2,237
Type of Learning			
ESOL/English for Speakers of Other Languages	8	5	7
Other Literacy or English skills	24	17	21
Numeracy or Mathematics	23	16	20
ICT/Digital/Computer skills	38	25	32
Short course or event	43	55	49
Vocational course at college or training provider	25	24	25
Higher education and training	6	6	7
Training to be a ULR	21	16	19
Training to be a Union Representative other than ULR	25	16	21
Other learning to help you carry out union-related duties	24	18	21
Informal learning	22	28	25
Other	1	2	2
Base	2,861	2,491	5,528
Qualification level of last learning			
Higher qualification	18	10	14
Same or lower qualification	35	40	38
Not sure	19	14	16
No qualification	34	41	37
Base	1,161	1,154	2,363
Motivation for learning			
Perform better in my current job	22	31	27
Advance my career, gain promotion or pay rise	14	15	14
Gain skills that would be useful in my every-day life	36	30	33
Support people in my community or work place	25	22	24
Do something fun or meet people	3	2	2
Other	4	5	5
Base	1,155	1,147	2,350

Note: only a small number of respondents stated their gender as 'other' or self-described their gender, therefore these numbers have been suppressed.

Age

Table 8 suggests that:

- Frequency of learning – The older learners are, the greater number of episodes of union learning they are likely to have taken part in.
- Type of learning – Older people are more likely to have participated in informal learning; ICT/Digital/Computing skills training; and training to become a Union Learning Representative. Younger people are more likely to have taken part training in ESOL, numeracy and literacy. The proportion of people participating in vocational courses and higher education appears to be less influenced by age.

- Qualification – The proportion of 25 to 49 year olds and of 50 to 64 year olds gaining qualifications as a result of their participation in learning is similar. The differences occur at each end of the spectrum. The proportion of older learners aged 65 and over who did not gain qualifications as a result of their learning (52%) is higher than that found for younger learners aged 16 to 24 (46%).
- Motivation – Younger people are significantly more likely to be learning in order to advance their career, gain promotion or a pay rise and to gain skills for everyday life, but are less likely to be participating in learning in order to perform better in their current job than older people. Older learners are more likely to be participating in union learning in order to support people in their community or workplace, while learners aged 65+ are also significantly more likely to be participating in learning in order to do something fun and to meet new people.

Table 8: Patterns of learning by Age

	16 to 24	25 to 44	45 to 64	65 and over	Prefer not to say	All
Frequency of learning						
Once	67	41	31	21	37	67
Twice	15	22	17	12	18	15
Three times	9	13	11	10	12	9
Four to six times	8	11	16	16	14	8
More than six times	0	13	25	40	19	0
Base	181	756	1,194	67	2,239	181
Type of Learning						
ESOL/English for Speakers of Other Languages	20	8	4	6	7	20
Other Literacy or English skills	59	18	17	12	21	59
Numeracy or Mathematics	46	17	17	15	20	46
ICT/Digital/Computer skills	57	25	30	49	32	57
Short course or event	56	45	51	39	49	56
Vocational course at college or training provider	31	23	24	18	25	31
Higher education and training	14	5	6	10	7	14
Training to be a ULR	6	14	24	18	19	6
Training to be a Union Representative other than ULR	5	16	26	25	21	5
Other learning to help you carry out union-related duties	7	16	26	33	21	7
Informal learning	20	21	27	40	25	20
Other	3	2	2	0	2	3
Base	588	1,581	3,014	178	5,528	588
Qualification level of last learning						
Higher qualification	12	12	15	13	14	12
Same or lower qualification	31	43	37	22	38	31
Not sure	35	17	13	13	17	35
No qualification	46	32	39	52	37	46
Base	226	788	1,240	68	2,366	226
Motivation for learning						
Perform better in my current job	10	27	29	15	27	10
Advance my career, gain promotion or pay rise	21	22	10	0	14	21
Gain skills that would be useful in my every-day life	69	32	28	30	33	69
Support people in my community or work place	4	18	30	37	24	4
Do something fun or meet people	7	2	2	6	3	7
Other	5	4	5	9	5	5
Base	212	796	1,231	65	2,350	212

Ethnicity

Table 9 suggests that:

- Frequency of learning – Respondents who identified as White Other and Other were slightly more likely to have participated in union learning on three or more occasions. There are significant differences in the frequency of learning across different minority ethnic communities. 28% of respondents identifying as being 'Other' participated in learning more than six times, compared to 8% of respondents identifying as being Asian or Asian British.

People identifying as Asian or Asian British were significantly more likely (43%) than average (37%) to have only participated in one episode of union learning.

- Type of learning – Respondents from minority ethnic communities were less likely to have participated in short courses / events, vocational training and training to be a ULR than respondents who described themselves as White British. They were more likely to have participated in functional skills training and ESOL. There are, again, significant differences between minority ethnic communities. People identifying as Asian or Asian British had particularly low rates of participation in vocational training, higher education and training to be a ULR, but higher than average rates of participation in ICT skills training and ESOL. Respondents identifying as White Other were significantly more likely to participate in ESOL provision and higher education, while those identifying as Black or Black British were more likely to have participated in ICT skills training.
- Qualification – Ethnicity appears to have limited impact on the likelihood of gaining a qualification. Respondents identifying as Black or Black British were least likely to have gained a qualification. The proportion who gained a qualification at a higher level than the qualifications they already held was similar across all groups.
- Motivation – People from minority ethnic communities, particularly those identifying as Asian or Asian British, more frequently stated that their motivation for participating in union learning was to advance their career, gain promotion or a pay rise. The desire to perform better in their current job was more frequently cited as by White British respondents, as was the proportion who stated that their primary motivation was to support people in their community or workplace.

Table 9: Patterns of learning by ethnicity

	Asian or Asian British	Black or Black British	White British	White Other	Other	All
Frequency of learning						
Once	43	36	38	33	28	37
Twice	25	20	18	17	21	18
Three times	14	20	11	15	8	11
Four to six times	11	9	14	16	16	14
More than six times	8	16	19	20	28	19
Base	65	56	1,796	169	76	2,162
Type of Learning						
ESOL/English for Speakers of Other Languages	17	2	4	22	16	6
Other Literacy or English skills	31	14	19	27	20	20
Numeracy or Mathematics	14	13	21	12	12	19
ICT/Digital/Computer skills	37	48	32	25	21	31
Short course or event	35	27	52	38	42	49
Vocational course at college or training provider	14	18	26	12	21	24
Higher education and training	3	2	7	8	5	6
Training to be a ULR	15	20	19	17	17	19
Training to be a Union Representative other than ULR	6	11	22	20	20	21
Other learning to help you carry out union-related duties	8	20	21	21	20	21
Informal learning	8	20	26	24	28	25
Other	2	7	2	2	1	2
Base	123	112	4,482	382	169	5,268
Qualification level of last learning						
Higher qualification	14	14	13	13	17	14
Same or lower qualification	26	23	40	29	32	38
Not sure	26	23	15	24	14	16
No qualification	37	43	38	33	39	38
Base	67	58	1,914	168	78	2,285
Motivation for learning						
Perform better in my current job	14	27	28	20	24	27
Advance my career, gain promotion or pay rise	17	16	14	19	16	14
Gain skills that would be useful in my every-day life	46	27	32	37	36	33
Support people in my community or work place	17	21	25	23	14	24
Do something fun or meet people	5	4	2	3	3	2
Other	5	9	5	5	12	5
Base	67	58	1,883	180	79	2,267

First language

Unsurprisingly, many of data patterns found in the ethnicity-related analysis (above) are also found in the data for participation by first language.

Table 10 shows that:

- Frequency of learning – more than half (54%) of respondents with English as a first language had taken part in three or more union learn courses, compared to just over a third (36%) of those who did not have English as a first language.
- Type of learning – Respondents who did not have English as a first language were more likely to have participated in ESOL (34% v 4%) and Other English / Literacy skills (36% v 19%) training and less likely to have participated in all other forms of learning.
- Qualification – A higher proportion of respondents who have English as a first language took part in learning that lead to a qualification at the same or lower level than learners with English not as a first language. A high proportion of those who first language is not English were unsure about the accreditation of the courses they went on.
- Motivation – Respondents who did not have English as a first language were more likely to be motivated to learn by a desire to advance their careers, gain promotion or a pay rise, or to gain skills that would be useful in everyday life. Those with English as a first language were significantly more likely to cite the desire to perform better in their current job and to support people in their community or workplace as being their primary motivation for learning.

Table 10: Patterns of learning by first language

	English is first language	English is not first language	All
Frequency of learning			
Once	37	39	37
Twice	18	25	19
Three times	11	9	11
Four to six times	14	10	14
More than six times	19	17	19
Base	2,019	185	2,204
Type of Learning			
ESOL/English for Speakers of Other Languages	4	34	7
Other Literacy or English skills	19	36	20
Numeracy or Mathematics	20	13	19
ICT/Digital/Computer skills	32	26	31
Short course or event	51	26	49
Vocational course at college or training provider	26	11	24
Higher education and training	7	3	6
Training to be a ULR	19	10	19
Training to be a Union Representative other than ULR	22	6	21
Other learning to help you carry out union-related duties	22	7	21
Informal learning	26	12	25
Other	2	2	2
Base	5,045	346	5,391
Qualification level of last learning			
Higher qualification	14	15	14
Same or lower qualification	40	19	38
Not sure	15	29	16
No qualification	38	32	38
Base	2,154	174	2,328
Motivation for learning			
Perform better in my current job	27	20	27
Advance my career, gain promotion or pay rise	14	18	14
Gain skills that would be useful in my every-day life	32	44	33
Support people in my community or work place	25	14	24
Do something fun or meet people	2	3	2
Other	5	3	5
Base	2,125	189	2,314

Disability

Table 11 suggests that:

- Frequency of learning – Almost two thirds (64%) of respondents with a disability had taken part in three or more union learn courses, compared to 42% of those without a disability.
- Type of learning – Disability appears to have limited impact on participation in different types of learning undertaken. The exceptions are in union-related training (including to become a ULR), where a higher proportion of respondents with a disability participated than those without a disability.
- Qualification – Respondents with a disability were slightly more likely both to have attained a qualification and to have attained a qualification at a higher level than those without a disability. This may be due the people with a disability being more likely to participate in multiple learning episodes.
- Motivation – Consistent with their propensity to train as Union Learning Representatives, the proportion of respondents with a disability who identified supporting people in their community or workplace as their primary motivation for learning (34%) was higher than the proportion of respondents without a disability (22%).

Table 11: Patterns of learning by Disability

	Disability	No Disability	All
Frequency of learning			
Once	22	39	37
Twice	14	19	19
Three times	10	12	11
Four to six times	21	13	14
More than six times	33	17	19
Base	282	1,884	2,166
Type of Learning			
ESOL/English for Speakers of Other Languages	4	7	6
Other Literacy or English skills	20	20	20
Numeracy or Mathematics	24	18	19
ICT/Digital/Computer skills	30	31	31
Short course or event	49	49	49
Vocational course at college or training provider	33	23	24
Higher education and training	10	6	6
Training to be a ULR	29	17	19
Training to be a Union Representative other than ULR	35	19	21
Other learning to help you carry out union-related duties	35	19	21
Informal learning	35	23	25
Other	2	2	2
Base	863	4,409	5,272
Qualification level of last learning			
Higher qualification	16	13	14
Same or lower qualification	45	37	38
Not sure	12	17	16
No qualification	34	38	38
Base	305	1,985	2,290
Motivation for learning			
Perform better in my current job	23	27	27
Advance my career, gain promotion or pay rise	13	15	15
Gain skills that would be useful in my every-day life	25	34	33
Support people in my community or work place	34	22	24
Do something fun or meet people	1	3	2
Other	6	5	5
Base	293	1,981	2,274

Economic status

The vast majority of union learners are employed, either full-time or part-time. The limited volume of data on other economically active respondents and economically inactive respondents makes it difficult to draw conclusions for these groups. Further analysis shows that most of those classing themselves as inactive were students, presumably on traineeships or apprenticeships, others were on sick leave/temporarily absent. Nonetheless,

Table 12 suggests that:

- Frequency of learning - 45% of full-time employees had taken part in three or more union learn courses, compared to 55% of economically inactive respondents. There was little difference in frequency of learning between full-time and part-time employees.
- Type of learning – Full-time employees were more likely than part-time employees to have participated in union-related learning, while part-time employees were more likely to have undertaken basic skills learning and short courses. Economically inactive respondents (likely to be people who may have a long-term health condition that keeps them out of the labour market) had a higher than average propensity to participate in ICT training and informal learning.
- Qualification – The proportion of part-time employees (38%), other economically active (62%) and economically inactive (51%) learners who did not gain a qualification as a result of union learning was significantly higher than the proportion of full-time employees (33%). Full-time and part-time employees were also more likely to gain qualifications at a higher level than the qualifications they already held than other groups.
- Motivation – The differences in motivations for learning between full-time and part-time employees were not great. Economically inactive respondents were much more likely to participate in learning in order to support people in their community or workplace or to do something fun or meet new people.

Data from the Annual Population Survey suggests that around 21% of part-time employees have undertaken job-related training in the last 13 weeks, compared to 25% of full-time employees. The analysis above suggests that, alongside this lower than average propensity to participate in learning, part-time employees who participate in union learning may learn less frequently and participate in shorter courses which are less frequently accredited. Union learners who were self-employed, unemployed or economically inactive were also less likely to acquire qualifications.

