



Adult Education Budget Devolution Evaluation – Year Two

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INTRODUCTION

Devolution of the Adult Education Budget (AEB) to the Cambridgeshire and Peterborough Combined Authority (CPCA) was agreed in the Devolution Agreement of November 2015. The AEB is a single funding stream replacing what had previously been three separate budget lines:

- The Adult Skills Budget (namely skills provision for adults aged 19 years and above),
- Community Learning,
- and Discretionary Learner Support.

It encompasses a range of statutory entitlements for learners, including the right to fully funded provision for basic English and maths qualifications and, depending on the resident's age and employment status, an entitlement to a first full level 2 and first full level 3 qualification.

The Devolution Agreement gave the Combined Authority responsibility for ensuring high quality adult education is available for Cambridgeshire and Peterborough residents from 1 August 2019 for the 2019-2020 academic year and beyond.

The primary purpose of the CPCA AEB fund is to engage adults and provide them with the skills and learning needed for work or further learning. In addition, it will improve employability skills including communication, self-confidence and attitude to work and enable people to contribute to the social wellbeing of their community. It will enable more specific programmes of learning to help those furthest away from the market place of work and learning.

The Combined Authority, in line with local devolution, aim to enable a closer link between employers, local communities and the education and training curriculum offer.

Evaluation

This report is the second-year evaluation following a year one report published for the 2019/20 year. These have first and foremost been formative exercises, designed to help the Combined Authority and wider stakeholders and partners understand how the first two years of devolution of the budget has gone, what works, lessons to be learnt and the potential for future impact.

A full impact evaluation is anticipated after three years of the Cambridgeshire and Peterborough Combined Authority Adult Education Budget delivery.

There were five main stages involved in the work:

- Desk review of background documentations
- Analysis of monitoring data
- Provider survey and follow up consultations with providers
- Student survey
- Stakeholder consultations

The online provider survey was sent to all 16 providers and a response was received from 14 providers. To ensure that detailed feedback was gathered from a range of different providers, a purposive sampling approach was used to select providers for in-depth telephone consultations. Factors which informed sampling included:

- Provider size (contract value)
- Type of contract (grant/ITP)
- Provider delivery (adult skills/community learning)
- Previous experience of AEB delivery
- Range of responses to the survey questions.

Telephone consultations were carried out with five providers. All fieldwork was completed between September-October 2021.

The student survey was sent to a sample of 391 students from two adult education providers who had gained student's consent to participate in external surveys. A response was received from 112 students (29%).

Six stakeholder consultations were completed between November – December 2021. External stakeholders who cover the following organisations or memberships were consulted during this stage of fieldwork:

- CPCA Skills Committee
- CPCA Employment and Skills Board
- Business Board
- University of Cambridge
- Anglia Ruskin University
- DWP (Department for Work and Pensions)
- AELP (Association of Employment and Learning Providers)

To ensure the anonymity of those who have contributed to the evaluation, qualitative feedback received in all stages of fieldwork has been summarised in the report where necessary.

OVERVIEW OF FUNDED ACTIVITY

CPCA were awarded £10,759,247 in base allocation AEB funding for delivery in the 2019/20 academic year by the Education and Skills Funding Agency (ESFA). In addition to this, the CPCA were awarded £257,000 from the separate funding stream of the National Skills Fund. As part of the Lifetime Skills Guarantee announced by government in 2020, from April 2021 a targeted National Skills Fund level 3 adult offer has been developed to support adults without an existing full level 3 qualification. The Combined Authority determined the individual NSF allocations to providers.

For the 2020/21 year, over half a million pounds of 2019/20 unspent adult education budget and Local Growth Fund was allocated as part of a newly created Innovation Fund. All existing providers for 2020/21 could bid for grants for up to £50K to test new and innovative ways of delivering training courses to adults aged over 19.

In the second year, evidence was used from the first-year delivery, alongside local contextual and skills evidence, to implement a number of funding changes (please see Annex A for a description of each devolved measure). These changes included:

- Low Wage Scheme
- Geographical uplift (4% funding uplift for areas of skills deprivation)
- Fully funded first full level 2
- Fully funded English as a Second Language courses
- One Year 18-19 Classroom Based Offer/High Value Courses
- Sector-based Work Academies
- National Skills Fund Level 3 Offer

Provider Awards

AEB funding was awarded to 16 different providers in 2020/21, this was one less than 2019/20. The change in the overall number of providers was due to the following:

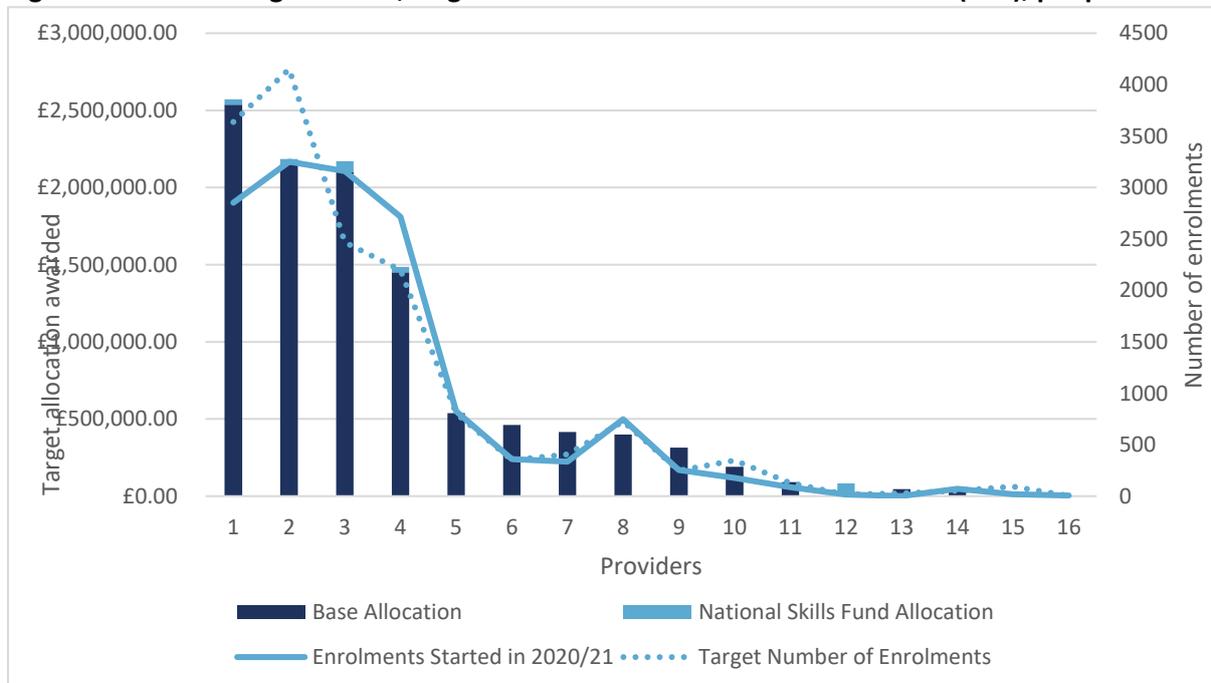
- The merger of Peterborough Regional College and New College Stamford into Inspire Education Group
- The loss of Central Bedfordshire Council and TCHC as providers
- Gaining GNR Training and the College of Animal Welfare as providers part way through the academic year

Of these, eleven were grant providers (existing providers within a ten-mile radius of the CPCA boundary) and five were Independent Training Providers (ITPs).

The total amount of funding awarded (excluding National Skills Fund allocations) ranged from £3,520 to £2,535,600 for grants and from £0¹ to £537,765 for ITPs.

The chart below shows the total funding award amount (both base allocation and National Skills Fund allocation where applicable) for each provider along with the total number of targeted and achieved enrolments.

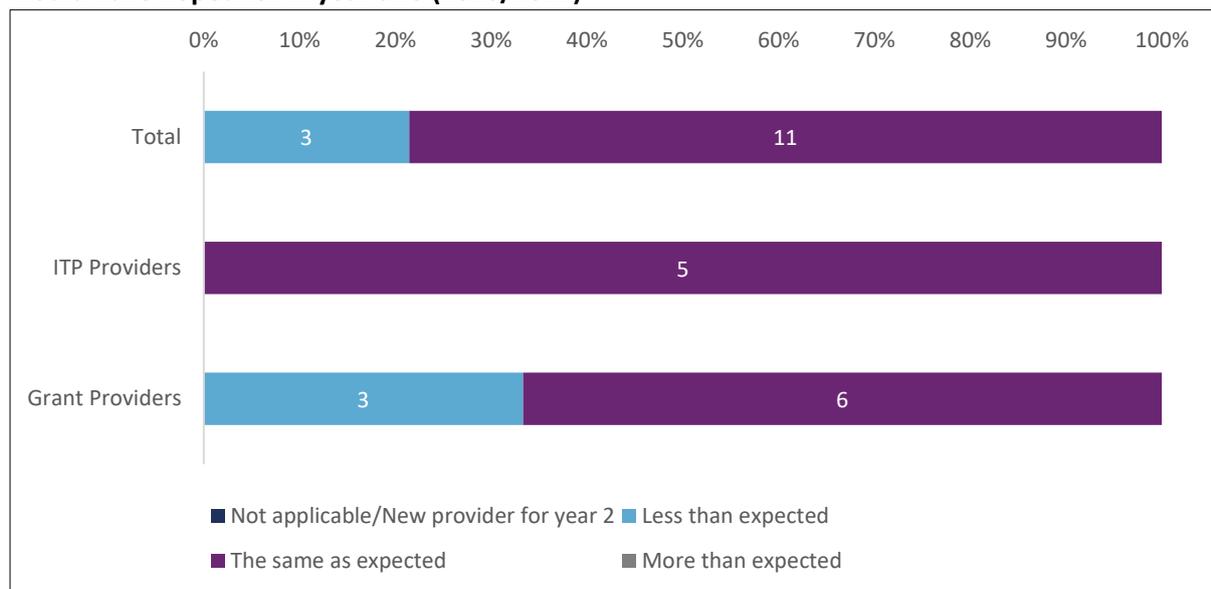
Figure 1: Total funding awarded, target enrolments and achieved enrolments (R14), per provider



¹ One Independent Training Provider (ITP) received no base funding allocation but did receive a National Skills Funding allocation.

The profile of providers varied in terms of the extent to which they delivered in the CPCA delivery area versus elsewhere, their previous experience of delivering AEB in CPCA and the extent to which they subcontracted. The survey asked providers what proportion CPCA AEB made up of their total Adult Education Budget. Of the 14 providers who answered this question half (seven providers) stated that it made up under 25 per cent of the overall budget, illustrating that several providers have significant delivery elsewhere. Two providers stated that CPCA AEB made up over 75 per cent of their total budget, these providers are in the top four for contract size with total budgets of over £1 million. The fact that CPCA AEB accounts for the majority of provision for these providers with high value contracts mitigates risk for the CPCA.

Figure 2: Provider survey response to how the amount of funding received compared to what they would have hoped for in year two (2020/2021)



In response to the survey question on the amount of funding received, most providers (eleven) indicated that they received the same amount of funding as they had expected for 2020/21, with the remaining three providers (all grant providers) receiving less than expected. In the follow up consultations one provider who had received less funding than expected stated that this linked to their allocation being determined based on 2019/20 delivery which had been impacted by Covid-19.

Most providers (ten) who responded to the survey indicated that they would like to receive more funding in year three (2021/22), with the remaining four providers (all grant providers) indicating that they would like to receive the same amount of funding. Providers were asked about their plans for any additional funding, specifically whether they would: increase provision, provide additional provision, or anything else. Most providers (nine) indicated that they would use additional funding to increase provision. Five providers indicated that they would use the funding to provide additional provision. Qualitative feedback from the survey referenced existing demand as well as anticipated increasing demand in the future, linked to an increased online offer, receding impacts of Covid-19 and increases in sector-based work academies/training centres. Feedback from the consultations highlighted that provider would use the additional funding to expand online provision, increase provision in recently obtained teaching spaces, and offer more level 3 courses. Some providers discussed offering more courses which were aimed at returning to work, such as access programmes. However, they expressed that there were challenges with not being able to offer programmes to learners outside of the CPCA border, and with the size of groups, that providers were expected to obtain, it would be difficult to only offer these courses to CPCA learners.

Innovation Fund

The Innovation Fund is targeted at unemployed citizens or those at risk-of-redundancy, adults who require English language skills, health volunteers including those supporting the Covid-19 response, adults with learning difficulties and disabilities and ex-offenders.

The successful projects that were awarded funding are: Cambridge Regional College, City College Peterborough, Inspire Education Group, College of West Anglia, Skills Network and West Suffolk College. Projects range from training entrepreneurs with business start-up ideas, English and maths support for adults, careers guidance for adults to digital and construction skills training (see Annex B for project details).

As the successful bids were allocated funding part way through the year, the year two evaluation primarily focuses on the process of applying for the additional funding. Provider feedback on the Innovation Fund projects and any initial impacts are reported, however, a full review of projects and impact, should form part of the year three impact evaluation.

Of the 14 providers who responded to the survey, half (seven) applied for the Innovation Fund, five of these were grant providers and the remaining two were ITP providers. Six of these providers stated that they were successful in their application and one respondent did not provide an answer. Five of these providers were very satisfied with the application process while two were somewhat satisfied. Qualitative feedback around the application process highlighted positive feedback around the process being simplified, well managed and with clear communication. One provider highlighted a need for the opportunity to continue funding projects which are difficult to complete within six months.

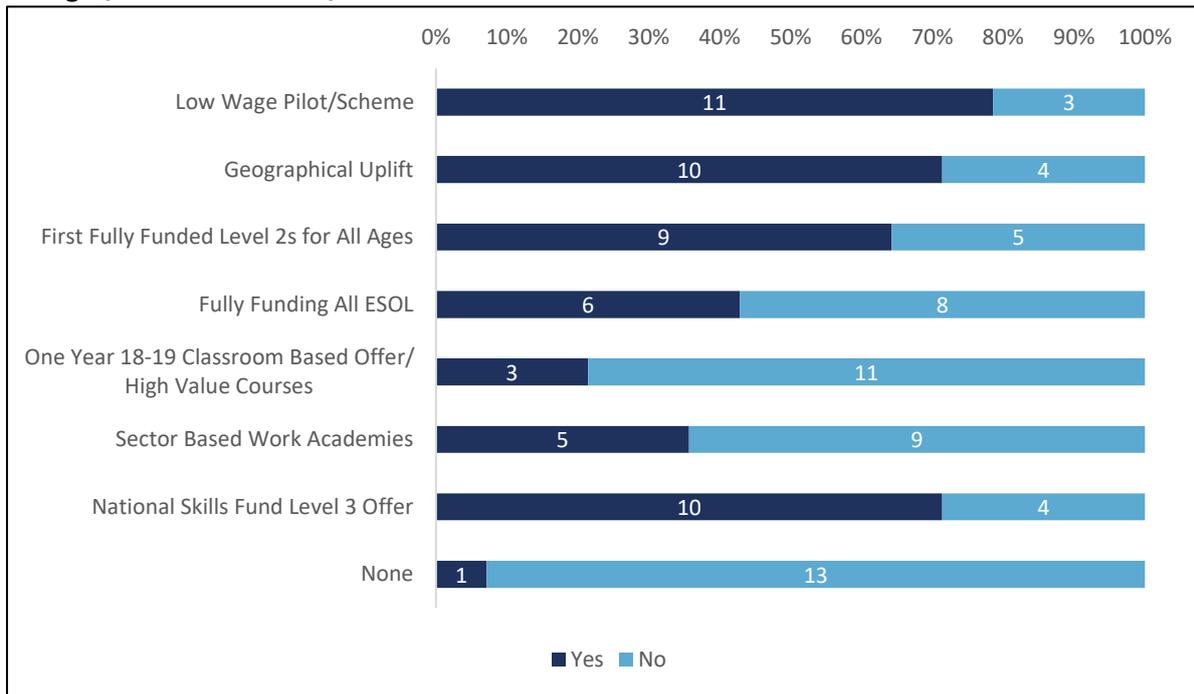
Qualitative responses from the survey which asked about the reason behind the application for the Innovation Fund highlighted that this was used for targeting hard to reach groups, and to deliver specific programmes which may have not been eligible for public funding. This ranged from the development of specific courses to new single spaces for residents and businesses to access learning, training, and social wellbeing activities. Additionally, the fund was used to support specific groups such as those made redundant because of Covid-19.

Follow up consultations with a selection of providers highlighted the various ways in which this fund was used, with many using it to support people in harder to reach groups. One provider used part of this fund to purchase laptops for adult learners experiencing digital poverty and this helped support connectivity issues experienced in more rural areas. The fund was also used to create new in demand courses, for instance the provider also used the Innovation Fund to provide a course for people who wanted their own business start-up, they stated that 70 per cent who completed the course now had a start-up. Other feedback around the Innovation Fund highlighted providers using the fund to increase their English to Speakers of Other Languages (ESOL) offer, one provider discussed how this was particularly successful in factories in Fenland, where people could complete courses while they were in employment. Additionally, this provider discussed how they extended the fund to provide digital skills, which allowed them to teach important and relevant skills around technology.

Funding Changes

In 2020/21, several funding changes were implemented (please see Annex A for a description of each devolved measure). Providers were asked which funding changes or additions they had made use of in 2020/21. The responses are displayed in figure 3 (below).

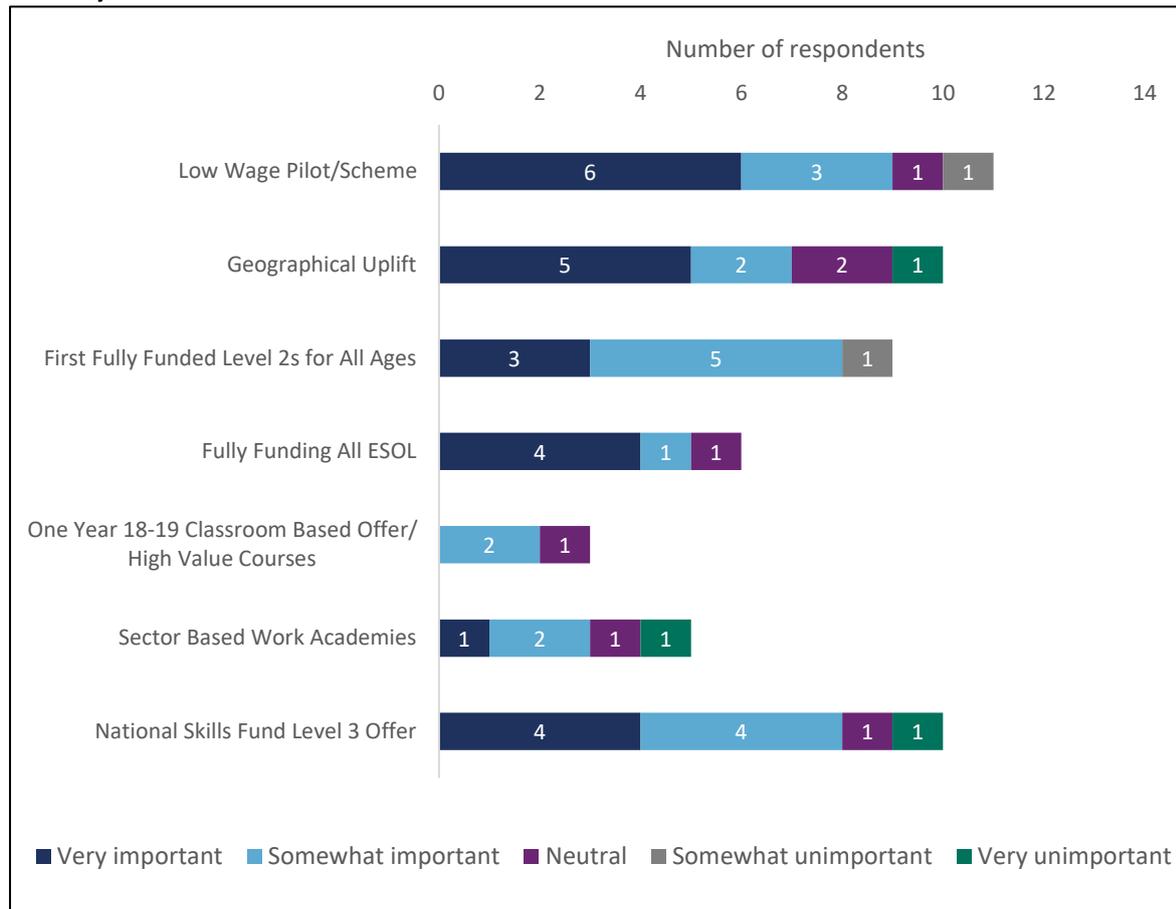
Figure 3: Provider survey response to whether or not they had made use of specific funding changes/additions in 2020/21



Most providers had made use of the low wage pilot (11), geographical uplift (10) or National Skills Fund offer (10). Only one of the 14 providers responding to the survey had made no use of the funding changes or additions made available in the 2020/21 academic year.