Table 12: Patterns of learning by Economic Status

	Employed Full time	Employed part time	Other economically active	Economically inactive	All
Frequency of learning					
Once	36	32	22	33	34
Twice	19	20	18	12	19
Three times	12	13	13	12	12
Four to six times	13	17	28	10	15
More than six times	20	17	19	33	20
Base	1,585	310	164	67	2,126
Type of Learning					
ESOL/English for Speakers of Other Languages	6	9	5	9	7
Other Literacy or English skills	19	23	19	21	20
Numeracy or Mathematics	18	26	22	21	20
ICT/Digital/Computer skills	29	29	34	60	31
Short course or event	46	56	71	34	49
Vocational course at college or training provider	26	27	12	18	25
Higher education and training	7	7	5	4	7
Training to be a ULR	21	19	9	7	20
Training to be a Union Representative other than ULR	23	21	12	13	22
Other learning to help you carry out union-related duties	23	22	10	21	22
Informal learning	25	29	20	40	26
Other	2	3	1	1	2
Base	3,905	840	360	168	5,273
Qualification level of last learning					
Higher qualification	15	14	6	12	14
Same or lower qualification	40	40	23	27	38
Not sure	16	20	20	24	17
No qualification	33	38	62	51	36
Base	1,644	347	182	76	2,249
Motivation for learning					
Perform better in my current job	28	28	31	4	28
Advance my career, gain promotion or pay rise	14	12	22	4	14
Gain skills that would be useful in my every-day life	30	32	38	48	32
Support people in my community or work place	25	27	15	30	25
Do something fun or meet people	2	4	1	9	2
Other	4	5	3	16	5
Base	1,644	335	180	75	2,234

Type of employment contract

Taking into account the small number of survey responses from agency staff,

Table 13 suggests that:

- Frequency of learning – Respondents in permanent jobs were more likely to have engaged in multiple episodes of union learning than respondents on fixed-term or temporary contacts or those employed through an agency, with around 70% of agency staff only experiencing one episode of learning.
- Type of learning – There was not a great deal of difference in the types of learning undertaken between respondents in permanent jobs and those on fixed or temporary contracts, although respondents on fixed and temporary contracts were more likely to have participated in basic skills training, while permanent staff were more likely to have been involved in union-related training.
- Qualification – There was little difference between respondents on fixed-term or temporary contracts and those on permanent contracts in terms of qualifications gained and the level of those qualifications relative to those already held.
- Motivation – As with qualifications, there was little difference between respondents on fixed-term or temporary contracts and those on permanent contracts in terms of their main motivation to undertake learning.

Although the data suggest that those in permanent employment were more likely to have taken part in union learning, there is evidence that union learning has been highly effective in addressing the skills needs of workers on fixed-term or temporary contacts and those employed through an agency.

Table 13: Patterns of learning by Employment Contract

	Fixed term or temporary contract	Employed through an Agency	In permanent job	All
Frequency of learning				
Once	36	69	35	35
Twice	20	13	20	19
Three times	10	3	13	12
Four to six times	13	3	14	14
More than six times	20	13	19	19
Base	337	32	1,501	1,891
Type of Learning				
ESOL/English for Speakers of Other Languages	9	31	6	7
Other Literacy or English skills	28	31	18	20
Numeracy or Mathematics	26	16	18	20
ICT/Digital/Computer skills	35	50	28	29
Short course or event	54	16	46	47
Vocational course at college or training provider	36	13	24	26
Higher education and training	10	13	6	7
Training to be a ULR	19	0	22	21
Training to be a Union Representative other than ULR	19	3	24	23
Other learning to help you carry out union-related duties	18	6	24	23
Informal learning	30	9	25	26
Other	1	3	2	2
Base	959	61	3,637	4,739
Qualification level of last learning				
Higher qualification	15	13	15	15
Same or lower qualification	43	28	40	40
Not sure	15	28	16	16
No qualification	31	41	34	34
Base	350	35	1,578	1,987
Motivation for learning				
Perform better in my current job	33	22	27	28
Advance my career, gain promotion or pay rise	15	19	14	14
Gain skills that would be useful in my every-day life	31	44	30	31
Support people in my community or work place	18	3	27	25
Do something fun or meet people	2	3	2	2
Other	5	9	5	5
Base	350	32	1,570	1,975

Highest qualification

As might be expected, the highest level of qualification held by respondents has a significant impact on the nature of their learning and their motivation for learning. Table 14 suggests that:

- Frequency of learning – Respondents with higher level qualifications (prior to their union learning) were slightly more likely to have engaged in multiple episodes of learning. Around 50% of learners with qualifications at Level 4 and above taken part in three or more episodes

of learning, compared to 45% of those with no qualifications. This suggests that union learning is more likely to be taken up by individuals who are already enthusiastic learners.

- Type of learning – Unsurprisingly, respondents with low level qualifications were more likely to participate in learning focused on the acquisition of basic skills and ICT skills, and were less likely to have participated in vocational courses or higher educations. Respondents with higher levels of qualifications were more likely to have participated in short courses and events, while the proportion undertaking union-related training was similar across all qualification groups.
- Qualification – The proportion of respondents who did not gain a qualification as result of union learning was higher among learners with very high levels of qualification, as they were more likely to have taken part in short courses.
- Motivation – The proportion of learners stating that their primary motivation was to advance their career, gain promotion or a pay rise is not clearly affected by the level of learners' qualifications. A higher proportion of learners with low levels of qualifications are motivated by desire to gain skills that would be useful in their everyday life, while those with higher levels of qualifications are more often motivated by the desire to perform better in their current job or to support people in their community or work place.

Table 14: Patterns of learning by Level of Highest Qualification

	None	**Other**	**Entry / Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5+**	**All**
Frequency of learning								
Once	31	44	35	43	40	40	31	37
Twice	24	23	21	19	15	11	18	18
Three times	13	12	12	11	11	16	11	12
Four to six times	12	13	13	12	17	14	16	14
More than six times	20	8	19	15	16	20	24	19
Base	128	52	316	480	375	133	714	2,198
Type of Learning								
ESOL/English for Speakers of Other Languages	14	25	17	7	4	2	2	7
Other Literacy or English skills	38	23	34	32	17	17	6	21
Numeracy or Mathematics	25	12	28	26	22	16	9	19
ICT/Digital/Computer skills	36	29	42	43	31	26	18	31
Short course or event	19	25	38	50	47	53	62	49
Vocational course at college or training provider	13	15	24	35	26	29	20	25
Higher education and training	6	0	7	7	6	11	6	7
Training to be a ULR	21	8	22	18	15	20	20	19
Training to be a Union Representative other than ULR	22	23	21	20	18	22	22	21
Other learning to help you carry out union-related duties	23	13	23	20	18	22	22	21
Informal learning	23	6	18	28	26	27	28	25
Other	2	0	2	1	1	2	2	2
Base	310	93	873	1,371	870	327	1,549	5,393
Qualification level of last learning								

Higher qualification	55	0	39	18	5	4	0	14
Same or lower qualification	0	0	21	49	48	58	41	39
Not sure	23	21	19	17	19	13	11	16
No qualification	24	29	28	28	36	33	53	38
Base	131	26	340	534	409	143	757	2,340
Motivation for learning								
Perform better in my current job	16	19	19	23	29	31	33	27
Advance my career, gain promotion or pay rise	6	17	13	16	17	15	13	14
Gain skills that would be useful in my every-day life	37	33	45	44	33	23	20	32
Support people in my community or work place	23	21	20	18	20	28	30	24
Do something fun or meet people	5	2	2	3	2	2	2	3
Other	6	12	3	4	6	5	5	5
Base	119	54	322	523	398	137	746	2,299

Learner characteristics by learning type

Table 15 and Table 16 provide a profile of the demographic, employment and educational characteristics of respondents undertaking different types of learning. The analysis focuses on learners undertaking a single type of learning. Isolating, 'sole type' learners in this way, accentuates the differences between the groups. A number of interesting findings emerge from the data, although in general there are few surprises.

- Literacy skills learners are more likely to be male (53%), from minority ethnic groups and with a first language other than English. They are likely to be employed full-time and to have existing qualifications at Level 2 or below.
- Although based on a small sample, a surprisingly high proportion of ESOL learners describe their ethnic origin as White British and have English as their first language. They are also more likely to have low levels of qualifications or qualifications from abroad.
- Numeracy learners were more likely to be female, aged 25 to 44, be White British and have low levels of qualifications.
- ICT learners tend to be older, are more likely to be male (63%).
- Learners taking part in short courses and events are more likely to be female (54%). They are older than average, more likely to identify themselves as being 'White British', to have English as a first language, to be employed part-time and are generally highly qualified.
- Learners taking part in accredited vocational courses at college or training providers are slightly younger than average, are less likely to be employed full-time and are more likely to hold intermediate level (Level 2 or Level 3) qualifications.
- Learners taking part in higher education are more likely to be female (61%). They tend to be younger and are more likely to be employed part-time.
- Learners training to be a union learning representative tend to be older, more likely to describe themselves as non-White British and be employed full-time.

Table 15: Learner characteristics by type of learning undertaken

	ESOL	*Literacy*	*Numeracy*	*ICT*	*Short course*	*Vocational course*	*Higher education*	*ULR Training*	*Union Rep non-ULR*	*Other union-related*	*Informal learning*	*All*
Gender												
Male	49	53	42	63	44	42	30	51	61	61	39	49
Female	49	41	55	34	54	57	61	44	39	39	58	49
Other	0	0	1	0	0	0	0	2	0	0	0	0
Prefer not to say	3	6	1	3	1	1	9	2	0	0	3	2
Age												
16 to 24	23	38	20	25	19	11	39	7	6	10	12	20
25 to 44	51	37	51	29	34	42	43	29	27	26	33	36
45 to 64	23	22	28	39	42	45	9	59	65	61	51	41
65 and over	0	0	0	4	2	1	0	2	2	3	2	2
Prefer not to say	8	1	9	3	1	1	4	0	0	6	0	2
Ethnic Group												
Asian or Asian British	10	6	0	6	2	1	0	2	2	0	0	3
Black or Black British	0	1	1	5	2	1	0	7	0	3	1	2
White British	46	71	84	79	87	86	83	73	84	84	91	82
White Other	26	13	7	4	5	4	4	5	6	10	3	6
Other	10	2	1	1	2	4	0	5	4	0	1	2
Prefer not to say	8	8	6	5	3	4	13	7	4	3	4	5
English first language												
Yes	46	75	88	89	96	95	87	88	98	97	95	90
No	51	21	10	9	4	4	4	7	2	3	2	8
Prefer not to say	3	4	1	3	1	1	9	5	0	0	3	2
Disability												
Have a disability	0	6	12	5	6	10	13	5	10	16	5	7
Do not have a disability	97	90	87	91	92	88	78	88	86	84	90	90
Prefer not to say	3	4	1	3	2	2	9	7	4	0	5	3
Base	39	103	69	183	309	139	23	41	51	31	98	1097

Table 16: Employment & educational characteristics by type of learning

	ESOL	Literacy	Numeracy	ICT	Short course	Vocational course	Higher education	ULR Training	Union Rep non-ULR	Other union-related	Informal learning	All
Economic Status												
Employed Full time	72	56	71	59	62	78	70	83	86	84	68	67
Employed part time	18	7	12	6	15	14	17	12	4	6	17	12
Other economically active	8	34	12	28	20	5	9	2	8	6	7	17
Economically inactive	0	1	3	5	2	1	0	0	0	0	6	3
Prefer not to say	3	2	3	1	1	1	4	2	2	3	1	1
Highest Qualification												
None	8	10	9	7	2	2	0	0	4	3	4	4
Other	13	4	1	2	2	1	0	2	6	3	0	2
Entry / Level 1	38	21	26	15	11	9	26	29	14	19	8	16
Level 2	10	45	28	34	24	27	9	10	22	16	27	27
Level 3	18	10	22	21	17	22	26	10	16	19	20	18
Level 4	3	6	4	4	8	9	17	7	8	6	6	7
Level 5+	8	2	6	12	36	29	22	34	27	23	33	23
Base	39	103	69	183	309	139	23	41	51	31	98	1097

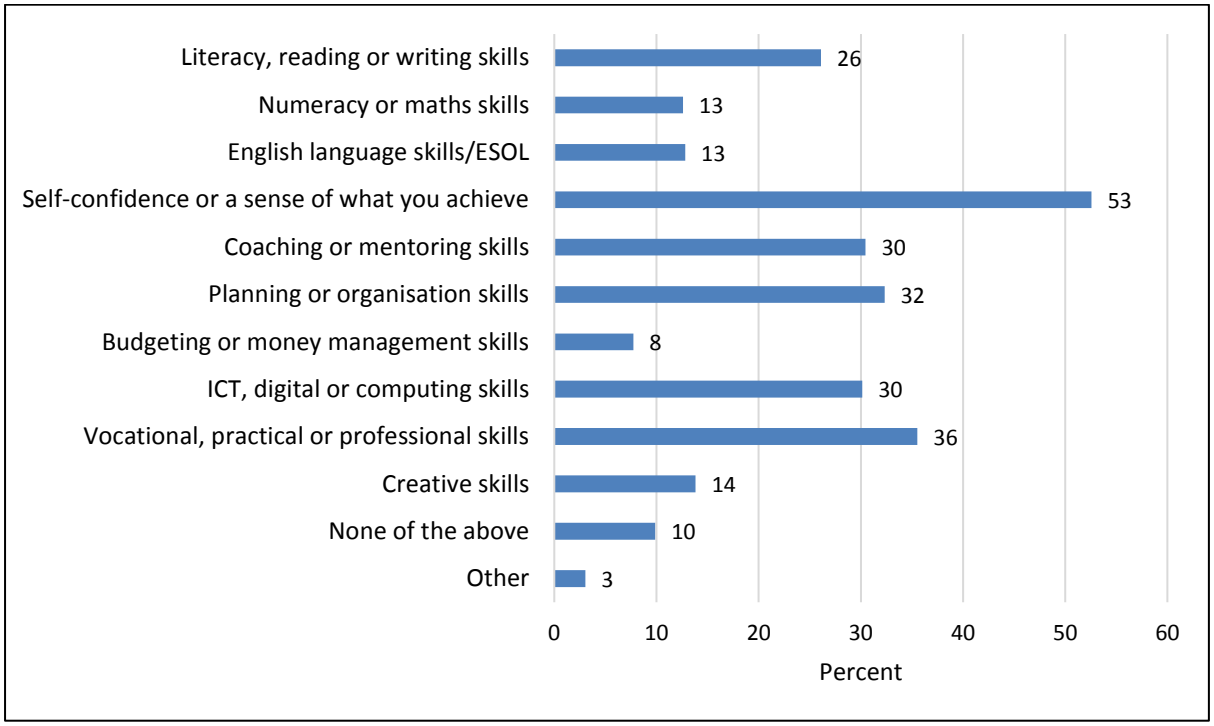
SKILLS GAINED & THEIR USE

This section looks at the skills gained by union learners and the uses to which these skills are put.