Providers were asked how important each of these funding changes or additions had been to their delivery, the responses are displayed in figure 4 (below). These responses have been analysed alongside qualitative feedback received both in the survey and during consultations with the results outlined in the following section.

Figure 4: Provider survey response to how important the funding changes had been to their delivery



Of the eleven providers who made use of the Low Wage Pilot/Scheme, nine outlined that this scheme was important to their delivery, with six stating that it was very important. In the consultations with one of the providers (who said this was neutral for their delivery), they stated that although it helped some people access provision it was not very well known. They stated that this could have been due to them not promoting the scheme.

The Geographical Uplift was also considered important by most providers who made use of the scheme, with seven of the ten who used it stating it was important to their delivery (five said it was very important). Of the remaining three, two providers said it was neutral to their delivery while one provider stated that it was very unimportant. Qualitative feedback from the survey highlighted the high value of the uplift, especially where a high proportion of learners come from disadvantaged areas. The consultations highlighted that this was useful as it helped in reaching people in more disadvantaged areas, and that this funding change made a positive difference.

Nine providers made use of the First Fully Funded Level 2s for all ages, and eight of these outlined that it was important to their delivery (three said it was very important). Feedback from consultations highlighted that this was important as it allowed providers to upskill more people and provide more fully funded courses.

Some of the funding changes/schemes were used less than others, the One Year 18-19 Classroom Based Offer/High Value courses was only used by three providers, two of which said it was somewhat important to their delivery. Feedback from consultations highlighted that providers felt many adults could not give up their jobs and income to participate in these courses.

The Sector-based Work Academies were used by five providers, three of whom stated it was important to their delivery (one highlighted that it was very important). One provider stated this funding change was very unimportant. Feedback from the consultations highlighted that this funding change was successful as it was a suitable transitional programme, especially as it was a short course with guaranteed interviews, focussed on leading to employment. Neutral feedback around these highlighted challenges relating to border issues, with many learners outside of the CPCA area.

Ten providers made use of the National Skills Fund level 3 offer, eight of which outlined that it was important to their delivery. One provider said it was neutral while the other said it was very unimportant. Qualitative comments from the survey highlighted the positive impact of the National Skills Fund for specific sector qualifications for over 24s. Follow up consultations with providers highlighted that this allowed them to fully fund more learners than they could previously, although one provider had trouble in getting level 3 learners enrolled. Some providers raised issues relating to the compiling of the list of courses funded via this offer, highlighting the need for local priorities to feature.

Fully funded ESOL was used by six providers, five of which stated that it was important to their delivery. Consultations with providers who used the scheme highlighted that this was a very important scheme as it cut the price of the course in half, allowing learners to choose the right course for them rather than deciding based on cost. Additionally, it was highlighted that there were many non-English speaking individuals in Fenland, Peterborough and Huntingdon, and ESOL courses were very valuable in targeting those learners.

DELIVERY AND OUTPUTS

Delivery

The following section provides an overview of AEB delivery based on data at quarter four (R14). £9,477,624.97 (including £193,160.69 for learning continuing over from 2019/20) spent so far²

- 14,872 enrolments starting in 2020/21
- 8,674 learners starting in 2020/21

Of this spend, £1,541,529 (including £33,811 for learning continuing over from 2019/20) was subcontracted to 25 providers who delivered 2,743 enrolments starting in 2020/21 to 1,854 learners. A full list of subcontractors is provided in Annex E.

CPCA Adult Education Budget reached a total of 8,674 people. The key characteristics across these individuals were as follows:

- 79% took part in Adult Skills learning aims and 28% took part in Community Learning aims³
- 13% were aged 19-23
- 21% were ethnic minorities
- 34% were unemployed and looking for work
- 33% had a prior attainment level of 1 or below
- 34% studied more than one learning aim
- 49% took part in a 'Preparation for Life and Work' aim

² Includes % uplift figure and estimated Community Learning spend based on a pre-agreed average amount of funding per enrolment

³ As a learner can enrol in multiple learning aims an individual may have taken part in both Adult Skills and Community Learning aims

Figure 5: Cambridgeshire and Peterborough Learner Characteristics 2020/21

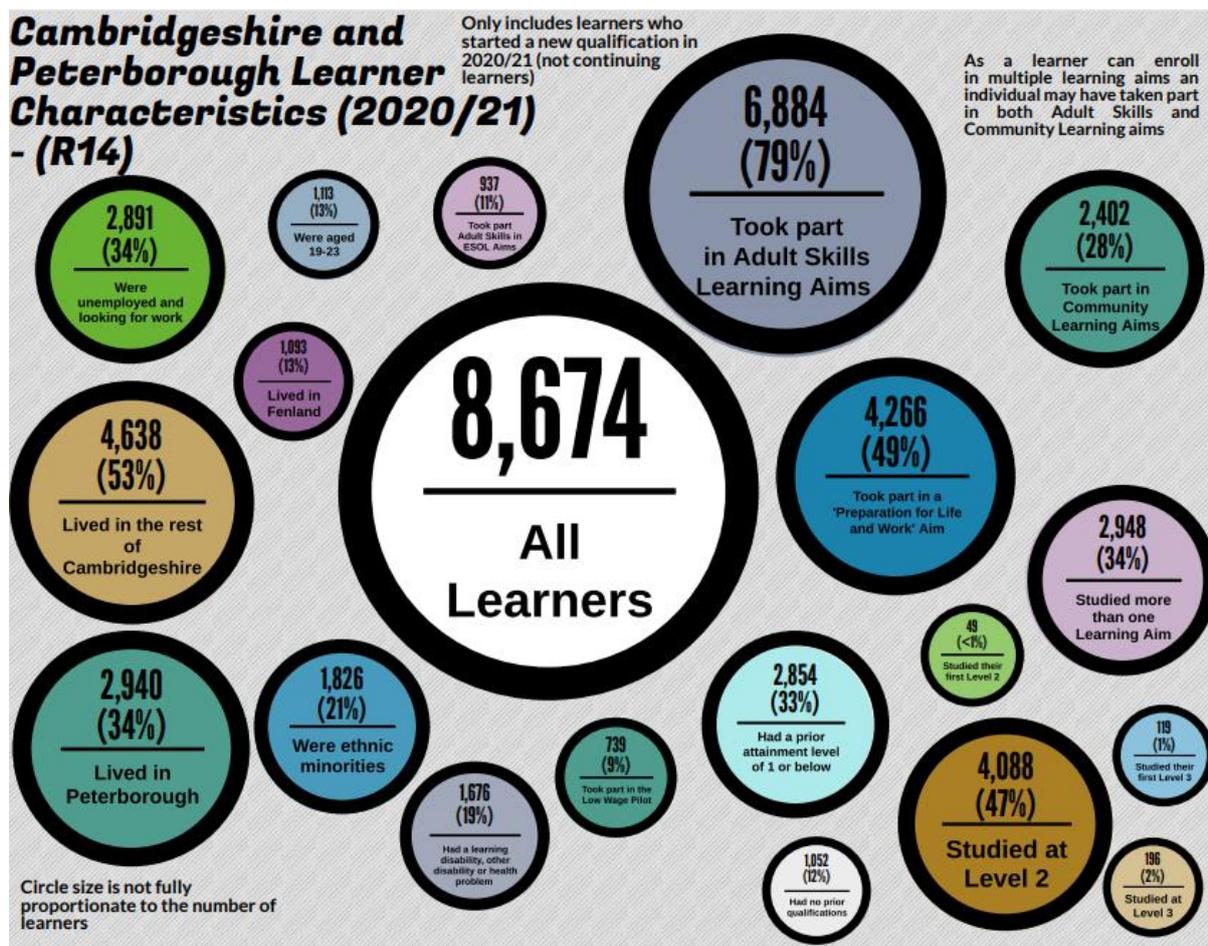


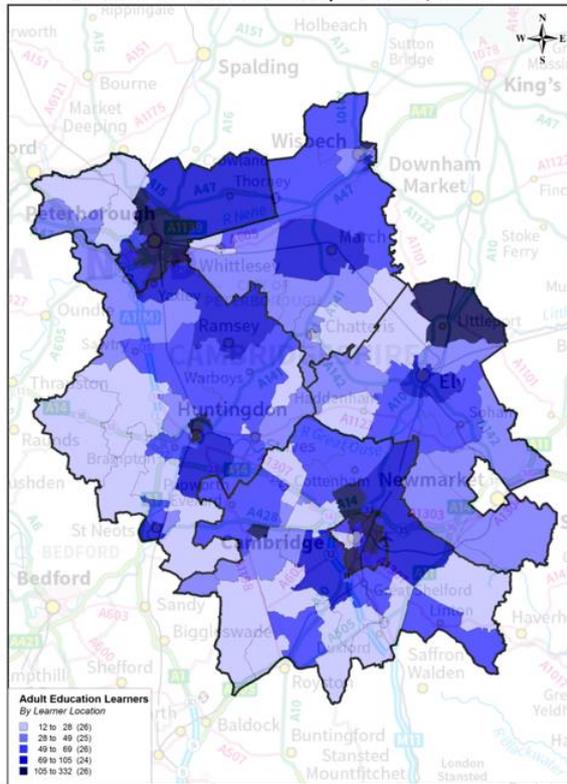
Table 1: Proportion of all enrolments by learner's home district

Learner's home district	Proportion of all enrolments	Change in proportion of enrolments since 2019/20
Cambridge	15%	+2%
East Cambridgeshire	7%	+1%
Fenland	11%	0%
Huntingdonshire	14%	+1%
Peterborough	42%	-6%
South Cambridgeshire	12%	+3%

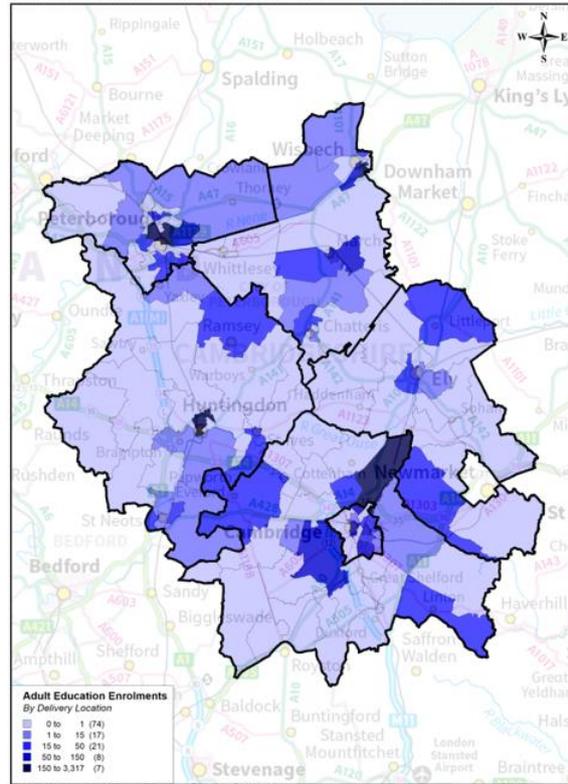
The maps below display the count of learners by home location (left) and count of enrolments by delivery location (right) at the district ward level. Comparison between these maps illustrates that, in line with patterns observed in 2019/20, learners were more evenly distributed across the CPCA area based on their home location compared to delivery. Learners were mostly concentrated in Cambridge, Peterborough, Huntingdon and northern part of East Cambridgeshire with some cold spots for learners in the South and West of the region.

Figure 6: Learner home locations and learning aims delivery locations

Learner Location - Number of Learners by Ward 2020/21 R14



Delivery Location - Number of Enrolments by Ward 2020/21 R14

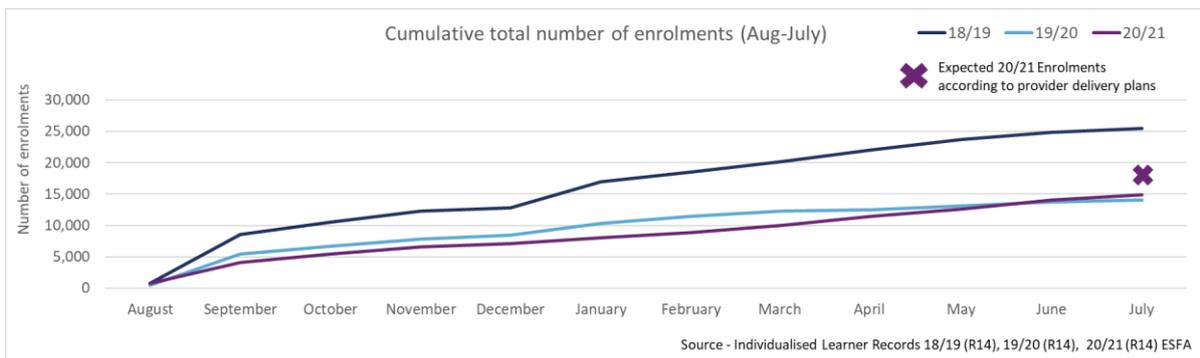


Performance against targets

Of the total 14,872 learning aims recorded in the 2020/21 academic year (R14), 79 per cent had been achieved. Of the learning aims which were recorded as completed, 95 per cent had been achieved. This is similar to the proportions in 2019/20.

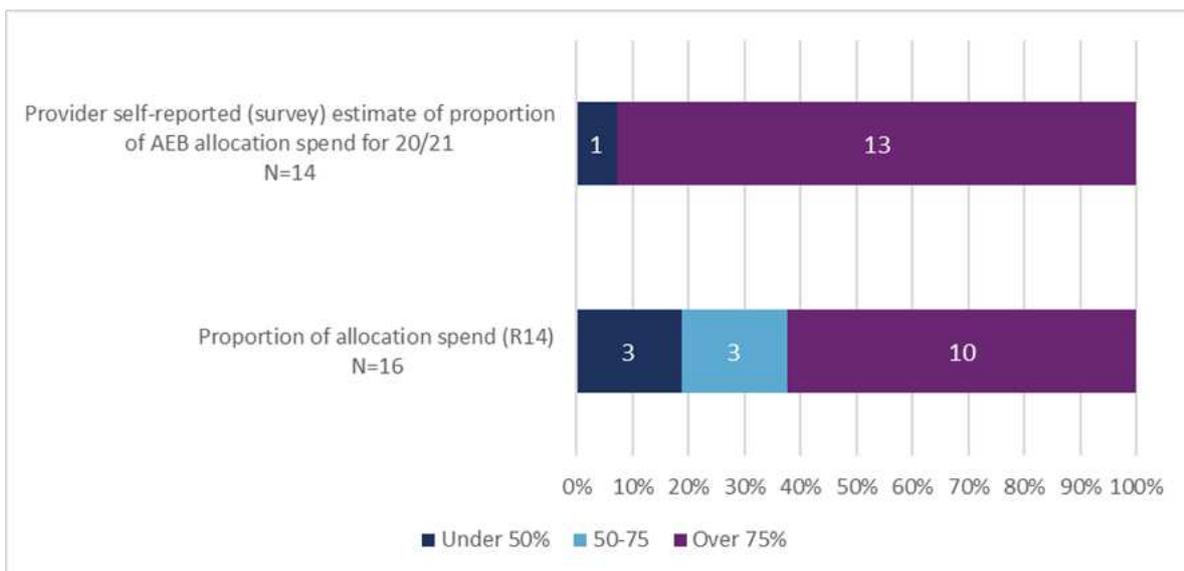
The chart below shows the cumulative total number of enrolments between August and July for 2018/19, 2019/20 and 2020/21. The number of enrolments for 2020/21 tracked slightly below those seen in 2019/20 up until April where enrolments then rose to finish just above 2019/20 levels in July 2021, although slightly below (-4%) the expected number of enrolments based on provider delivery plans.

Figure 7: Cumulative total number of enrolments (Aug-July), 2018/19, 2019/20 and 2020/21



Nearly all providers (13 out of 14) stated in the survey that they anticipated spending over 75 per cent of their year two allocation. One provider indicated that they anticipated spending under 50 per cent. The actual allocation spent for 2020/21 showed the majority of providers (ten) had spent over 75 per cent of their allocation at R14, however, there were three providers who had spent between 50-75 per cent and three who had spent less than 50 per cent.

Figure 8: Estimated (provider survey) and actual proportion of AEB allocation spend 2020/21⁴



⁴ Includes estimates of Community Learning spend

Provider Feedback on Delivery

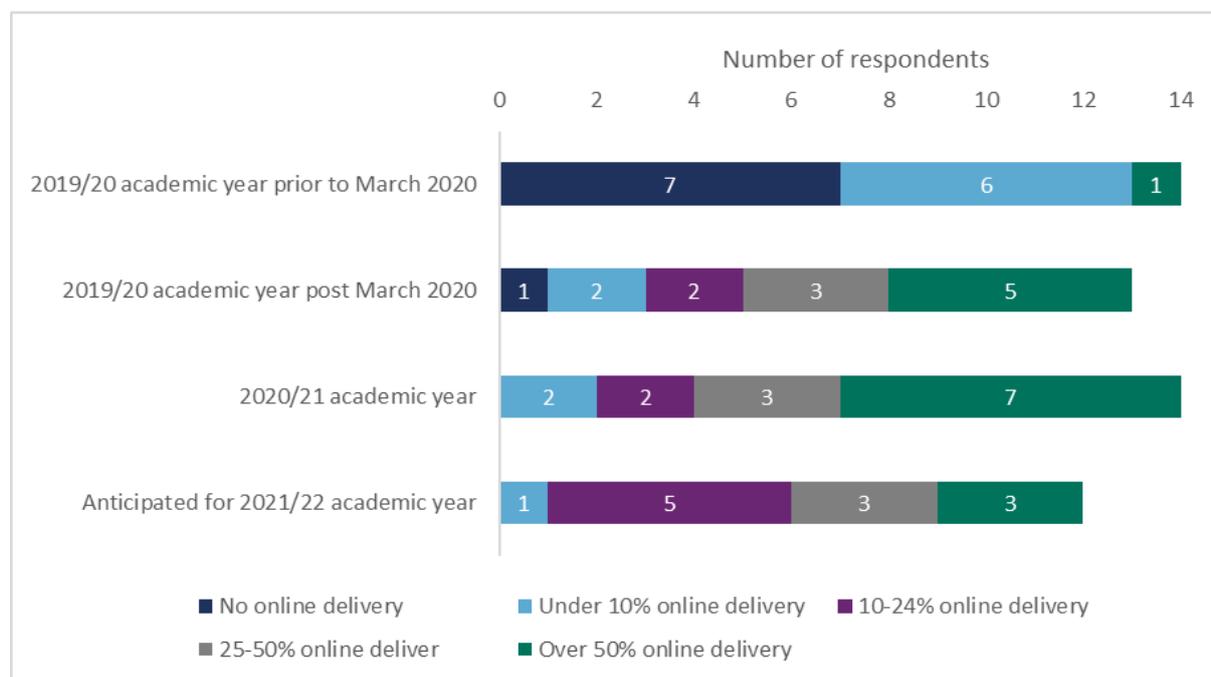
Providers were asked in the survey how they felt their delivery was going in the year-to-date. Most providers felt that their delivery had been going either 'very well' (six providers) or 'quite well' (four providers). Four providers felt that their delivery was going moderately well. No providers selected the 'not very well' or 'not at all well' option. Qualitative feedback in relation to delivery working well included providers indicating that they were on track to deliver their profile or deliver ahead of profile. The factors which were highlighted during consultations as being key to successful delivery included adaptation to new delivery models such as an increase in online provision along with the success with the fully funded ESOL programme. Additionally, one provider outlined how they saw the demand for courses relating to mental health increase considerably, and how they supported the delivery of these courses through the development of online learning packages.