Skills development

Overall, 90% of respondents identified at least one skill that had improved as a result of their involvement in union learning. The skills most commonly gained were: self-confidence/sense of what I can achieve (mentioned by 53% of respondents); vocational/practical/professional development (36%); and planning and organising skills (32%).

Figure 7: Union learning has helped me to develop the following skills…



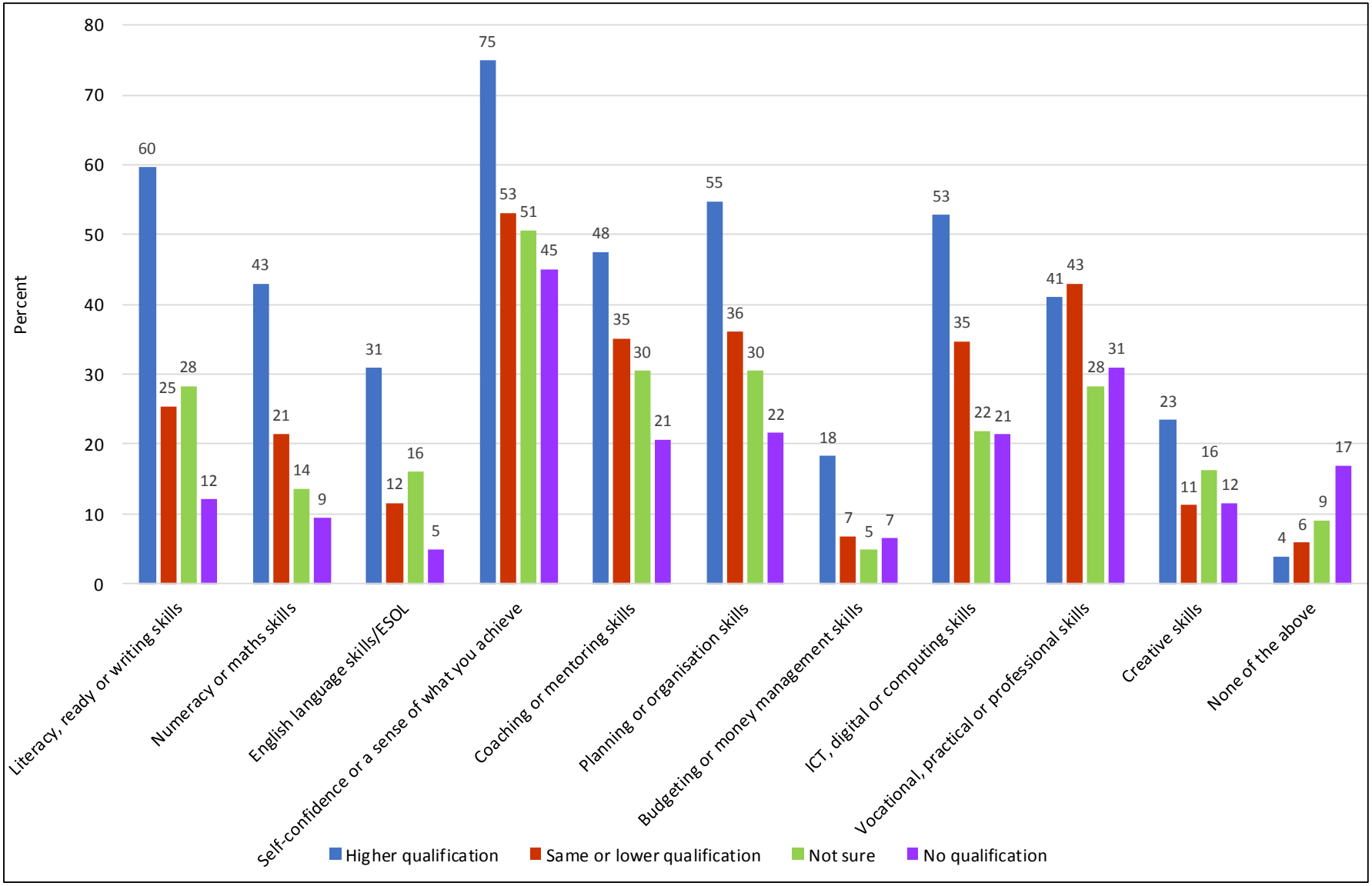
Base: 2,459

Learners who gained a full or part qualification were more likely to report that they had developed skills than those who had not gained a qualification. This was particularly the case for learners who gained qualifications at a higher level than those they already held. These learners identified gaining an average of 4.5 different skills as a result of their participation in union learning, compared to 2.8 skills for those gaining qualifications at the same or at a lower level, 2.4 skills for those who were "not sure" if they had gained a qualification and 1.9 skills for those who had not gained a qualification.

Figure 8 shows the types of skills gained by respondents who gained qualifications at a higher level, the same level or a lower level than the qualifications they already held. It shows a complex relationship. The over-riding message, however, is that skills - such as ESOL, ICT, Literacy, Numeracy and Budgeting & Money Management skills - which are often the focus of specific programme training, are much more likely to be acquired by learners who gained a higher level of qualification than those who do not gain qualifications.

This is not to say that those who do not gain qualifications are not gaining skills. They are not much less likely as those gaining higher qualifications to gain self-confidence or vocational/ practical/ professional skills. This is likely to be due to large numbers of participants seeing value in unaccredited short courses and events.

Figure 8: Skills gained by qualifications acquired (% of learners)



Learners who completed courses were significantly more likely to have attained a range of skills than learners who left their programme of learning before it ended. On average, they identified having developed 2.8 skills each, compared to 2.2 for early leavers.

Table 17 suggests that course completion was particularly important for developing self-confidence, vocational and practical and professional skills and planning/organisational skills. Interestingly, the proportion of learners who felt they had acquired literacy / reading or writing skills; numeracy / maths, ESOL and ICT skills was not greatly affected by course completion, although it may be reasonable to assume that those who completed courses may have gained these skills in greater depth.

Table 17: Skills developed by course completion

Skills Developed	Yes, I completed the course	No, I left before it ended	Not applicable, the programme lasted one day or less
Literacy, ready or writing skills	28	27	12
Numeracy or maths skills	11	8	17
English language skills/ESOL	13	13	5
Self-confidence or a sense of what you achieve	55	46	40
Coaching or mentoring skills	32	21	28
Planning or organisation skills	35	23	21
Budgeting or money management skills	8	4	7
ICT, digital or computing skills	32	35	18
Vocational, practical or professional skills	38	21	27
Creative skills	14	4	12
None of the above	9	27	16
Other	3	6	5
Base	2,096	48	226

Unsurprisingly, the type of skills developed was closely linked to the type of learning undertaken. For example, respondents undertaking functional skills training either solely or in combination with other learning were more likely than others to report that they had developed their literacy/reading or writing skills.

Table 18 compares the skills gained by those who took part in a single learning episode to the skills gained by all respondents. It shows that learners who participate in multiple episodes of learning acquire a much greater range of skills than single episode learners. For example, while 19% of respondents who had participated in a single learning episode had developed their Literacy skills, 26% of all learners had improved these skills. This is likely to be due to learners combining different forms of learning.

Again, the data would appear to support an emphasis on fostering cultures of learning and to justify supporting multiple episodes of learning.

Table 18: Skills developed, single learning episodes v all learners

Skills Developed	Single episode learners	All learners
Literacy, ready or writing skills	19	26
Numeracy or maths skills	13	13
English language skills/ESOL	9	13
Self-confidence or a sense of what you achieve	42	53
Coaching or mentoring skills	18	30
Planning or organisation skills	18	32
Budgeting or money management skills	4	8
ICT, digital or computing skills	24	30
Vocational, practical or professional skills	27	36
Creative skills	6	14
None of the above	15	10
Other	4	3
Base	828	2,459

OUTCOMES OF LEARNING

In this section we look at the outcomes that result from union learning, distinguishing between:

- changes in circumstances that respondents identify as having "actually happened" on the basis of a binary "yes' / 'no" response, referred to as "hard outcomes"; and
- changes in the capacity or disposition that respondents identify as having occurred to a greater or lesser extent using a sliding scale, from "completely agree" to "completely disagree", referred to as "soft outcomes".

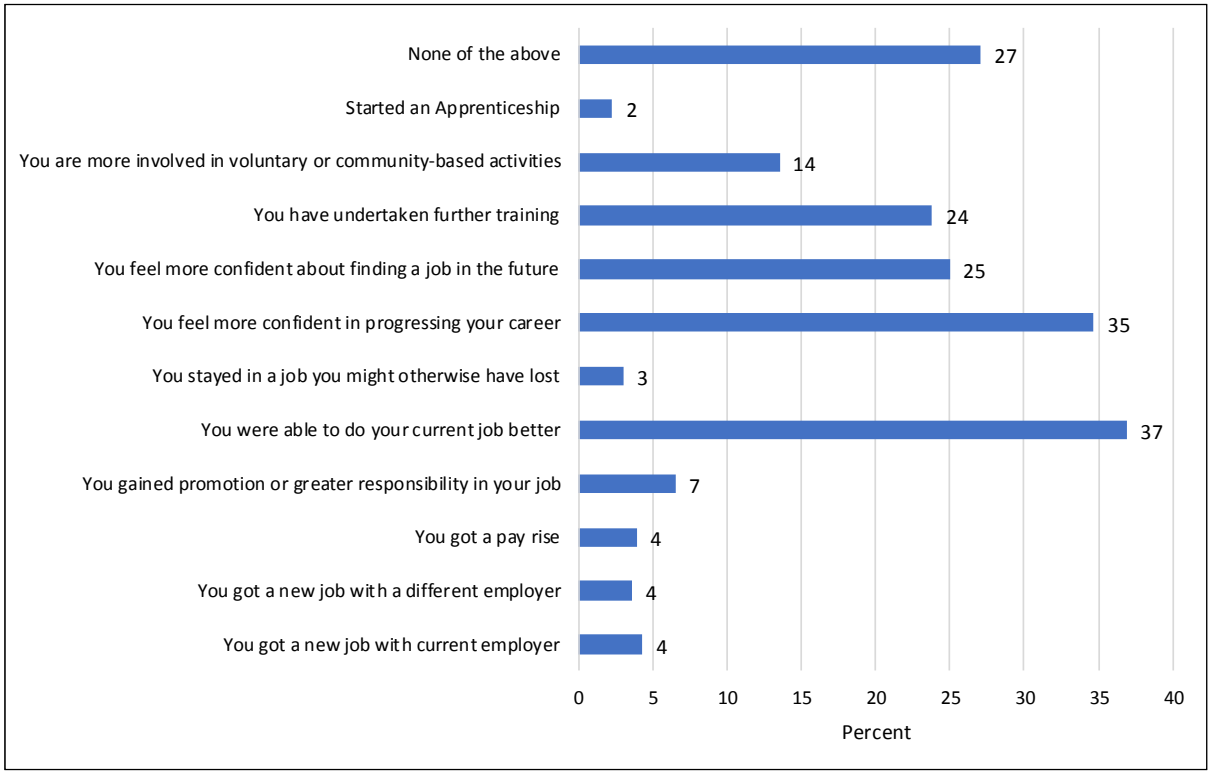
Hard outcomes

The most common hard outcome of participation in union learning is that participants are able to do their existing job better, cited by 37% of respondents. Large numbers of learners also felt more confident about progressing in their career (35%), became more confident about finding a job in future (25%) and undertook further training (24%).

Fewer respondents were able to identify that they had become more involved in voluntary or community-based activities (14%), had gained promotion or greater responsibility in their job (7%), had got a new job or moved to another employer (4%), or gained a pay rise (4%) as a result of their union learning.

The significant gap between a) the proportion of respondents who felt they were performing better at work and the proportion who gained a pay rise and b) the proportion who felt more confident about progressing in their careers and the proportion who actually changed job or gained promotion, is interesting. This may be due to the amount of time that some outcomes take to come about. However, it seems also to suggest that a significant proportion of the benefit derived from union learning accrues to employers, at least in the short term.

Figure 9: Hard outcomes of union learning - Have any of the following things actually happened as a result of you participating in union learning?



Base: 2,459

There were some positive comments highlighting the outcomes some respondents had experienced.

'As a freelancer the training course I've taken have been invaluable. They've helped me with both practical skills so I can operate as a business, and with specific skills that help me do my job better, and with personal development.'

'Learning through [Union name] has allowed me to flourish and develop. I got promoted just over two and half years ago and I do not think I would have achieved that without the learning I had undergone.'

Hard outcomes by motivation for learning

Unsurprisingly, respondents' motivations for taking part in learning influence the outcomes they experience. Respondents whose main motivation was to:

- advance their career, gain promotion or a pay rise were most likely to state that they felt more confident about progressing in their career, finding a job in future or had gained a pay rise.
- support people in their workplace or community were most likely to state that they had become more involved in voluntary or community-based activities.
- do something fun or to meet new people were also more likely than others to have become involved in voluntary or community-based activities.
- perform better in their job were most likely to state that union learning had enabled them to do their job better (60%).

While some outcomes (e.g. becoming more involved in my union) were closely related to a particular motivation (the desire to support people in their workplace or community), other outcomes were experienced by learners with a wide variety of motivations. Being able to do their job better and feeling

more confident about progressing in their career were reported as positive outcomes by large numbers of respondents whatever their motivation.

Table 19: Outcomes by motivation for participation

	Perform better in my current job	Advance career, gain promotion or pay rise	Gain skills that would be useful in every-day or home life	Support people in my community or workplace	Do something fun/meet new people	Other	All
You got a new job with current employer	4	9	3	3	2	1	4
You got a new job with a different employer	3	5	4	3	5	4	4
You got a pay rise	4	9	3	3	3	0	4
You gained promotion or greater responsibility in your job	6	14	3	9	0	3	7
You were able to do your current job better	60	33	26	38	7	13	37
You stayed in a job you might otherwise have lost	4	2	2	3	3	4	3
You feel more confident in progressing your career	34	57	33	30	21	18	35
You feel more confident about finding a job in the future	20	43	28	18	21	16	25
You have undertaken further training	23	28	22	28	19	15	24
You are more involved in voluntary or community-based activities	6	9	12	28	14	7	14
Started an Apprenticeship	3	5	2	1	2	1	2
None of the above	21	21	32	26	50	41	27
Other	2	2	2	3	3	9	3
Base	596	323	743	532	58	112	2,364

Hard outcomes by type of learning

Table 20 shows the proportion of respondents reporting different outcomes by the type of learning undertaken. It is important to note that, in order to disaggregate the data, this table only relates to data for the 1,097 respondents who had taken part in a single episode of learning and, as previously stated, those who participated in multiple episodes and types of learning pointed to a much wider range of benefits as having resulted from their participation. The table shows that respondents who took part in: Literacy skills learners were more likely to feel confident about:

- progressing their career (56% citing this outcome, compared to 36% of all single episode learners)
- finding a job in the future (50%, compared to 29% of all single episode learners).

Numeracy skills learners were also more likely to feel confident about progressing their career (46%) and of finding a job in the future (36%).
ICT, reported a wide range of outcomes. They were more likely than all learners to report feeling more confident about finding a job in the future (36% against 29%) and were also more likely to have found a new job with a different employer (7% against 4%).

ESOL learners were significantly more likely to report that they had attained a wide range of outcomes than the average for all learners, including that they:

- got a new job with a different employer (10% citing this outcome, compared to 4% of all 'single episode' learners);
- were able to do their job better (38%, compared to 25% of all learners);
- felt more confident about progressing in their career (44%, compared to 36% of all learners); and
- felt more confident about finding a job in the future (46%, compared to 29% of all learners).

Informal learners were less likely to report that they had attained any of the specified outcomes, apart from becoming more involved in community-based or voluntary activities (15% citing this outcome, compared to 8% of all learners). They were also significantly more likely to report that they had experienced none of the outcomes listed (57%, compared to 32%).

Short course learners were less likely to report any of the hard outcomes listed other than being able to do their job better (26%, compared to 25% of all learners). 39% of short course learners said they had experienced none of the outcomes listed compared to 32% of all learners.

Union-related training learners, were more likely than others to report that they had undertaken further training and become more involved in voluntary or community-based activities, but were less likely to report other outcomes.

Those pursuing Higher Education were significantly more likely than others to report a wide range of outcomes. While HE clearly confers a wide range of benefits, it is important to bear in mind that it takes much longer than many other forms of union learning, allowing time for different outcomes to come about or make themselves felt.

Table 20: Hard outcomes by type of learning, single learning episode

Type of Learning	ESOL	Literacy	Numeracy	ICT	Short course	Vocational	Higher education	ULR Training	Union Training non-ULR	Other union-related	Informal learning	All
You got a new job with current employer	8	2	7	2	2	2	13	7	6	13	1	3
You got a new job with a different employer	10	4	9	7	2	2	13	7	4	6	2	4
You got a pay rise	3	1	1	2	1	4	13	2	6	6	2	3
You gained promotion or greater responsibility in your job	3	1	1	3	2	5	9	2	2	10	1	3
You were able to do your current job better	38	19	23	22	26	35	30	22	33	29	14	25
You stayed in a job you might otherwise have lost	0	2	1	0	2	2	0	5	4	6	3	2
You feel more confident in progressing your career	44	56	46	33	33	43	43	22	29	39	15	36
Your feel more confident about finding a job in the future	46	50	36	34	23	27	48	17	18	23	16	29
You have undertaken further training	10	7	14	17	6	16	17	17	14	13	8	11
You are more involved in voluntary or community-based activities	5	7	6	10	6	10	4	5	10	13	15	8
Started an Apprenticeship	0	1	3	1	1	3	0	0	0	0	0	1
None of the above	18	17	32	28	39	29	30	34	25	13	57	32
Other	0	0	0	1	3	4	0	0	4	3	2	2
Base	39	103	69	183	309	139	23	41	51	31	98	1,097

The comments below illustrate the sorts of impact that different types of learning have on the lives of union learners.

'I have progressed very well within my maths. I will soon hopefully be starting my English and that will mean I will finally have 2 qualifications before I'm 40.'

'I have undertaken union representative training. I can honestly say it has changed my life. The quality of the training was excellent - so comprehensive - and it has given me confidence that I never knew I had.'

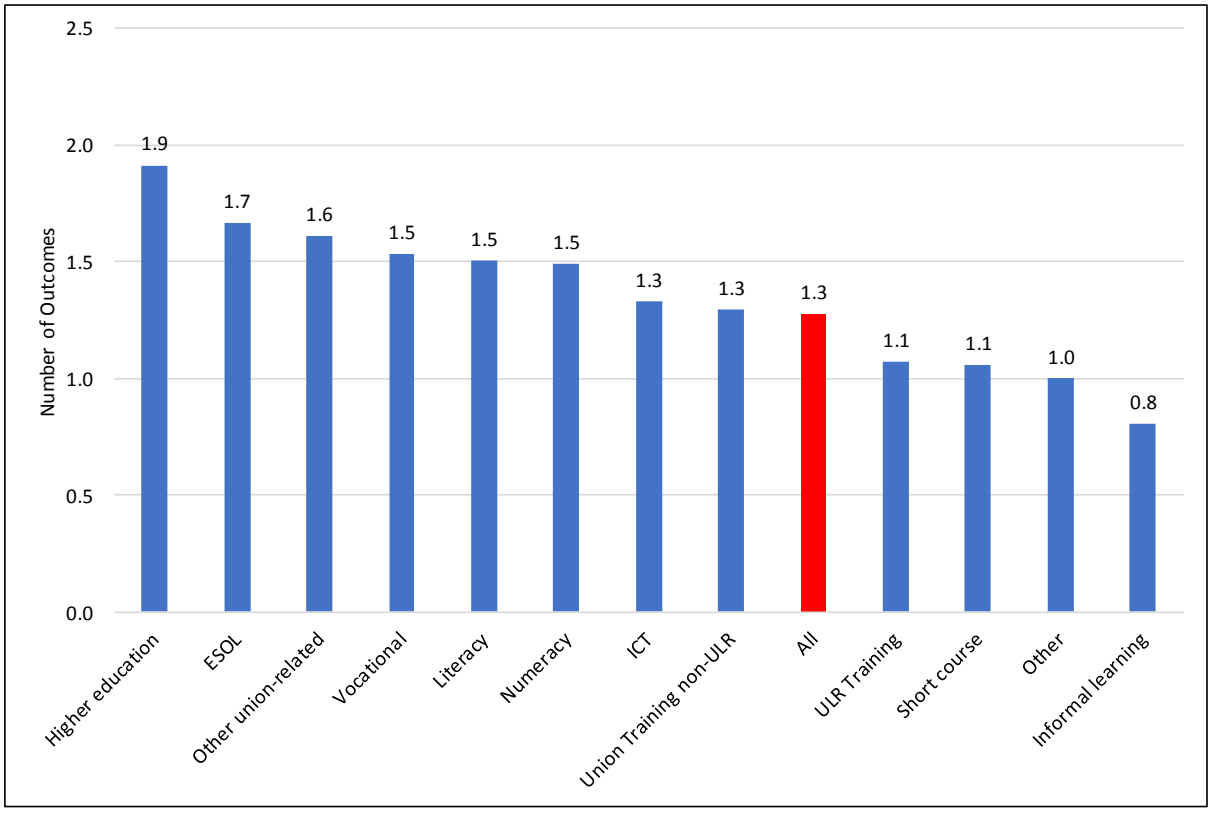
'My IT skills have developed markedly and this has a positive impact on my work, I'm able to understand more, create and improve certain aspects of my workflow on my PC.'

'My IT skills have increased three-fold and my communication skills are better because of the confidence I now have. I am currently improving my numeracy / literacy and am learning spreadsheets. thank you.'

'Thanks to my union learning I started to read more and that gave me more confidence in speaking English.'

Figure 10 shows that the average number of outcomes identified as having occurred as a result of learning varies by the type of learning undertaken. Respondents who participated in higher education attributed a larger number of outcomes to their learning than those who participated in short courses or informal learning. This might be expected, given the differences in the intensity and duration of these interventions. The high volume of positive outcomes attributed to ESOL (1.7 per learner) and comparatively low volume attributed to informal learning (0.8 outcomes per learner) is notable. However, this data relates only to survey respondents who had participated in a type episode of learning and, as previously noted, some forms of learning may act as a gateway to others.

Figure 10: Average number of outcomes per learner by type of learning



Learners participating in only one type of learning only

Hard outcomes by frequency of learning

Learners who engage in multiple episodes and types of learning attributed a much higher number of hard outcomes to their learning than single episode learners.

Figure 11 shows that, as would be expected, the number of outcomes achieved increased with how many episodes of learning had been experienced. On average, learners who took part in seven or more episodes of learning identified around two and half times as many outcomes as those undertaking one episode.

Figure 11: Number of outcomes by number of episodes of learning

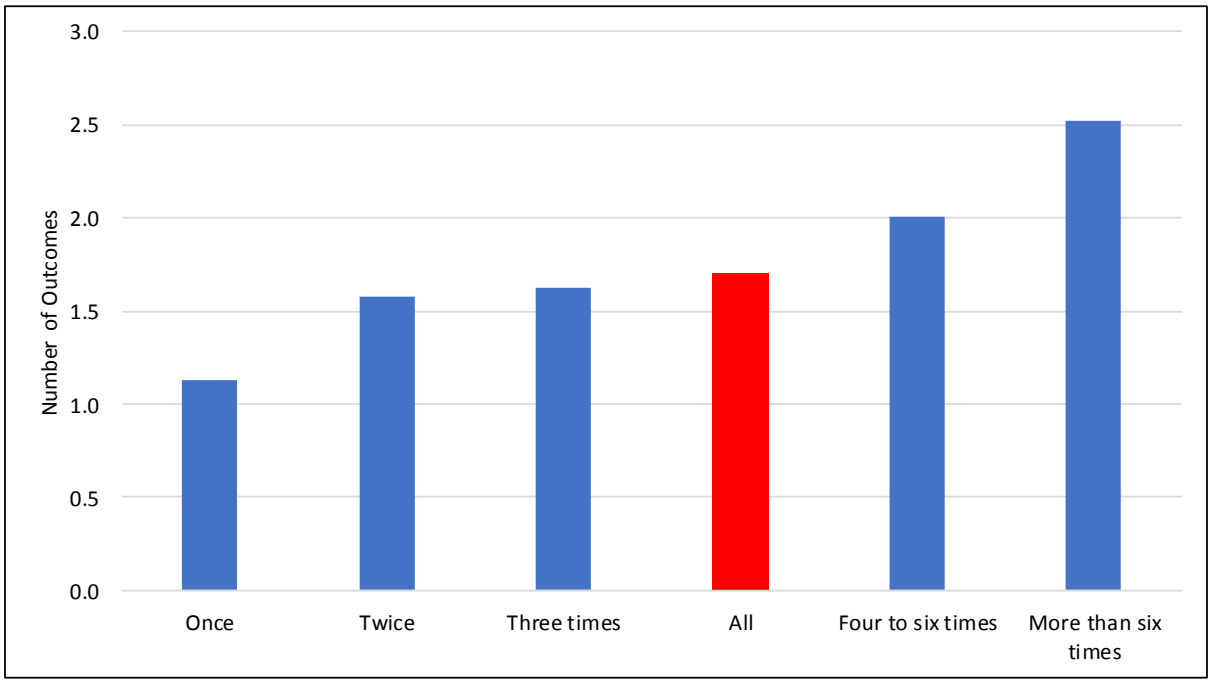


Table 21 shows how the proportion of learners citing each outcome is influenced by the number of learning episodes undertaken. It shows that, compared to respondents who had taken part in one episode of learning, those who had taken part in seven or more episodes were roughly:

- Five times as likely to report that they had undertaken further training:
- Four times as likely to report that they
    - got a new job with the same or a different employer;
    - got a pay rise; or
    - gained promotion or greater responsibility in their current job.
- Three times as likely to report that they had stayed in a job that they might otherwise have lost;
- Twice as likely to report that they
    - were able to do their job better;
    - were more involved in voluntary or community based activities.

They also felt more confident about progressing in their career; and more confident about finding a job in the future, but to a less significant extent.

Table 21: Hard Outcomes by Frequency of Learning

Outcome	Once	Twice	Three times	Four to six times	More than six times	All
You got a new job with current employer	2	3	6	6	8	4
You got a new job with a different employer	2	3	4	4	7	4
You got a pay rise	2	4	4	6	7	4
You gained promotion or greater responsibility in your job	3	6	6	11	14	7
You were able to do your current job better	26	42	42	43	53	37
You stayed in a job you might otherwise have lost	2	2	2	3	6	3
You feel more confident in progressing your career	32	37	35	38	42	35
You feel more confident about finding a job in the future	23	26	24	30	30	25
You have undertaken further training	11	20	24	37	50	24
You are more involved in voluntary or community-based activities	7	11	13	14	29	14
Started an Apprenticeship	1	4	1	4	3	2
None of the above	36	24	28	17	13	27
Other	2	1	2	3	3	3
Base	828	415	262	317	429	2,459

One particularly interesting aspect of this data is the strong link between multiple episodes of learning and the likelihood of having gained promotion, greater responsibility in a job, a new or different type of job or a pay rise. While learners who engage in more episodes of learning are likely to have been in learning for longer, thereby allowing more time for these outcomes to occur, this does not in any way invalidate the result or the key conclusion to be drawn from the data, which is that the strong correlation between engagement in multiple episodes of learning and these outcomes appears to support a policy of encouraging people to engage in multiple episodes of learning.

Soft outcomes

Figure 12 shows the extent to which respondents agreed or disagreed that a range of soft outcomes have occurred as a result of their participation in union learning. It shows that three quarters or more of all learners agreed or completely agreed that union learning has resulted in them becoming more likely to undertake further learning and training (77%), more confident in their abilities (73%) and more enthusiastic about learning and training (68%).