A few providers raised challenges in relation to delivery which included issues in recruitment of learners due to the pandemic, along with being unable to deliver provision face to face. Feedback from the consultations highlighted that as restrictions eased and people returned to work, demand for courses decreased, and one provider therefore discussed having to work harder to get more learners in. However, it was outlined that demand has since increased, with the provider delivering more than expected. Providers who were delivering courses in specific sectors which were more likely to have been affected by the pandemic saw impacts on their ability to deliver.

Covid-19 Impact

Providers were asked in the survey about their proportion of AEB provision delivered online for four different time periods, see figure 9 (below). This highlighted that prior to Covid-19, half (seven) of the providers surveyed had no online delivery prior to the pandemic. This increased in the 2019/20-year post March 2020, where all but one of the providers were delivering some provision online. By the 2020/21 academic year, half (seven) of providers were delivering over 50 per cent of their provision online, with a further three providers delivering between 25-50 per cent online. This demonstrates the impact of Covid-19 on providers ability to deliver face to face and how delivery models had to be transformed. The anticipated proportion of provision to be delivered online in 2021/22 is slightly less than the 2020/21 peak with just three out of the nine providers who responded stating online delivery would be over 50 per cent. Most providers anticipated that online provision would account for between 10 per cent to 50 per cent of all provision in 2020/21.

Figure 9: Proportion of AEB provision delivered (estimated) online.



Providers were asked in the survey how Covid-19 has impacted on their AEB provision, the comments on this ranged between providers. Several providers discussed difficulties with recruitment and enrolment, such as challenges in recruiting enough learners and having to run more courses to have sufficient learner numbers to match vacancies. Some providers also highlighted the challenges with retention of learners and learner progression which was in part linked to limited face-to-face support for learners.

Provider feedback in the follow up consultations indicated that the impact of Covid-19 had varied between providers depending on their circumstances. Some providers felt that their delivery model had protected them from negative impacts, for example, being involved with sectors that had seen employment demand remain stable or even grow, feedback around this highlighted a considerable increase in the demand for courses relating to mental health. Some providers had delivery models which already included or easily adapted to online learning, which mitigated some of the negative impacts of Covid-19.

Providers who specialised in mostly face-to-face provision discussed changes they made to improve their online delivery, such as investments in smart technology and the development of online learning packages. There were discussions around assessment tools designed to determine whether people are suitable for online learning, with approaches being designed for individual students. Providers who experienced challenges with online learning outlined that certain courses, such as ESOL or practical courses were very difficult to deliver online, and that the online delivery model made it harder to reach people in more deprived areas, with people in these areas less likely to have the right tools to access online provision.

An increase in demand due to people being furloughed and spending more time at home was highlighted as a potential opportunity for Adult Education in last year's evaluation. Feedback from the consultations in year two highlighted that people returning to work led to decreased demand, however this has since stabilised with many providers delivering more than expected.

Learners were asked whether Covid-19 had impacted on their learning experience either positively or negatively. Most learners (54 per cent) stated that Covid-19 had not impacted on their learning experience. Under a fifth of learners (17 per cent) reported that Covid-19 had negatively impacted upon their learning experience, with 29 per cent of learners reporting a positive impact. Most qualitative comments relating to positive impacts referenced the accessibility and flexibility of online learning and having more time to study as a direct result of the pandemic (furlough, lockdown etc). Qualitative comments relating to negative impacts highlighted a preference for face-to-face learning and the disruption to learning because of Covid-19.

Other feedback from providers

Most providers (12 out of 14) were satisfied with the support available to them from the Combined Authority's AEB team, with nine of these providers indicating they were very satisfied. The evaluation of year one highlighted that most providers expressed positive feedback about their relationship with the AEB team, particularly highlighting levels of communication, access to support and the opportunity to work more closely than under the pre-devolution system. This was the case this year as well, with providers praising the flexibility and agility of the new devolution system, as well as the level of support available to them from the AEB team. One issue highlighted as an area for improvement was the communication of short-notice changes to guidance and rules, providers suggested that earlier engagement and communication would be beneficial to mitigate the impact of such changes on them.

Most providers (11 out of 14) were either very satisfied or somewhat satisfied with the level of administration involved in the process. However, two providers, indicated that they were very unsatisfied with the level of administration. Qualitative comments from the survey and feedback during the consultations relating to the negative aspects of the level of administration suggested that some providers found the system to be bureaucratic and they felt they were being micromanaged under the new devolved system.

Most providers (12 out of 14) indicated that they found the quarterly reviews helpful, rating between six to ten on a scale of one (not helpful) to ten (extremely helpful). Two providers answered on the negative side (four on the scale). Additionally, it was highlighted that the quarterly review meetings were particularly quantitative data driven and would benefit from more qualitative learner stories.

In the survey and in the telephone consultations providers were asked if they had any recommendations for the CPCA for future commissioning. Recommendations included: Renewal of funding for the Innovation Fund projects, continued engagement with local education providers and employers and allowing providers the opportunity to be more involved in strategic conversations, locally and nationally.

Notable changes to delivery 2018/19 (pre devolution) – 2020/21

Whilst specific funding changes were not introduced in 2019/20 there was an encouragement under devolution for providers to shift delivery of adult education in line with local priorities outlined in the Cambridgeshire and Peterborough Independent Economic Review (CPIER). Devolution has led to an active shift in the provision of adult education in Cambridgeshire and Peterborough and these changes have been sustained into the second year of devolution as evidenced by the figures in table 2 (below).

Table 2: Comparison of provision between 2018/19, 2019/20 and 2020/21

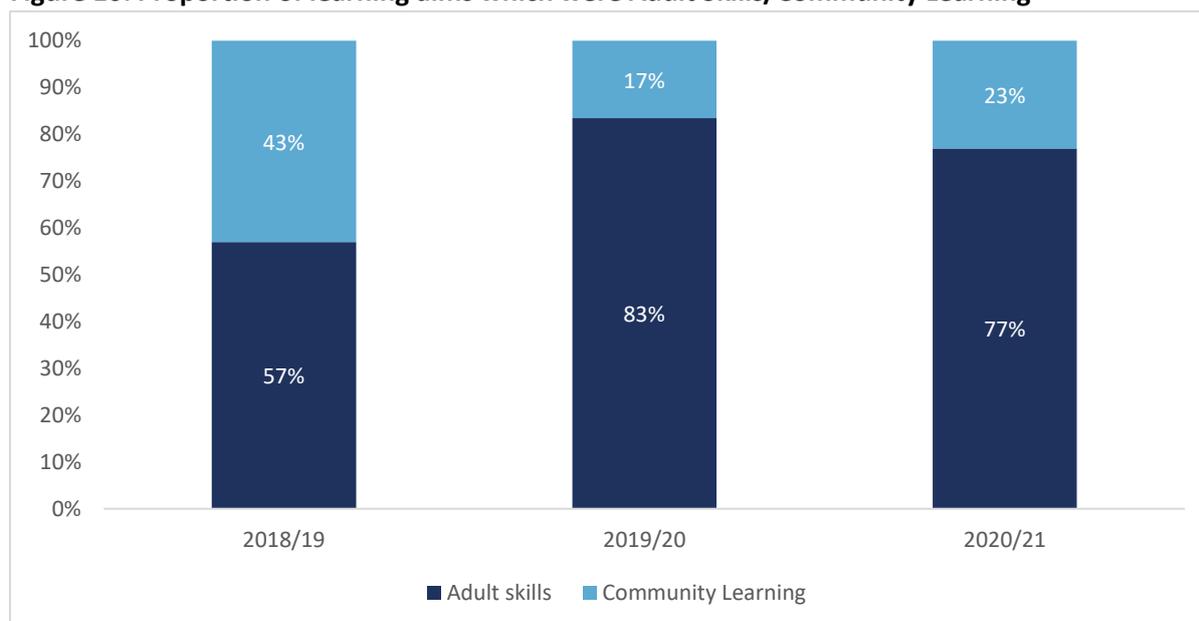
	2018/19 (pre-devolution)	2019/20 (first year of devolution)	2020/21 (second year of devolution)
Average Funding per learner*	£909.85	£914.67	£948.03
Number of providers	190	17	16
Proportion of learning aims subcontracted	41%	17%	18%
Proportion of Community Learning	43%	17%	23%
Proportion of Adult Skills	57%	83%	77%
Proportion of learning aims delivered to learners who reside in areas of deprivation**	22%	34%	28%

* data only available for Adult Skills learners.

** Top 20% most relatively deprived areas overall according to the 2019/20 Indices of Multiple Deprivation. The 2020/21 4% uplift area also included areas which fell into the top 40% most relatively deprived for adult skills in particular

The average funding per Adult Skills learner has increased under devolution from £909 in 2018/19 to £948 per learner in 2020/21. Both the total number of providers and the proportion of learning aims subcontracted decreased markedly in the first year of devolution and this simplification of provision has been sustained in year two. There was also a significant shift in the type of provision delivered between 2018/19 and 2019/20 with the proportion of Adult Skills provision rising and Community Learning decreasing correspondingly. This pattern was maintained in 2020/21, as illustrated in figure 10 (below), with Adult Skills accounting for over three quarters of all provision, albeit with a slight increase in the proportion of Community Learning from 17% in 2019/20 to 23% in 2020/21. Community Learning provision in 2019/20 become more evenly spread across the CPCA area, having previously been disproportionately focused on South Cambridgeshire and Huntingdonshire prior to devolution. This shift has been maintained in 2020/21 with learners enrolled on Community Learning living fairly evenly across the six CPCA districts.

Figure 10: Proportion of learning aims which were Adult Skills/Community Learning



Following on from an increase in the proportion of learning aims delivered to learners who reside in areas of deprivation from 22 per cent in 2018/19 to 34 per cent in 2019/20, this proportion decreased slightly to 28 per cent in 2020/21. The changes observed in 2019/20 were in part driven by an increase in Community Learning in Fenland and particularly Peterborough, which are the districts with the highest number of areas falling in the top 20 per cent most deprived nationally. In 2020/21 there was a reduction in the proportion of all Community Learning delivered to learners who reside in Peterborough, from 43 per cent to 23 per cent, which may be linked to the reduction of learning aims delivered to learners who reside in areas of deprivation in 2020/21.

These changes to provision were discussed during the consultation with one provider which had gone through a substantial transformation in 2019/20. In the year one evaluation, this provider explained that achieving a significant shift in provision from Community Learning to Adult Skills had involved a major service transition. A new model was developed based on the foundation of programmes meeting local skills needs and being tailored to local learners. The shift in provision was achieved through an active reduction in 'leisure style' offers within Community Learning (including from subcontractors) and the development of relationships with stakeholders and community groups, through geographically based development workers, to help tailor the delivery offer to local skills needs. A particular focus on the development of relevant programmes in areas of high deprivation was also discussed. In the follow up consultations of the year two evaluation this provider discussed these changes and outlined how they were working with the AEB team and providing training on Community Learning. This provider discussed their new delivery model with Adult Skills and highlighted that they did reasonably well, but Covid-19 had created further challenges by radically changing their delivery model again. They discussed how online delivery made it harder to reach people in more deprived areas, many of whom may not have access to participate in online courses.

In 2020/21 there were specific funding changes introduced to start to steer provision locally. Table 3 explores how these have impacted on provision in the first year of introduction.

Table 3: Comparison of funding change provision 2019/20 and 2020/21

	2019/20 (first year of devolution)	2020/21 (second year of devolution)
Number of low wage scheme learners	854	596
Proportion of Adult Skills learning aims delivered to learners who reside in areas of geographical uplift eligibility	55%	53%
Number of first fully funded level 2 enrolments*	36	50
Extension of funding for ESOL enrolments**	2,038	2,053
One Year 18-19 Classroom Based Offer/High Value Course***	7	16
Number of Sector Based Work Academies eligible enrolments	N/A	369
Number of National Skills Fund Level 3 offer eligible enrolments****	36	68
* 2020/21 figure includes learners who were part of the devolved 24+ first full level 2 offer ** In 2019/20 only part of ESOL was fully funded. For both years a total count of ESOL adult skills enrolments are included *** Offer did not exist in 2019/20. Enrolments for this year were counted by including 19 year old learners who were on qualifications which formed the 2020/21 offer **** Offer did not exist in 2019/20. Enrolments for this year were counted by including learners who were on qualifications which formed the 2020/21 offer		

While (one year in) it is too early to robustly assess any impacts funding changes may have had on the delivery of AEB locally, the data in table 3 shows small changes for some of the funding changes. Comparisons with figures on learners in 2019/20 who were on qualifications which formed the 2020/21 offer for both First Fully Funded Level 2 and National Skills Fund Level 3 Offer showed increases in the 2020/21 enrolments of 39 per cent and 89 per cent respectively.

The slight increase in the gross income eligibility threshold for the Low Wage Scheme has not resulted in an increase in Low Wage Scheme learners in 2020/21, with the number of learners down 30 per cent since 2019/20. A slightly lower proportion of employed adult skills learners were fully funded via the Low Wage Scheme in 2020/21 at 18 per cent compared to 22 per cent of all employed adult skills learners in 2020/21. One provider highlighted during the consultations that whilst the scheme helped some people access provision, it was not very well known. Low levels of awareness of the scheme may partially explain the figures seen. The majority of providers who used the Low Wage Scheme did state that this was important to their delivery.

The early evidence suggests that the geographical uplift and fully funded ESOL did not lead to a noticeable shift in learners or enrolments. However, most providers who made use of these funding changes did report that they were important to their delivery and provided feedback on positive impact as outlined in the [funding changes](#) section.

One possible explanation for the slight reduction in the proportion of Adult Skills learning aims delivered to learners who reside in areas of geographical uplift eligibility, despite this increase of funding, is greater challenges in reaching learners in deprived areas because of Covid-19 and the associated shift to online provision. One provider highlighted it was harder to reach deprived groups through online provision with accessibility to online learning being a potential participation barrier. Another influencing factor is a reduction in the number of learners with lower prior attainment in 2020/21. The number of entry level enrolments was down by 28 per cent in 2020/21 when compared to 2019/20. The geographical uplift targeted learners in the top 40 per cent of deprivation for Adult Skills nationally, as such a reduction in entry level learners would likely be linked to seeing lower numbers of learning aims delivered to learners in the geographic uplift eligibility areas.

Impacts

Two years in it is still too early to robustly look at impacts of the devolution of the Adult Education Budget. It is recommended that a full impact evaluation takes place after three years of delivery.

To explore emerging impacts, providers were asked in the survey whether they had seen any impacts of the devolution of the Adult Education Budget to date. Out of the 14 providers who answered the survey, 13 expressed views that impacts have already been seen, with all 13 having seen impacts on ways of working, while eight having seen impacts on provision and impacts on learners. Qualitative feedback from the survey highlighted that several providers felt that devolution had given the flexibility to match provision to local market conditions/demand and support localised initiatives. One provider specifically highlighted the National Skills Fund in meeting employer demand and supporting higher level skills delivery. Negative feedback from the qualitative comments from one provider discussed how prescriptive delivery plans were felt to hinder flexibilities for what communities need with a knock-on impact on provision and learners. A suggested improvement was to have frameworks based on groups of people rather than numbers of specific level enrolments.

In the follow up consultations, providers were asked to elaborate on any impacts that they had seen in the year-to-date. Positive impacts which were discussed outlined the benefits of having more data about the labour market, allowing providers to align what they do based on what the economy

requires, providing them with a better evidence base and facilitating more focused local delivery. It was stated that devolution allowed for pragmatic conversations and allowed providers and the CPCA to work towards a common goal. Another positive impact of AEB highlighted by providers was around reaching people in more disadvantaged areas, with providers commenting on the importance of the funding changes and uplifts. Additionally, providers discussed how devolution had led to greater communication, allowing them to discuss what was viable and using the budget to work for the learners.

The learner survey asked learners about what motivated them to apply for their course and any outcomes that they had experienced because of their learning (see Annex D for the full analysis). The most common motivating factor was for personal development/self-improvement reported by 59 per cent of learners.

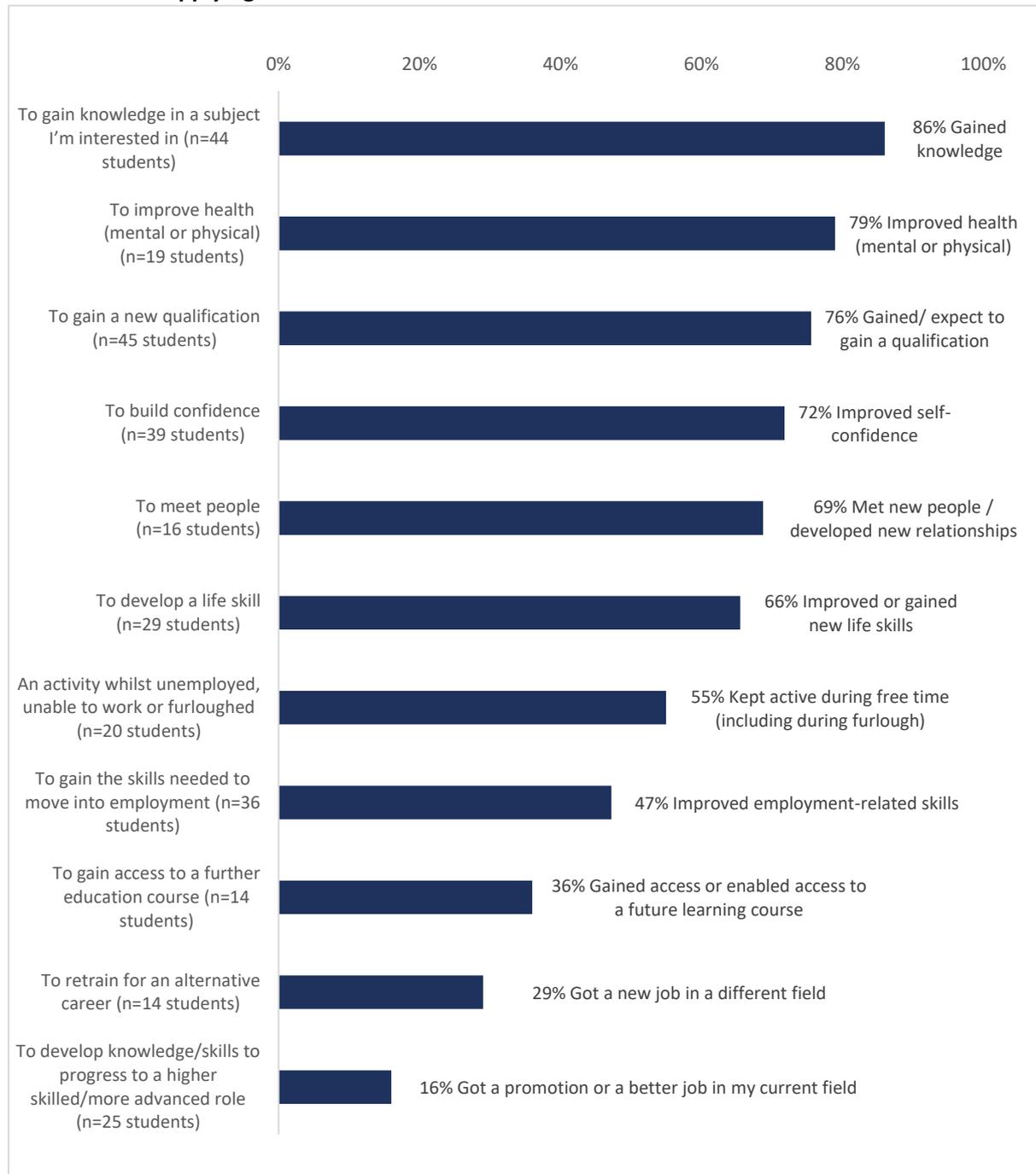
Most learners (68 per cent) reported having experienced two or more outcomes. The proportion of learners who had experienced each outcome is displayed in Figure 11 (below), the most reported outcome was having gained knowledge (65 per cent), having gained, or expecting to gain a qualification (45 per cent) and having improved self-confidence (41 per cent).