58% agreed or completely agreed that they were better able to organise, mentor and support other people and just under half agreed that union learning had improved their quality of life and well-being (46%).

Figure 12: % of respondents who attained specified outcomes

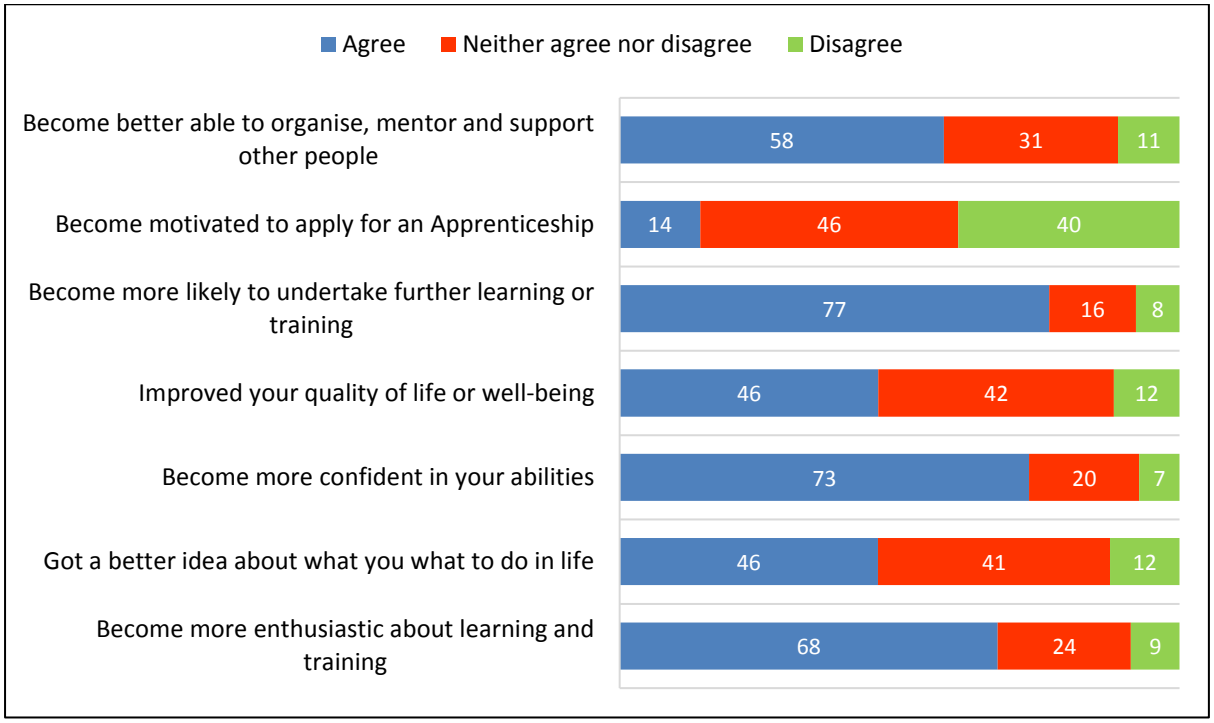


Table 22 looks at the proportion of participants in each type of learning who agreed that these outcomes applied to them. It shows that:

- Literacy skills learners were more likely than average to agree that they had achieved almost all the specified soft outcomes, with the exception of becoming better able to organise, mentor and support other people;
- Numeracy skills learners returned similar results to literacy learners in terms of soft outcomes achieved;
- ESOL learners were more likely to agree that they had a better idea about what they want to do in life, had become more confident in their abilities and improved their quality of life or well-being. They were also the group most likely to agree that they had become motivated to apply for an Apprenticeship;
- Vocational courses learners were more likely to agree that they had become motivated to apply for an Apprenticeship (21%, compared to 17% of all learners).
- Higher Education learners were more likely to agree that they had a better idea about what they wanted to do with their lives (57%, compared to 52%). They were also most likely to agree were better able to organise, mentor and support other people (73%, compared to 66% of all learners);
- Those undertaking union-related training were also more likely to agree that they were better able to organise, mentor and support other people, and were more likely to undertake further training; and
- The proportion of respondents who participated in ICT training, informal learning and short courses who agreed that they had experienced these outcomes was lower than the average for most outcomes. This may be a function of the duration / quantity of these types of training.

Table 22: Soft outcomes by type of learning (% who agree that outcomes have occurred)

Type of Learning	ESOL	Literacy	Numeracy	ICT	Short course	Vocational	Higher education	ULR Training	Union Training non-ULR	Other union-related	Informal learning	Other	All
Become more enthusiastic about learning and training	70	77	75	71	67	73	68	77	72	73	73	59	72
Got a better idea about what you what to do in life	59	62	57	52	45	53	57	54	53	53	49	34	52
Become more confident in your abilities	79	81	75	76	75	74	76	78	76	78	76	61	76
Improved your quality of life or well-being	65	65	57	54	49	53	56	53	47	49	55	51	53
Become more likely to undertake further learning or training	77	82	77	78	79	80	73	81	82	83	78	61	79
Become motivated to apply for an Apprenticeship	31	22	26	21	12	21	18	16	13	14	16	24	17
Become better able to organise, mentor and support other people	51	62	60	59	63	66	73	77	76	78	64	53	66
Base	151	469	438	708	1,104	550	147	420	466	468	565	42	2,459

The comments below are illustrative of these outcomes and how they impact on the lives of *learners.*

'Before my journey with union learning I had no qualifications and low confidence. Now I am a confident learning center coordinator and shop steward in a large call centre.'

'A better relationship with my son.'

'I became a Union Learning rep 10 years ago, this has enabled me to attend so many courses and develop my skills in my work and personal life. I have gained confidence and now deliver adult education courses.'

'Having had a long-term work-related injury, the courses have not only given me qualifications I've never had but the confidence to get back out there. I have successfully applied for a community related volunteering role.'

'I would have no hesitation in recommending Unionlearn to friends and colleagues. It has really transformed my working life and my personal life.'

'I left school at the age of 14 with no qualifications, I now have several level 2 qualifications and look forward to taking part in a level 3. I think learning should be a key part of all employer / employee relationships.'

'I've massively improved my confidence and my health and well-being as a result of taking part in union learning.'

'My union learning journey started with an IT course which I hoped would improve my quality/quantity in work as well as assist at home with on-line banking, writing letters etc. Achieving the qualification gave me the confidence to continue learning and I attended language courses and well-being workshops at the local learning centre. I completed a level 3 apprenticeship in Customer Service. Eventually I gained the confidence to enrol onto a part-time PGCE (PCET) and, having gained this qualification went on to complete the BA (Hons) Education PCET. Being a teacher was something I had always wanted to do but prior to undertaking union learning courses I lacked the confidence and the motivation to do anything about it.'

'Really feel that the courses I have been on have sent me on a path that I would not have taken otherwise. They've made me a more rounded person who now has an objective to help people not just in the workplace but in other aspects of life as well, it would be an absolute tragedy if we lost this in my opinion.'

UNION SUPPORT

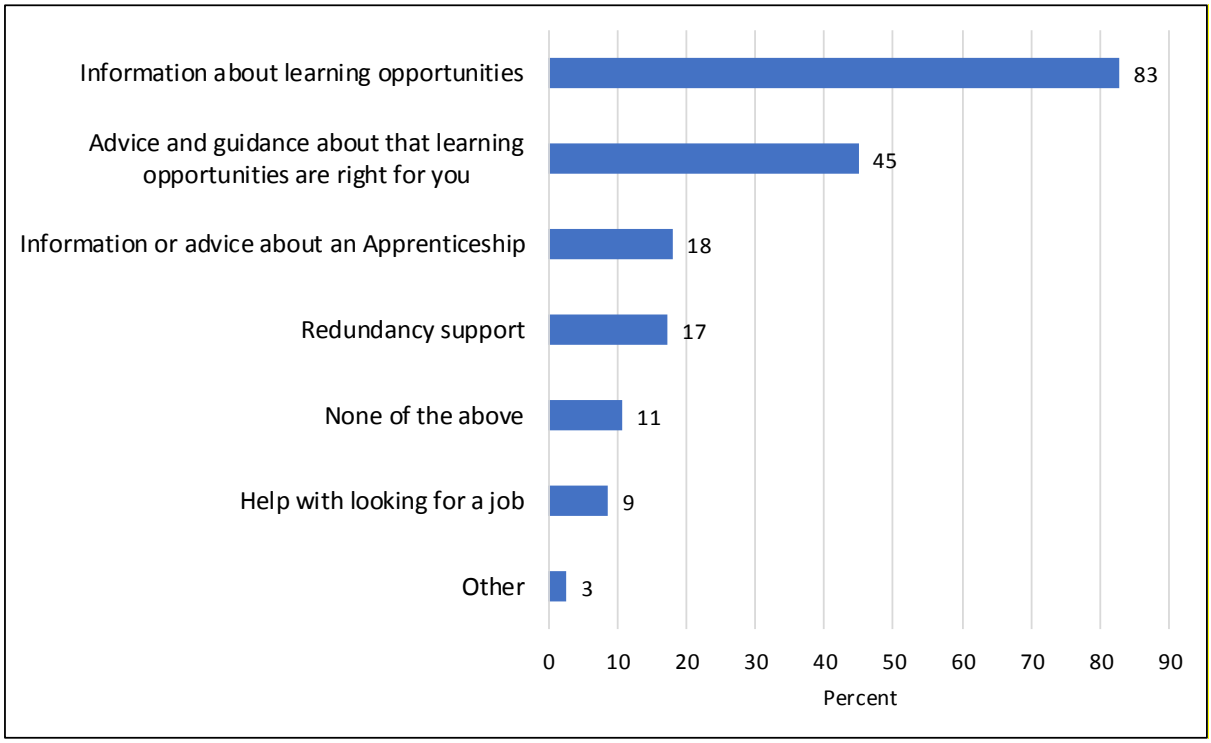
Impact on joining a union

Almost 1 in 4 (24%) were not union members when they took part in union learning, of whom 50% joined a union subsequently indicating the powerful impact of learning on union membership. Of those who were not union members at the outset, the largest proportion were aged 16-24.

What support has your union provided?

Figure 13 shows that by far the most common area of support provided by unions was information about learning opportunities, reported by 83% of respondents. Around 45% had received advice and guidance about suitable learning opportunities for them, while 18% had specifically received advice and guidance regarding Apprenticeships. 17% had received redundancy support, 9% with help looking for a job, while 11% said they had not received any support.

Figure 13: What support has your union provided?

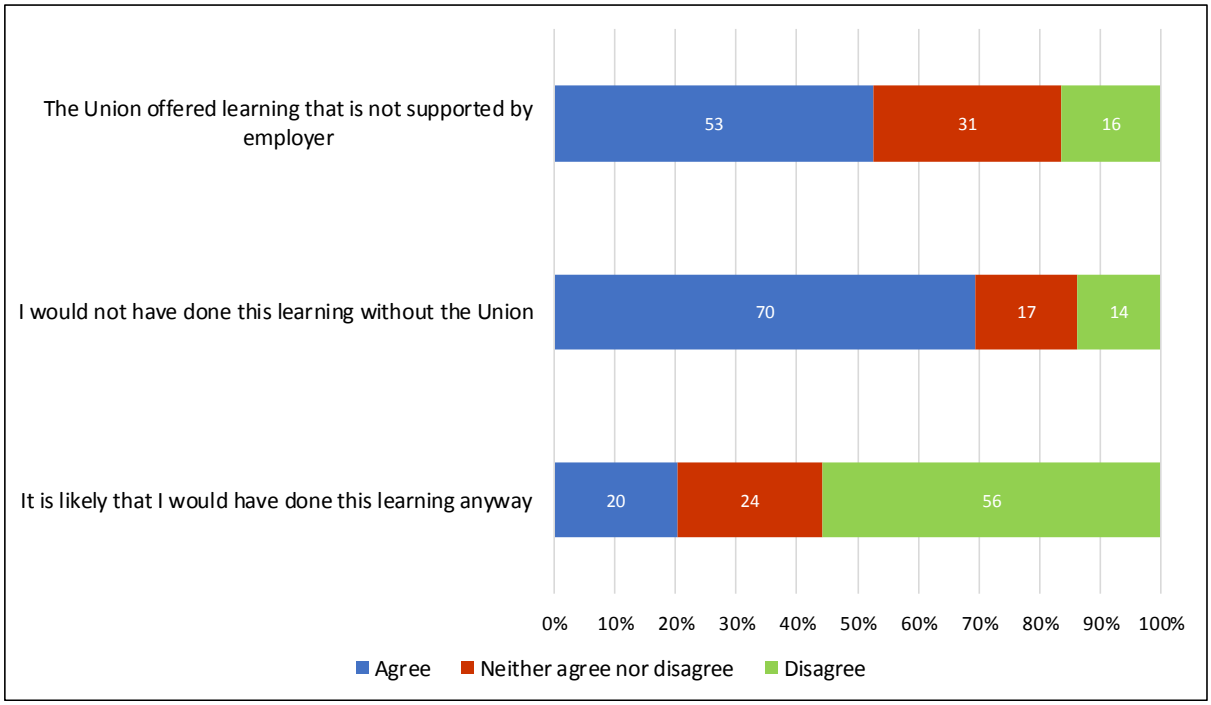


Base: 2,459

While respondents clearly experience a wide range of positive outcomes as a result of participating in union learning, how important do they consider their union to have been in supporting their learning? Would it have taken place anyway, without their union's involvement? This question of attribution is an important one, which needs to be taken into account when assessing the impact of the government's investment in the ULF.

Figure 14 shows that 70% of respondents felt that they would not have done this learning without the support of their union, with only 20% suggesting that it was likely they would have undertaken this learning anyway. More than half of respondents (53%) felt that the learning offered through the union was not supported by their employer.

Figure 14: Importance of union in supporting respondents' learning



It is interesting to note that respondents in many minority or disadvantaged groups attributed a higher level of importance to the support received from their union than others.