Figure 11: Learner survey outcomes experienced as a result of learning



Analysis of how outcomes experienced by learners linked with their reported motivations for pursuing their learning course showed a strong relationship, with a high proportion of learners experiencing outcomes linked to their motivating factors. Figure 12 (below) displays the proportion of learners who gained the outcome linked to factor which motivated them to apply for their course. The highest achieved outcome resulted from the most common motivation for applying which was ‘to gain knowledge in a subject I’m interested in’, with 86 per cent of these learners reporting that they had gained knowledge. The next highest achieved outcome related to health with 79 per cent of those motivated to apply for their courses to improve their health reporting that they had experienced an improvement in their mental or physical health.

Figure 12: Learner survey – proportion of students who gained the outcome linked to their motivation for applying for their course



Learner progression

Data on the progression of learners during the devolution period is limited. Nationally, the Education and Skills Funding Agency tracks levels of sustained progression and destination through an annual Outcomes Based Success Measures release. This release takes data collected from a variety of sources across HM Government to track learners through their further education and the labour markets. As the data tracks sustained destinations up to two years following the achievement of an aim the latest data (released in December 2021) only covers learning which ended in the 2018/19 academic year, before devolution of the budget to the Combined Authority. The first release of Outcomes Based

Success Measures which will cover the first year of devolution, 2019/20, is expected to be released in November 2022.

For 2020/21 work was done internally to track those learners in Cambridgeshire and Peterborough's ILR data who had taken part in learning in the 2019/20 academic year and had gone on to start an enrolment in 2020/21.

Using this data, we can see that out of the 15,277 learners who took part in learning during either the 2019/20 or 2020/21 academic year, 1,828 (12 per cent) started a new learning aim in each academic year. The table below shows how this is split across individual funding models.

Table 4: 2019/20 Learners Enrolled in 2020/21 by Fund Model

Fund Model	Number of Learners (2019/20 and 2020/21) *	Number of Learners who started a Learning Aim in Each Academic Year*	% of all 2019/20 and 2020/21 Learners
Adult Skills	12,312	1,711	14%
Community Learning	3,950	614	16%
All Learning	15,287	1,828	12%
* A learner can take multiple aims across different funding models. The 'All Learning' total only counts each learner once			
Source - Individualised Learner Record R14 2019/20 and 2020/21, Education and Skills Funding Agency			

A higher proportion of Community Learning learners across the two years of devolution (16%), started new CPCA funded Community Learning aims than Adult Skills learners starting new adult skills aims across the two years of devolution.

Over 2021/22 the Combined Authority will track these learners who took new CPCA funded aims across multiple academic years, including progression to higher levels of learning.

Learner destination

Providers were asked in the survey whether they were collecting feedback or destination data from individual students. All but one of the 14 providers who answered this question indicated that they were. Feedback collected varied between providers, whilst most providers collected some form of student surveys (at varying course intervals) some providers had additional feedback methods including student forums, learner interviews within observation process, monthly learner reviews, direct student/tutor feedback, mystery shoppers and follow up progression calls. Follow-up consultations with providers yielded more detail on the feedback gathered which ranged from feedback forms on course completion to structured follow ups up to six months after course completion. In addition, some providers had online portals which included course information as well as feedback opportunities. The content of this feedback varied from some providers focussing on course experiences and how this would aid their employability after completion to ongoing feedback systems where students were able to raise any issues or concerns. Challenges were highlighted around tracking where the learners came from, particularly if they entered via DWP.

In terms of national destination data, the first release of Outcomes Based Success Measures in 2022 will provide an indication of learning or employment destinations for learners.

Currently, within the ILR providers are required to record the destination of learners within two months of the end day of an episode of learning. This destination data is based on self-reported data

collection by providers. Data collection methods will vary from provider to provider and not necessarily represent a sustained destination that can be backed by additional data sources.

The following table shows internally produced analysis of the recorded destinations against learners who completed CPCA funded learning in 2020/21:

Table 5: Destination Data associated with CPCA Funded Learning Completed in 2020/21

Destination Category	Number of Learners
Education	746
Employment	2,711
Gap Year	-
Not in Paid Employment	2,467
Social Destinations	0
Voluntary Work	51
Other	1,986
Total Learners with an Associated Destination	7,701
Individual learners can appear across multiple destinations. They have only been counted once for the totals	
Values marked as '-' have been suppressed as they fall within the 1 - 10 range. 0 indicates 'true zero'	
Source - Individualised Learner Record , 2020/21 (R14), Education and Skills Funding Agency	

Out of the 2,711 learners who had a destination of 'employed' recorded against them, 451 were recorded as unemployed on their first day of learning. The other learners were already employed on their first day of learning.

Out of the 1,986 learners who had a destination marked as 'other', 1,802 (90 per cent) had an unknown destination. This made up 23 per cent of the 7,701 learners who had a destination recorded against them.

[Additional comments - Feedback for CPCA](#)

Providers were asked in the survey whether they had any additional comments, such as recommendations for the Combined Authority for future commissioning or current gaps in provision for adult learning. Of the 14 providers surveyed, six provided a response to this question. Some providers discussed collaboration and ongoing regular communication around provision needs and future funding as key to success. Other feedback included: a more considered business cycle to better support planning, budgeting, contracting, and marketing, less performance driven meetings and more flexibility to respond to community need and more effective relationship management and collaboration.

In the follow up consultation, providers were asked if they felt there were gaps in the existing provision of adult learning that they would like to see addressed through future funding. The providers who were asked this question felt that the current curriculum was covered, and although there may be skills shortages it was not clear where they were at present.

ADDITIONAL LEARNER FEEDBACK

The learner survey asked learners about their awareness around the devolution of funding and specifically the Combined Authority funding their course. Most learners were unaware that funding for adult education had been transferred from a national to local level within Cambridgeshire and Peterborough, with just over a quarter (27 per cent) stating that they were aware. This suggests that devolution has had little direct impact on learner's experiences of applying for and studying adult education in Cambridgeshire and Peterborough. A slightly higher proportion of learners (40 per cent) stated that they had awareness that their course was part-funded by the Combined Authority.

Learners were asked to rate how satisfied they were with the process of applying to their course, on a scale from one (*not at all satisfied*) to ten (*extremely satisfied*). The average score across the 112 students who answered was eight, with almost three quarters of learners (74 per cent) providing a rating of eight or above, indicative of a high level of satisfaction with the application process.

Learners were also asked about how they had initially learnt of the course that they went on to study. The most common routes for having learnt of the course were through the job centre (24 per cent), school (15 per cent), friends and family (13 per cent) or employer (13 per cent).

WIDER STAKEHOLDER FEEDBACK

Telephone consultations were carried out with six stakeholders from the following organisations or memberships:

- CPCA Skills Committee
- CPCA Employment and Skills Board
- Business Board
- University of Cambridge
- Anglia Ruskin University
- DWP (Department for Work and Pensions)
- AELP (Association of Employment and Learning Providers)

All stakeholders had general awareness of devolution and the shifting of adult education funding from a national to local level within Cambridgeshire and Peterborough. However, most stakeholders consulted did not have awareness of the specific funding changes which had been implemented locally under devolution in 2020/21. Stakeholders who did have awareness of the funding changes had gained this through involvement/membership of CPCA Boards and Committees. Stakeholders were generally supportive of the funding changes which had been implemented in 2020/21.

The level of contact between stakeholders and members of the CPCA AEB team varied from 'little' or 'no contact' right through to a regular open dialogue. Stakeholders with a higher level of contact reported positive feedback about their working relationship with the AEB team, citing the accessibility and responsiveness of CPCA colleagues. Stakeholders with little contact would welcome increased communication. General feedback across stakeholders was that there was always room for more communication/consultation with stakeholders to facilitate collaboration. A couple of stakeholders discussed having had direct opportunities to feed in CPCA, for example, by feeding into the Skills Strategy, or through involvement in the use of CPCA funding flexibility to address workforce shortages in the year. Opportunities such as these were highly valued by stakeholders.

Stakeholders were asked based on their knowledge and experience what areas they felt the CPCA should focus on in the next two-three years. A wide range of recommendations were received which can broadly be categorised in the following groups: ways of working, types of provision and the targeting of specific groups/areas.

Ways of working

- Collaboration

Collaboration was a recurrent theme in the stakeholder consultations with recommendations for increased links between all relevant local partners (e.g., business representative bodies, providers, higher education institutions etc) to develop a joined up, single-offer approach to upskilling individuals across the region. One stakeholder suggested that the Combined Authority should use its convening power to bring key partners together. A specific need was raised for industry engagement at a strategic level and in the development of provision. One stakeholder stated that the development of a single offer had the potential to reduce duplication where multiple agencies were working in the same area.