The proportion of respondents who agreed that they would not have done this learning without the support of their union was higher among people who:

- Identified as White British (71%) than those who identified as Asian or Asian British (68%), Black or Black British (69%), other ethnic minority (65%) and White Other (62%);
- Had English as a second or other language (70%) than those with English as a first language (63%);
- Had a disability (71%) than those who did not have a disability (69%);
- Had no qualifications (79%), qualifications at Entry level or Level 1 (69%) or at Level 2 (69%) than those with qualifications at Level 4 (62%). Interestingly, this proportion increased to 71% for those with qualifications at Level 5 or above, suggesting that many of those already qualified to that level lacked incentive to pursue further learning without the union's involvement;
- Were aged over 65 (84%), compared to just 43% of 16-24 year olds;
- Were economically inactive (73%) than employed, either full-time (71%) or part-time (70%);
- Were female (72%) than male (68%).
-

This suggests that unions involved in the delivery of ULF have been successful in supporting people who often face disadvantages in the labour market or that the support they offer has been particularly appreciated by people in these groups.

The comments below are illustrative of the role that unions played in supporting respondents' learning.

'Have found access to these courses very useful and have furthered my knowledge in social care, mental health, common health conditions and diet and nutrition. None of these courses would I have undertaken if there wasn't free access.'

'I have been supported to progress from basic courses onto diploma courses where these have been available. Without the union learning option I would not have considered the subjects I have taken.'

'I have participated in Union Learning for over 10 years and it has been a great benefit to me personally and professionally. I am about to start another course at the local college which I would not have thought about if it wasn't for the on-going support.'

'I was a Domestic before I started learning. I am not a assistant practitioner with responsibility. I know for a fact without union learning I would not be where I am today.'

If I had not been encouraged by my Union to undertake courses, I would not have had the confidence to undertake voluntary work and advocate for people without a voice.'

'If it wasn't for union learning the only training or personal development I would have received was the mandatory annual fire awareness training. My union has helped me become so much more than that and now I can contribute to the workplace in a much more meaningful way, I feel valued and appreciated and very grateful to have the opportunity to access fully funded learning.'

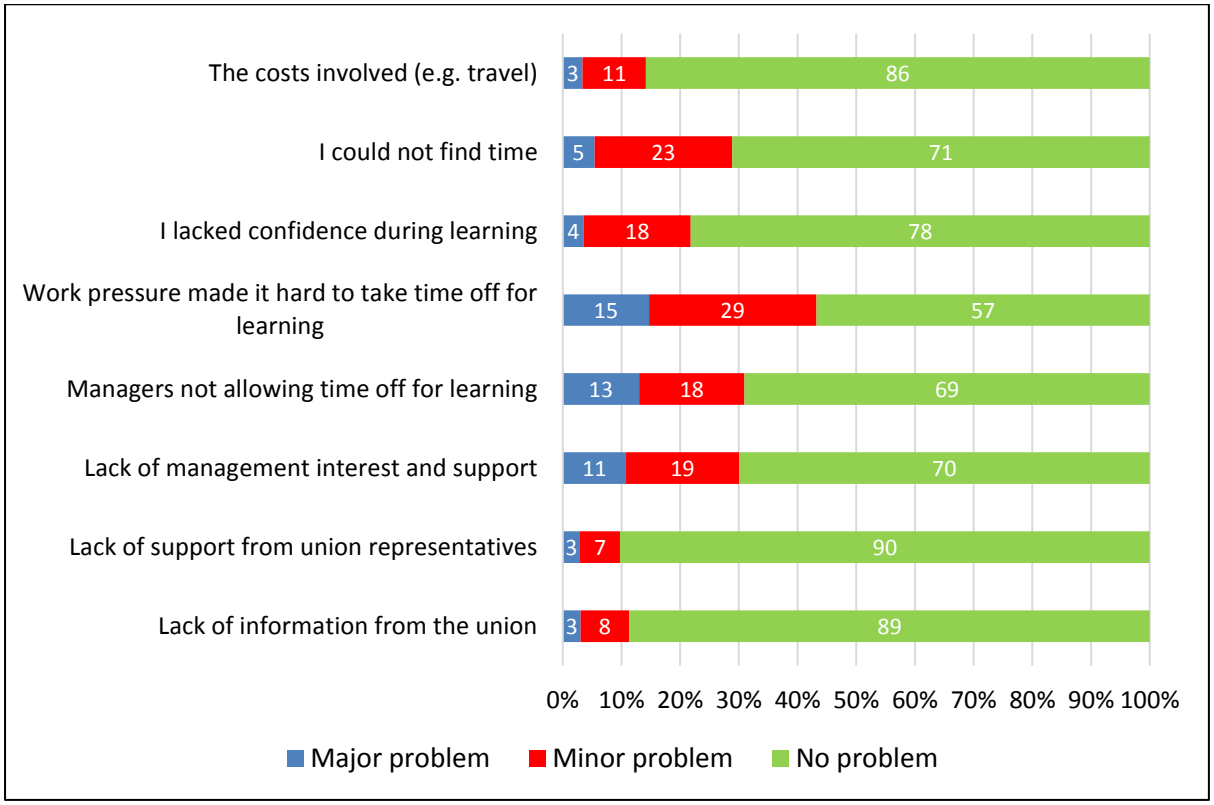
'My local authority has offered less and less training of this type as time has gone on. The union is filling that gap.'

'Without the support and involvement of the union I wouldn't have had the opportunity to attend OU, complete the course and gain the qualification I did. Attending OU has given me confidence to show I still have academic intelligence and you're never too old to learn.'

Problems encountered while undertaking Union Learning

Although there was much positive feedback about people's experiences of union learning, significant minorities did encounter problems of various kinds during the learning process. The most common problem was work pressures that made it hard to take time off for learning, cited by 44% of respondents. Allied to this was managers not allowing people time off for learning (31%) and a lack of interest and support from management (30%). Unions themselves scored relatively positive on these measures, with just 10% citing a lack of support from union representatives, and 11% a lack of information from the union.

Figure 15 : Problems encountered during union learning



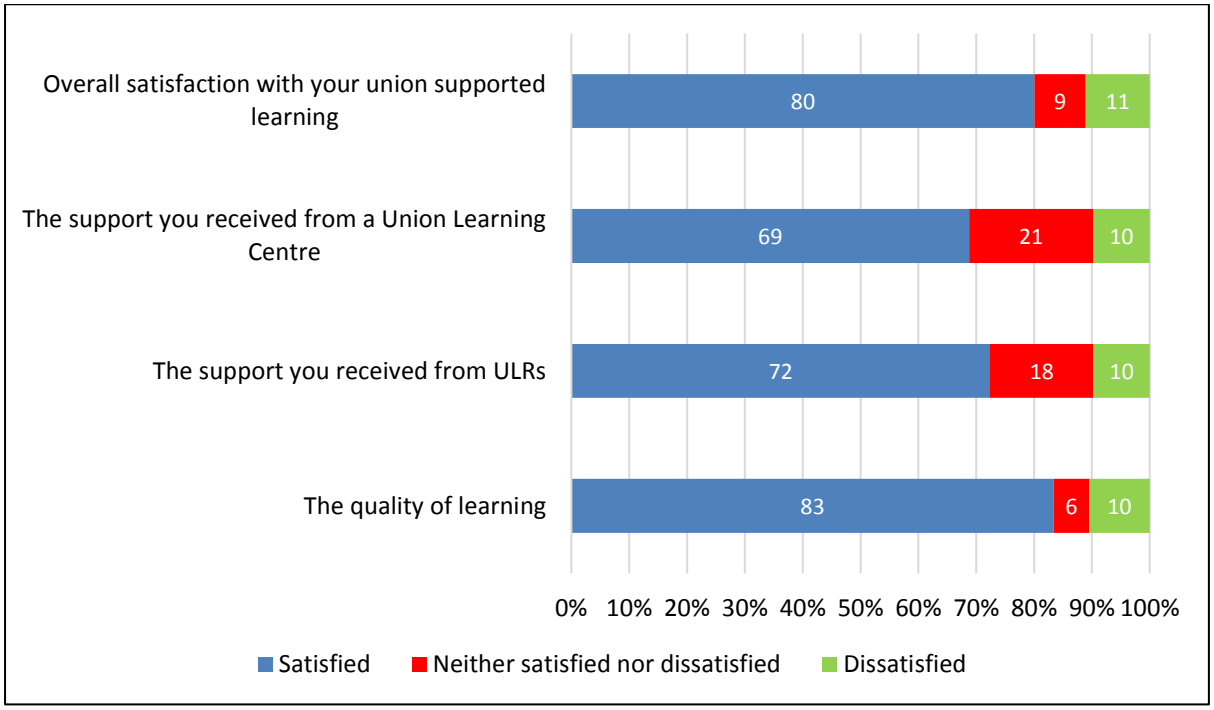
Base: 2,459

Levels of satisfaction with Union Learning

The survey also asked how satisfied individuals were with various aspects of their learning experience.

Figure 16 shows that satisfaction levels were positive in all four areas covered, with 80% of respondents being satisfied with their overall experience. The highest level of satisfaction was in the quality of learning (83%), while 72% were satisfied with the support received from their URL. The lowest level of satisfaction was regarding support received from Union Learning Centres (69%). Expressed dissatisfaction was low, at 10-11% on each of the four measures.

Figure 16: Levels of satisfaction with Union Learning



Base: 2,459

There were a number of comments on dissatisfaction with the organisation and quality of learning learners had received from their learning provider.

'As I am dyslexic and this course did not suit me learning style if had a negative effect on my confidence.'

'As a learner, I encountered severe problems with the learning provider. The administration and roll out of learning, at best, could be described as a shambles. At worst it broke data protection legislation.'

'I am very disappointed with the [union name] because of their complete and utter lack of support and help when I had problems with [provider name]. They did not answer emails and totally failed to stick by any principles.'

'I attended a learning centre to become a ULR, the course was poorly run, poorly instructed, I finished the course and have had no contact since.'

'[Union name] offered Event Steward Training, applied, completed paperwork, heard nothing. Rep was chased by [name], still nothing. Daughter also applied and received materials for course but they were for the tutor! Absolute shambles.'

'I am disappointed that I am on my 3rd tutor in the last 6 months. This has caused me to be given conflicting information and advice. I have not had all my work and questions answered. I still have a question outstanding from November.'

'I found it a little too basic and, for me, the content could have been covered in a lot less time.'

'I have very much enjoyed my courses through the [union name]. My criticism, perhaps, of some of the social media courses through FEU is that I think they're not keeping up with the rapid pace of change and perhaps the union should think of new trainers?'

'Not impressed with the TUC online courses there is no support or explanation of the courses, also no certification at the end just an informal email to say you passed, the support is lacking and the software is very primitive.'

There were also a number of comments voicing frustration about the inability to access union learning provision, the range of learning opportunities on offer to them via union learning, and of the lack of ability to progress onto higher level courses.

'I find that often, in [union name], a lot of courses I'd like to do are women only. I can understand wanting to offer women only courses so that women can learn without being dominated by men but some mixed courses would be useful so men get a chance.'

'I do feel that the company and the union need to work together a lot more than they do, with shift work it is almost impossible to attend any formal training to develop. Not everybody is confident to do on-line courses.'

'I work shifts, Union Learning is not set up for shift workers.'

'They do provide information but it is not very useful if you are employed, able to read and write and would like to learn more than the basics!'

'Excellent learning provision from [union name], but it needs to be progressive. Offers the same courses again and again.'

'It has been disappointing that the learning course was for a qualification at a lower level to what I had already achieved through my state schooling. When enrolled it was presented as an opportunity to gain a qualification if you hadn't gone to University therefore there was an expectation that this would be a qualification at University level. There seemed to be no discussion/consideration for my existing skills/qualifications and I was enrolled on a level 2 course possibly due to an assumption that if you hadn't gone to university you didn't get GCSE's - rather than this being a choice? I therefore don't feel that obtaining the qualification has been of any particular advantage.'

'It would be great if there were more opportunities to gain level 3 qualifications.'

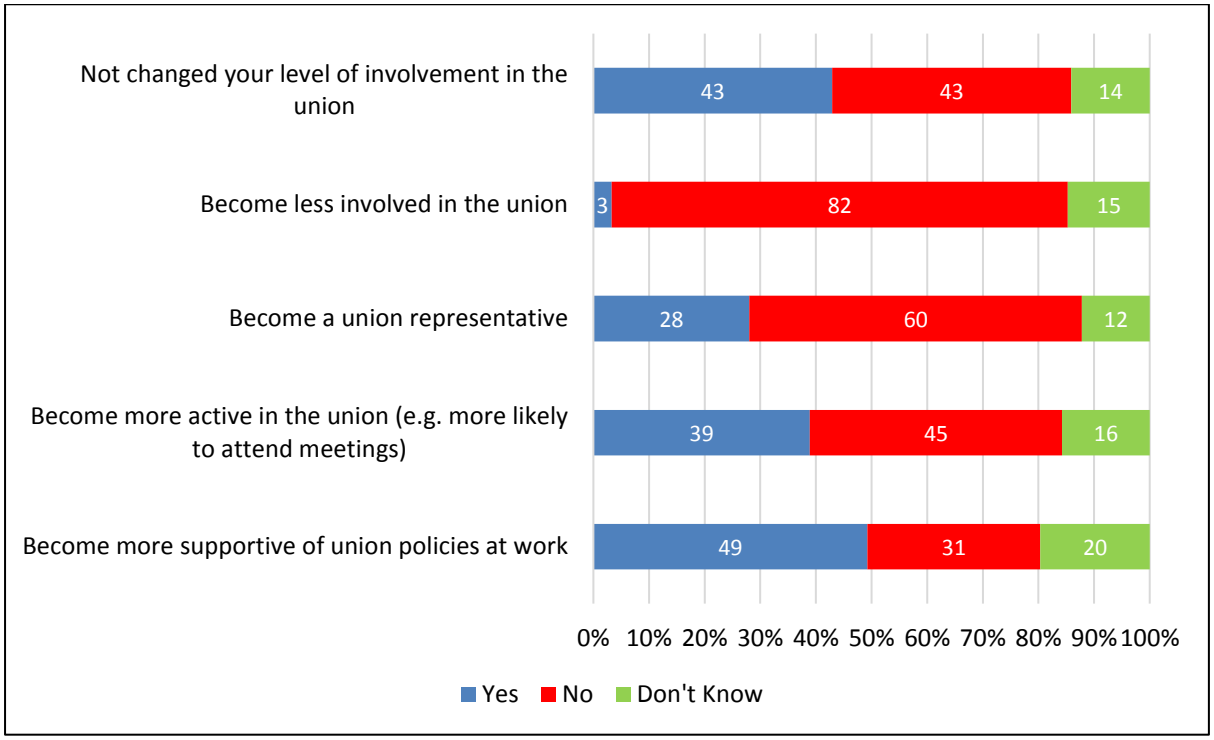
'It would be great if the Union could provide higher qualifications, as I tried to take part in the level 3 personal training qualification however was told I could not do it because I had a degree.'

'My sense is that union learning is tailored to a specific level, which attempts to provide training to a vast cohort. You will never please everyone. I tend to feel that the level of training is too generic and not at a level I require. Please understand I am not criticising, but I do think Union learn needs to decide who it is delivering to, to what level, whether there are progressive learning steps.'

Changing levels of Union involvement

The survey also sought to examine whether union learning had acted as a catalyst for greater involvement in union activities. Around 43% said that their level of union involvement had not changed as a result of their learning. However, almost half of respondents (49%) said that they had become more supportive of union policies at work; 39% had become more active in the union, and 28% said they had since become union representatives.

Figure 17: Changing levels of Union Involvement



Base: 2,459

Economic & Fiscal Impact

The University of Exeter developed a model designed to estimate the economic and fiscal impact of union learning as part of the evaluation of ULF Round 15 published in May 2015. The model was reviewed by staff in BIS responsible for statistical modelling and is consistent with the Treasury Green Book protocols. In brief, it is based on research that demonstrates the extent to which raising individuals' skills and qualifications improves:

- Individuals' earning
- Individuals likelihood of being in work;
- Employers' productivity.

The methodology adopted for the model is described in Annex A.

The model has subsequently been used to generate estimates of the economic and fiscal impact of ULF Round 16 activity (reported in October 2016) and ULF rounds 17 and 18 (reported here).

The latest version of the model incorporates the results of the 2017/18 learner survey to update information about:

- The percentage of learners who completed their last course.
- The percentage of learners gaining qualifications that were higher, lower and the same as, those gained prior to union learning.
- The number of years learners were likely to remain in the labour market (based on their current age).
- The average wage for learners studying each type of learning
- The percentage of learners attributing the impact of learning to the ULF intervention (i.e. adjustment for the counterfactual).

These new estimates are supplemented with management information from Round 17 of the Union Learning Fund which detail how many learners took part in each category of learning at specified learners. We have also increased our estimate of training costs for 2017 by 12% on the original costings calculated for 2012[3]

The fundamentals of the model remain unchanged from that used to generate an estimate of the economic impact of Round 16 of the ULF although, unlike previously, we have not discounted union estimates of the value of investment 'levered' from unions and employers[4]. Furthermore, the latest iteration:

- Includes traineeships which are treated in much the same way as apprenticeships within the model but with employment and wage premia associated with below Level 2 qualifications.

[3]Using http://www.thisismoney.co.uk/money/bills/article-1633409/Historic-inflation-calculator-value-money-changed-1900.html

[4] In practice, 'leverage' may include estimates of 'in-kind' support that have already been included within the productivity foregone calculations.

- Does not isolate ULRs completing Stage 2 training but aggregates new ULRs who have attended TUC and own union training for ULRs (except Stage 1 which is retained as a separate activity)[5].

Information about the returns to learning were applied to union learners who had gained a qualification as a result of their learning. No benefit was assumed for those taking part in unaccredited learning, redundancy support or from information, advice and guidance referrals.

Earnings and employment premia were applied to average wage estimates for people learning at different levels, over the expected duration of their working lives. The benefit was discounted at a rate of 3.5% per annum, to take account of the fact that the benefits of learning diminish with time. We have also estimated the deadweight (i.e. the share of learners who would have taken part in learning without ULF support) in order to isolate the added value of the Union Learning Fund. We have also discounted the negative impact on productivity that results from taking time out from work to take part in learning.

Estimated total impact

Based on this approach, we estimate that ULF Round 18 would have an overall impact of almost £1,648 million and ULF Round 17, £1,654 million.

The Round 17 estimate is almost 15% higher than that generated for Round 16 (which was produced using previous iteration of the model. Note that prices in general rose by 5.5% between 2016 and 2018 which will account for some of the difference between the two models. The differences can be attributed to:

- Changes in the number of learners overall taking part in union learning and a higher percentage completing their last episode of learning. Round 17 engaged with more 210,000 learners, 17% higher than in Round 16.
- Younger age profile of learners generated from the latest survey which increases the number of years of which economic benefits materialise.
- Higher level of average earnings in the latest survey. This increased the wage and employment premium associated with union learning.
- Differences in the profile of qualifications studied by level. Rounds 16, 17 and 18 varied significantly in the proportion of learners working towards qualifications at Level 2 (which attract the highest premia (see below).
- The propensity of learners to acquire qualifications through union learning that are higher than those held previously. Within the latest survey, learners were significantly less likely to have progressed to a higher qualification though union learning, than the previous survey (with the exception of higher education learners).
- Higher levels of deadweight associated with the current Round compared to previously. This adjustment lowers the economic impact of learning that is attributed to the Fund.

[5] This includes learners attending: “number of workplace reps/officers receiving training on learning & skills/ULR role” (5,956) and “number of reps completing follow on training on learning/learning support” (2,613).

- Higher training costs, reflecting the general rise in prices.

The impact of Round 18 is only marginally lower than Round 17 despite 23% fewer learners primarily because a greater share of learners in the later round participated in learning associated with higher wage and employment premia. Specifically, 33% of learners in Round 18 were working towards qualifications at Level 2 or above, compared to 26% in Round 17 (and 42% in Round 16). The effect of learning level on impact is pronounced because, for example, the wage premia to Level 2 qualifications is more than 5 times higher than that for qualifications below this level. Furthermore, the premia for Apprenticeships, of which there were a greater proportion in Round 18, also attracts a relatively high wage premia[6]. This effect is further pronounced by the absence of any employment premia for learning below level 2.

The model suggests total benefits to individuals are estimated to be £974m in Round 18, lower than the £1,011m estimated for Round 17. For Round 18, this comprised of £874m from higher wages and £100m of improved earnings as a result of being more likely to be in employment. Comparable estimates for the previous round were £897m from higher wages and £113m from improved earnings.

The net benefit to employers resulting from improved productivity of a more highly skilled workforce is £674m for Round 18 and £643m for Round 17. This is the gross benefit of increased productivity of £874m for Round 18 (£897m for Round 17) less output lost as a result of working time lost to engage in learning of £200m for Round 18 (£254m for Round 17).

Return on investment

As the ULF is principally concerned with brokering learning, it is important to add the cost of delivering the learning associated with the ULF investment when estimating the return on investment.

Applying the unit cost of delivery to the cohort of ULF results in an overall delivery costs of £134.5m for Round 18 (£151m for Round 17), made up of £125m in training costs (£141m for Round 17) and £9.7m of brokerage/ULF costs (£9.8m for Round 18). An explanation the methodology for calculating delivery costs is provided in Annex A.

On this basis, we estimate that £1 invested in the Union Learning Fund in Round 18 generates a total economic return of £12.24 of which £7.20 accrues to individuals and £5.0 to employers. This is higher than the total economic return produced for previous rounds: £10.95 (Round 17) and £9.15 (Round 15) and broadly in line with the impact of Round 16 (£12.30). Note that the estimates generated from Rounds 16 and 15 are based on the results of previous learner surveys and are therefore not strictly comparable with the estimates produced for subsequent rounds.

Return by type of provision

The data we have also allows us to estimate the return on investment (RoI) generated by different types of learning. However, considerable caution is needed in interpreting these results for a

[6] Of 11% for Level 2 and 16% for Level 3.

number of reasons, particularly because a) RoI is assumed to flow solely from the acquisition of qualifications and b) the proportion of learners gaining qualifications is derived from data for learners who have undertaken one type of learning. Those types of provision that are largely unaccredited (such as informal learning, short courses and events) or which are accredited through multiple episodes (such as CPD events) appear to generate low levels of return on investment. In reality, the majority of union learners take part in multiple episodes of learning, combining different forms of provision.

Nonetheless, in broad terms, the data suggests that participation in Further Education programmes and vocational qualifications and Apprenticeships generates the highest return on investment (Table 23) followed by functional skills, short courses and CPD and ICT. The higher return on investment from FE Programmes and Vocational Qualifications for Round 18 reflects the greater proportion working towards qualifications at Level 2 or above.

Table 23 Return on investment (£) by type of learning

Type of Learning	Round 16	Round 17	Round 18
FE Programmes & Vocational Quals	19	19	22
Apprenticeships	14	15	15
Functional Skills, English & Maths	13	10	10
ICT	9	8	8
Training to be a ULR	5	1	1
Short Courses & CPD	3	9	1
Higher Education	-0.2	2.5	2.5
Informal Learning	-1.5	-0.3	-0.3
Traineeship		2	2

Higher education and training to be an ULR generate considerably lower returns. The negative result for informal learning is because the model under-values return on investment in informal learning because much of this type of learning is unaccredited and largely attributed a 'nil' economic value.

Returns to the Exchequer

The Exchequer benefits from learning in many ways, including through the positive impacts on health, reduced crime and increased civic participation explored in the previous chapter. It also benefits from reduced welfare payments, due to individuals being more likely to be in employment, and from reduced dependency on in-work benefits, as a result of increased wages. While these benefits are clearly important, they are impossible to model with any reliability and are therefore discounted from our calculations. These focus on the following estimable benefits:

1. Income Tax on increased individual earnings (15% to Exchequer);
2. National Insurance contributions on increased individual earnings (12% to Exchequer);
3. Increased VAT receipts on consumption resulting from raised incomes (9.7% to Exchequer);
4. Higher employer National Insurance contributions on employee wages (13.8% to Exchequer).

A limited model, focused solely on increases in these tax receipts suggests that the fiscal return to the Exchequer from learning generated by ULF Round 18 amounts to £458m. Taking into account the both the cost of ULF Round 18 and the cost to partners of delivering ULF generated learning (£146.1m), the estimated return to the Exchequer is £3.40 for each £1 spent. Clearly this comfortably exceeds the scale of the initial Exchequer investment. This compares to £3.10 for Round 17, £3.57 for Round 16 and £2.51 estimated for Round 15.

SUMMARY: HEADLINE FINDINGS

1. Who participates in union learning? Does it engage disadvantaged learners and workers with poor English, Maths or Digital Skills?

Participation in union learning is wide-ranging across all age groups and ethnicities. It is balanced between the genders and encompasses those with degrees to those with no prior qualifications. As a result:

- 26% improved their English/literacy/writing skills
- 13% gained numeracy or maths skills
- 13% acquired ESOL or English language skills
- 30% gained ICT/computing skills

These skills of literacy and numeracy, and increasingly digital skills, form the foundations of the capability that is needed to thrive in today's workplace and unionlearn's activity clearly supports the government's ambition to ensure that "everyone has the opportunity to increase their digital capability." (Industrial Strategy, 2017). As a result of gaining these skills, learners were more confident about progressing in their careers and finding a job in the future, but more than that, these skills also help adults function better in the family and in their community, benefitting society as a whole.

2. What are the outcomes and impact on learners' lives?

"I joined the Union over 8 years ago and since then I have gained qualifications going up to a Level 5 apprenticeship that I am now currently completing. I left school with no qualifications and had previously tried to complete an NVQ at level 2 twice"

The impact on learners' lives is transformational, 9 out of 10 say they have gained at least one skill as a result of their learning activity. 63% have gained a qualification, 13% at a higher level. Learners who participate in multiple episodes of learning acquire a much greater range of skills than single episode learners. As a result of union learning:

- 37% thought they could do their job better
- 35% felt more confident about progressing in their career
- 77% had become more likely to undertake further learning or training

3. What factors appear to predict positive outcomes of learning?

The government identifies positive outcomes as:

- Progression (through learning), and
- Destination (into further learning or into/within employment)
- Earnings changes (following completion of learning).

The survey findings show a number of key factors which impact on outcomes in terms of qualifications; in particular the more learning episodes a learner undertakes, the more likely they are to gain a qualification and a greater range of softer outcomes. This underlines the continual need for support to bring about a 'learner journey' in individual lives. Those undertaking work-related learning rather than learning for pleasure or leisure are more likely to gain qualifications, as are those who complete their courses. Full time workers on permanent contracts are most likely to undertake and gain qualification outcomes.

In terms of 'hard' outcomes:

- 63% gained a qualification
- 13% gained higher qualifications, with those studying at Level 4 most likely to have gained higher qualifications
- 24% undertook further training
- 2% started an apprenticeship
- 7% gained promotion or greater responsibility in their job
- 4% got a new job or moved to another employer
- 4% gained a pay rise

These findings are not surprising, but a focus on qualification or earnings outcomes fails to acknowledge the very real barriers that many adults face in engaging with learning and it is the task of the ULF not only to support success but to tackle the barriers to learning and engage adults in first steps learning which can set them on a longer term journey, leading to more measurable long term 'hard' outcomes, which may be less apparent in the short term.

4. What is the impact and added value of ULF?

It is estimated that:

- The overall impact of investment in ULF Round 17 was £1,654 million and for Round 18 £1,648 million.
- The total benefits to individuals are estimated to be £1,011m for Round 17 and £974m in Round 18.
- The net benefit to employers resulting from improved productivity of a more highly skilled workforce is £643m for Round 17 and £674m for Round 18.
- Every £1 invested in the Union Learning Fund in Round 18 generates a total economic return of £12.24 of which £7.20 accrues to individuals and £5.0 to employers. This is higher than the total economic return produced for previous rounds: £10.95 (Round 17), and £9.15 (Round 15) and broadly in line with the return in Round 16 (£12.30).

Annex A - Impact Estimate Methodology

Earnings and employment premia

The impact estimates presented in this report are based on model published in 2015 for BIS by Cambridge Econometrics (CE) and the Institute for Employment Research (IER) (BIS Research Paper No. 288, 2015) as a basis for estimating the impact of the Further Education. This work updates an earlier model published in 2011 (Beaven et al, 2011) which generates estimates for the uplift in earnings that individuals experience a) from higher wages and b) from the increased likelihood of being in employment resulting from the acquisition of qualifications; and the impact of raised skills levels on productivity. The previous union learn impact model used the wage and employment premia published in the earlier report and have been updated for this edition. In using these estimates, our model, assumes that the returns from learning accessed through unionlearn is the same as those accessed through maintain further education. This is not an unreasonable assumption since many of the learners access further education courses following unionlearn brokerage.

The updated BIS model incorporates the findings of innovative new research (Bibby et. al., 2014) linking administrative FE learner information, with benefit information (from DWP data) and PAYE employment histories (from HMRC data). The wage premia in Bibby et.al. (2014) are compared with those previously used in the BIS and model in Table 1 below. The previous wage premia consider "those who achieve a qualification compared to everyone whose highest qualification is at the level below, controlling for observable characteristics e.g. returns to a L3 Apprenticeship compared to similar people at Level 2. The new premia compare those who achieve a qualification with those who start but do not achieve and as such provide a better control for unobservable characteristics (BIS, 2015). Furthermore, the new premia "compare all achievers with all non-achievers after accounting for prior qualification and a comprehensive set of covariates in the economic specification". This means that the new premia are applied to all learners irrespective of their previous qualification level.

Table 1 Wage premia, comparing the latest and previous estimates

Provision Type	Wage Premia	
	Original	New
Full level 2	2%[1]	11%
Full level 3 (loan and grant funded)	11%[1]	9%
English and maths[3]	5%[2]	3.5%
Below level 2[4]	5%[2]	2%
Level 2 Apprenticeship	16%[1]	11%
Level 3 Apprenticeship	18%[1]	16%

1 Compared to similar people whose highest qualification is one level below.
2 Compared to people with a full level 2 qualification, but without Maths or English at L2
3 'Skills for life' in the original model report
4 'Foundation learning tier' in the original model report

The new estimates are similar to the original ones with the main differences being:

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

The employment premia presented in the updated BIS model have also been revised using the research published by Bibby et al. (2014). In general, the new estimates (Table 2) are much lower than those used previously mainly the new estimates have been better controlled for previous employment history than has hitherto been possible.

Table 2: Employment premia adopted in the model (%)

Provision Type	Employment Premia[1]	
	Original	New
Full level 2	5.4%[1]	2%
Full level 3 (loan and grant funded)	2.1%[1]	4%
English and maths[3]	1.4%[2]	0.6%
Below level 2[4]	1.4%[2]	0%
Level 2 Apprenticeship	2.7%[1]	0%
Level 3 Apprenticeship	1.1%[1]	0%

1 Compared to similar people whose highest qualification is one level below.
2 Compared to people with a full level 2 qualification but without Maths or English at L2
3 'Skills for life' in the original model report
4 'Foundation learning tier' in the original model report

Application of earning and employment premia

In our model, we only applied these premia to:

- ULF learners who completed their programme of learning.
- ULF learners who gained qualifications as a result of participating in learning. The proportion of learners gaining qualifications was calculated by isolating learners who took part in a single episode of each type of union learning

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

To create the model, it was necessary to match data on the actual number of ULF learners who undertook each type of learning, taken from projects final submissions, to the categories used in the model developed by Beaven et al. For some forms of union learning[7] this was unproblematic. For others, assumptions needed to be made. For example, in the absence of information about the qualifications being pursued by union learners participating in "FE Programmes"[8], we attributed these to Level 1, Level 2 or Level 3 learning in line with the national distribution of all FE learning across these levels. Similarly, ULF brokered Apprenticeships were attributed to Level 2 (Intermediate) and Level 3 (Advanced) Apprenticeships in line with the proportion of all Apprenticeships delivered at these levels nationally.

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

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

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

In line with Green Book methodology, we have allowed for the fact that benefits of learning diminish over time by discounting all premia at a rate of 3.5% per annum[9] for the duration that learners remain in the labour market. The average age of learners was calculated from data generated by our survey. We have calculated years until retirement based on their expected retirement age. For learners aged under 35 this is age 68, for those aged 35 to 49 it is 67, for learners aged 50 to 64, it is 66 and learners aged over 65 are already classified as retired.

Average annual salaries for each learning type were calculated using information collected about hourly pay rates and employment status from the 2017/18 learner survey. The hourly pay rates were converted into annual salaries on the basis that full time and self-employed learners worked a 38 hour week and part time learners worked 16 hours a week[10]. A mid-point hourly pay was used in each pay band and an hourly rate of £7.50 selected for the lowest pay band (£7.50 or less) and £17.26 selected for the highest band (£17.26 and above). Table 3 shows the average salaries generated by the previous two surveys.

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

[10] http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/datasets/actualweeklyhoursworkednotseasonallyadjustedhour01nsa

Table 3 Comparisons of income estimates from the previous and latest survey

	Round 16	Round 17 and 18
Union Learning Representatives	£21,216	£24,629
English, Maths and Functional Skills	£17,753	£18,121
ICT	£19,709	£21,914
Vocational qualifications	£17,644	£22,012
Adult and community learning	£18,968	£24,539
Continuing and Professional Development	£23,209	£22,447
FE Programmes	£17,644	£22,012
HE Programmes	£22,007	£23,394
Apprenticeships	£17,644	£22,012

Estimating added value

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

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

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

Table 4 shows that between 46% and 66% of the learning accessed by union learners is additional – that is would not have happened without unionlearn. The table also compares the results of the previous and current approach to measuring deadweight. In most cases the latest survey generates higher estimates of deadweight and consequently lower proportions progressing due to ULF than the previous survey.

Table 4: Percentage progressing into learning due to ULF

	Round 15	Round 16	Round 17 and 18
Union Learning Representatives	55%	65%	66%
English, Maths and Functional Skills	64%	62%	52%
ICT	57%	65%	46%
Vocational qualifications	62%	66%	57%
Adult and community learning	54%	63%	56%
Continuing and Professional Development	46%	61%	55%
FE Programmes	62%	66%	57%
HE Programmes	49%	48%	50%
Apprenticeships	62%	66%	57%

Return on investment

In order to estimate the Return on ULF investment, we calculated the cost of delivering the learning that results from ULF funded brokerage activities to the £10m investment in the ULF.

The following methods / sources were used to estimate the cost to government of delivering each type of learning.

- **Functional Skills, Level 2, Level 3 vocational qualifications & FE Programmes**

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

- **ICT Learning**

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

- **Training to be a ULR**

  SFA funding rates are available for ULR training. The cost of Stage 1 ULR Training is based on the SFA Funding values for the Certificate for Trade Union Representatives.

- **Apprenticeships and Traineeships**

  BIS Research Paper No. 77 *Evaluation of Apprenticeships* (BIS, 2012ii) provides a schedule of costs per Apprenticeship delivered at Intermediate and Advanced level by Sector Subject area. As we do not have data on the sectors in which ULF supported Apprentices are

working, we have used 2013/14 data from the Statistical First Release[11] on the number of learners nationally starting Intermediate and Advanced Apprenticeship in each sector. This allows us to produce a weighted average cost per Apprenticeship. Discussions with the SFA confirm that the Apprenticeship funding methodology has not changed substantially since 2012, when BIS RP No. 77 was published. An assumed rate of inflation of 5% has however been added to the cost per Apprenticeship.

- **Developmental / informal Learning**

  The average cost is derived from the SFA Funding Statement for 2013 – 2016. This provides an annual budget for Community Learning and a target for the number of learners to be supported annually. As courses tend to be completed within the year and following discussions with the SFA, a unit cost per course has been derived from this data.

- **Higher Education**

  The cost to the exchequer is based on data for the annual average tuition fee charged by Higher Education Institutions (£8,170), reduced to take account of the proportion that is likely to be funded by Government. Latest estimates suggest that 50% of student loans for higher education will not be repaid[12].

- **Short Courses and continuing professional development**

  The cost of delivering short courses and CPD has been based on values for vocational qualifications factored down to 20% of the overall cost, to account for the small qualification size and lower inferred benefit.

The estimates used in the original model have been increased by 12% representing the percentage change in inflation between 2012 and 2017[13]. The total cost of delivering ULF instigated training (of all the forms listed above) is estimated to be £146.1m.

Productivity Foregone

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

We have calculated productivity foregone on the basis of the average number of guided learning hours required to acquire qualifications at different levels (mainly taken from the SFA Funding Rates Database) multiplied by the estimated average hourly wage of learners undertaking each form of learning (as derived from the 2016 learner survey). In the absence of precise data, the number of learning hours per qualification type is based on the average number of credits for all Awards, Certificates and Diplomas at each (NVQ) level, weighted by the proportion of all learners nationally working towards each size of qualification. It is important, however, to note a considerable proportion of union learning takes place outside working hours, in the evenings, lunch-breaks and community learning centres. Therefore, in the absence of precise information, we have estimated

[11] This is the last year for which full data is available.

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

[13] http://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/consumerpriceinflation/december2015

that 50% of union learning requires staff to take time out of their normal working duties, and factored down the outcome for productivity foregone by this amount.

Returns to employers

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

Returns to the Exchequer

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

1. Income Tax receipts on increased individual earnings above £11,000 threshold, at a rate of 20%. This is delated to 15%, on the basis that an estimated 25% of union learners will continue to earn below £11,000 per annum[14].
2. National Insurance contributions on increased individual earnings at 12% on earnings of £8,060 to £43,000 per year
3. VAT receipts, estimated at a rate of 9.7%, due to the exclusion of non-VAT'able items such as food, on the marginal propensity to consume due to increased income, which is calculated at 64% in line with the methodology outlined in BIS 2011ii.
4. Employer National Insurance contributions on increased individual wages at 13.8% on earnings above £156 (£8,112).

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

Normally, estimations of the returns to the Exchequer from learning would include an estimation of tax foregone due to learners being out of the labour market during learning. However, as very few union learners leave employment when taking up learning opportunities we have discounted this cost to the Exchequer.

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

On this this of this simple model, the return on to the exchequer generated by ULF Round 17 is £3.10 per £1.00 invested, as shown in 8 below. This is lower than the £3.57 calculated for the previous round.

Table5: Estimate of return to the exchequer

	Increase in individual earnings	% to Exchequer	Benefit to Exchequer
Income Tax on raised individual earnings	£1,007,000,000	15%	£151,100,000
National Insurance on raised individual earnings	£1,007,000,000	12%	£120,800,000
VAT receipts on raised individual earnings (post tax)	£644,480,000	9.7%	£62,500,000
Employer N.I. contributions on raised individual earnings	£1,007,000,000	13.8%	£139,000,000
Return to Exchequer			£473,400,000
Rate of Return			£3.1
Gross Return / Investment			3.1

Method used to estimate ULF Rounds 17/18 Wage Impact

	Calculation	Source
Number of ULF Learners	a	ULF Round 16 Final Claims
% completing course	b	2017 Union Learning Survey
Number completing course	c = (a x b)	Calculated
% Gaining a Higher qual	d	2017 Union Learning Survey
% Gaining Same or Lower qual	e	2017 Union Learning Survey
Number of learners gaining Higher qualifications	f = (c x d)	Calculated
Number of learners gaining the same or lower qualifications	g = (c x e)	Calculated
Number of years learners remain in Labour market	h	2017 Union Learning Survey
Wage Premia for those gaining higher qualifications (%)	i	CE/IER in BIS Research Report No. 38
Wage premia for those gaining same or lower Level qualifications (%)	j	CE/IER in BIS Research Report No. 38
Proportion of qualification gained	k	Estimated
Average wage for learners studying each qualification type	l	2017 Union Learning Survey
Wage Premia per learner (£) - per annum - Learners gaining higher qualifications	m = (i x k x l)	Calculated
Wage Premia per learner (£) - per annum - Learners gaining same or lower qualifications	n = (j x k x l)	Calculated
Wage Premia per learner (£) - working life - Learners gaining higher qualifications	o = (h x m)	Calculated
Wage Premia (£) - working life - Learners gaining same or lower qualifications	p = (h x n)	Calculated
Wage Premia - all learners - working life - those gaining higher quals	q = (f x o)	Calculated
Wage Premia - all learners - working life - those gaining same or lower quals	r = (g x p)	Calculated
% of learning resulting from ULF intervention (i.e. adjustment for counter-factual)	s	2017 Union Learning Survey
Total impact of learning due to wage premia	t = (q + r) x s	Calculated

Method used to estimate ULF Rounds 17/18 <u>Employment Impact</u>

	Calculation	Source
Employment Premia for those gaining Higher Qualications	u	CE/IER in BIS Research Report No. 38
Employment Premia for those gaining Same / Lower Qualifications	v	CE/IER in BIS Research Report No. 38
Average annual wage for learners studying each qualification type	w	ONS / ASHE
Wage Premia per learner (£) - per annum - Learners gaining higher qualifications	x = (u x w)	Calculated
Wage Premia per learner (£) -per annum - Learners gaining same or lower qualifications	y = (v x w)	Calculated
Wage Premia per learner (£) - working life - Learners gaining higher qualifications	z = (h x x)	Calculated
Wage Premia (£) - working life - Learners gaining same or lower qualifications	aa = (h x y)	Calculated
Wage Premia - all learners - working life - those gaining higher quals	ab = (f x z)	Calculated
Wage Premia - all learners - working life - those gaining same or lower quals	ac = (g x aa)	Calculated
% progressing into learning due to ULF (i.e. taking counter-factual into account)	ad	2017 Union Learning Survey
Total impact of learning due to Employment premia	ae = (ab + ac) x ad	Calculated

Wage Impact and Employment Impact are then added. From this total, the delivery costs (ULF Round 17 and 18 plus course delivery costs) and productivity foregone (Guided learning hours x average wage) are subtracted, to generate an overall estimate of economic impact.