Stakeholders from within higher education discussed the potential for improving the link between level 4 university courses and provision at level 3 and below through work with the CPCA. The

facilitation of upskilling learners into work was discussed through a joint working approach to curriculum mapping linked to employer demand and by matching learners coming through lower-level qualifications to opportunities at level 4 (including bursaries and employer-funded provision linked to job opportunities).

Other recommendations for future ways of working included:

- **Impact measurement** – a couple of stakeholders highlighted a need for information on the impact of devolution measures, to understand the difference that has been made so far, particularly how skills are being enhanced. One stakeholder suggested that having access to a live dashboard would be beneficial to allow stakeholders to self-serve in obtaining information, enhancing transparency, and facilitating timely conversations where required.
- **Identifying gaps** and aligning funding accordingly
- Building sustainable structures with established networks to future-proof work in this area, irrespective of staffing changes
- A reduced reliance on grant funding to ensure all providers have an equitable experience.
- An increase in providers where the reduction in the number of providers has been too great and had a negative impact on availability of certain provision such as Community Learning in specific areas.

Groups/areas of need:

- **Inequalities** was a prominent theme which emerged in the consultations as a priority, with a focus on providing opportunities for those who need them most. Inequalities within the CPCA geography were discussed with Fenland, Peterborough and East Cambridgeshire all raised as areas with specific needs, for example, transport barriers to accessing available provision in rural areas.
- **Disabilities** – one stakeholder highlighted providing support and opportunities for those with both physical and mental disabilities as the highest priority. Wider potential benefits of the right type of employment for this group were raised relating to enhanced health and wellbeing in addition to the more direct benefits such as lifting individuals out of poverty.

Types of provision:

The general theme which emerged around future types of provision in Cambridgeshire and Peterborough was a focus on linking adult education to employment. Specific suggestions for focus included:

- **Careers advice** – enhancing careers advice and ensuring equitable advice for all. Specifically, a requirement to build on the minimum entitlement for careers education and guidance.
- Addressing skills challenges/employment gaps:
 - Digital skills
 - Health and social care related provision
- Focus on lower-level provision (level 2 and below) for those both in and out of the workforce
- Technical level 4s which link directly to employment
- Sector Based Work Academies
- Employer-led industrial training with direct links into employment

CONCLUSIONS (KEY FINDINGS)

Challenges remain in robustly assessing the impact of devolution during year two due to the impact of Covid-19 on adult education provision nationwide. **As of July 2021, across all providers, over £9 million of funding had been delivered to 8,674 learners, an increase on 2019/20.** Enrolments in July 2021 were just 4 per cent behind target, based on delivery plans. Most providers felt that delivery was going well and all but one provider anticipated spending over 75 per cent of their allocation.

Reductions in the total number of providers and the subcontracting of learning aims observed in 2019/20 have been sustained in 2020/21. Most providers reported being satisfied with the processes associated with the devolution of the budget and the support of the Combined Authority's AEB team. Providers and stakeholders both highlighted the beneficial impacts of a localised, evidence-based approach. Flexibilities under devolution, coupled with an enhanced evidence base, has facilitated the matching of provision to local market conditions and the support of localised initiatives. Stakeholders consulted during the evaluation highlighted the potential for increased collaboration between local partners to develop a joined-up approach to upskilling individuals across the region.

In 2020/21 several funding changes were implemented. **All but one provider surveyed had made use of at least one of the funding changes.** Most providers who made use of the Low Wage Scheme, Geographical Uplift, First Fully Funded Level 2s for All Ages or National Skills Fund Level 3 Offer stated that it had been **important to their delivery.** One year in it is too early to robustly assess any impacts funding changes may have had to the delivery of AEB locally. The early evidence suggests that the geographical uplift and fully funded ESOL did not lead to a noticeable shift in learners or enrolments, however, most providers who made use of these funding changes did report that they were important to their delivery and provided feedback on positive impact to learners.

The proportion of learning aims delivered to learners from areas of high deprivation decreased slightly in 2020/21 to 28 per cent, this follows an increase seen in the first year of devolution to 34 per cent. Potential influencing factors include a reduction in the proportion of Community Learning aims being delivered to Peterborough learners (a district with a high proportion of the top 20 per cent deprived areas nationally) and challenges in recruiting and retaining learners in deprived areas for online provision.

Covid-19 has led to a significant shift to online provision in 2020/21 when compared to delivery prior to the pandemic in 2019/20, with providers anticipating a slight reduction in online provision for 2021/22. Providers encountered challenges during the year because of Covid-19 including difficulties with recruitment and enrolment, retention of learners and learner progression. Only a small proportion (17 per cent) of students surveyed reported that Covid-19 had impacted negatively upon their learning experience with more students (29 per cent) reporting positive impacts.

ANNEX A – DEVOLVED MEASURES 2020/21

Low Wage Scheme: The Low Wage scheme was a national measure where providers could fully fund learners who were employed, or self-employed whose annual gross salary fell below a certain threshold and would normally be co-funded for courses, up to and including level 2. The low wage threshold for 2020/21 was higher in the CPCA than nationally at **£18,000** annual gross salary (compared to £17,374.50 nationally).

Geographical Uplift: The geographical uplift was a devolved measure where a 4 per cent adult skills funding uplift could be applied for learners in significant areas of relative deprivation across Cambridgeshire and Peterborough. For 2020/21 postcodes in the 20 per cent nationally most overall relatively deprived LSOAs and those which fell into the 40 per cent nationally most relatively deprived LSOAs for Adult Skills were applicable for the 4 per cent uplift for Adult Skills enrolments.

Fully funded first full Level 2: In CPCA in 2020/21 first full level 2 under the legal entitlement were fully funded irrespective of age, compared to nationally where they were only fully funded for 19–23-year-olds or those learners who are unemployed.

Fully Funding ESOL: In CPCA in 2020/21 all Adult Skills ESOL learners aged 19 or over were fully funded regardless of employment status. This differed from national policy where learners were fully funded only if they were unemployed, all other learners aged 19 or over were co-funded.

One Year 18-19 Classroom Based Offer/High Value Courses: High value courses was a national measure for 2020/21 and consisted of a one-year skills offer for 18- and 19-year-olds who were at higher risk of leaving education, employment or training because of Coronavirus. The one-year offer included level 2 and level 3 aims to support the needs of industrial strategy linked to higher wage returns.

Sector-based Work Academies: The Sector-based Work Academy Programme (SWAP) was a national measure designed to help Jobcentre Plus claimants build confidence to improve their job prospects and enhance their CV whilst also helping employers to fill local vacancies. SWAP lasted up to six weeks and comprised of pre-employment training, a work experience placement and a guaranteed job interview. Only the pre-employment element could be funded through AEB local flexibility.

National Skills Fund Level 3 Offer: The National Skills Fund Level 3 adult offer formed part of the Lifetime Skills Guarantee and was a national measure consisting of a targeted level 3 adult offer developed to support adults without an existing full level 3 qualification. The offer includes level 3 qualifications, on an approved DfE national list, which support the development of new skills for adult learners and improved the prospects of eligible adults in the labour market. The offer also included support funding and an applicable uplift based on guided learning hours. Individuals were fully funded if they did not have a pre-existing level 3 qualification and had not enrolled on level 3 qualifications approved for funding from 1 August 2021.

ANNEX B – INNOVATION FUND PROJECTS

Cambridge Regional College are delivering two projects:

Successful Start Ups programme to support people at the initial stages of business idea conception. Participants will undergo an intensive two-week course which will help them to understand the commitment and challenges that come with starting a business, understanding the key steps of creating and developing a start-up as well as enhancing their digital skills.

Cambridge Regional College's second scheme will deliver an innovative programme of maths and English learning online using Century Technology. The programme will identify each learner's individual learning needs and develop a bespoke package to develop their skills.

City College Peterborough and **Inspire Education Group** have been working together to open an information, advice and signposting Covid-19-secure skills shop in Peterborough city centre to support residents and employers in retraining and upskilling opportunities.

The project aims to offer specialist support to help people and businesses navigate the huge range of learning and training on offer and signpost them to appropriate opportunities for their needs. Follow-on digital, employability and life skills support workshops will be offered to those individuals at risk of redundancy, longer-term unemployed or in work and looking to upskill or retrain.

Plans to open the shop were momentarily put-on hold in lockdown, but the project is being launched online on both college websites and promoted through social media.

Inspire Education Group have additional funding to deliver a new blended intensive English and Maths course to adults in the area who are needing to quickly update their skills to help gain employment.

The Skills Network are delivering a Digital Bootcamp, providing essential Digital and Functional Skills to unemployed young people in Cambridgeshire and Peterborough. On completion, the young people will progress into apprenticeships. They will recruit 30 unemployed learners, providing a bespoke learning experience that prepares learners for future work, but provides a guaranteed progression route.

The Skills Network have also been awarded funding to develop and update of some key learning modules to support digital and employability skills.

The College of West Anglia's Enhancing Digital Literacy will deliver two bespoke courses to those who live in an area of high deprivation, one targeted at adults in Fenland with low level digital skills and one to those who are at a further disadvantaged by having English as a second language. This will enhance digital literacy to navigate the current technological environment we are facing, allowing them to progress onto further courses and to apply for new job opportunities that require new digital skills.

A second **College of West Anglia** scheme works with businesses to provide an education offer to employees.

West Suffolk College propose to create a Construction Training Hub at Alconbury Weald, working with Urban and Civic with specific focus on retraining people who have been displaced due to COVID-19 or who have been long-term unemployed. The hub will also offer upskilling opportunities to existing labour force to enable them to meet the technological changes, the digitalisation of construction and meeting the jobs of the future.

ANNEX C – AEB EVALUATION PROVIDER SURVEY: SUMMARY OF FINDINGS

Question 1: Please select your institution from the list below

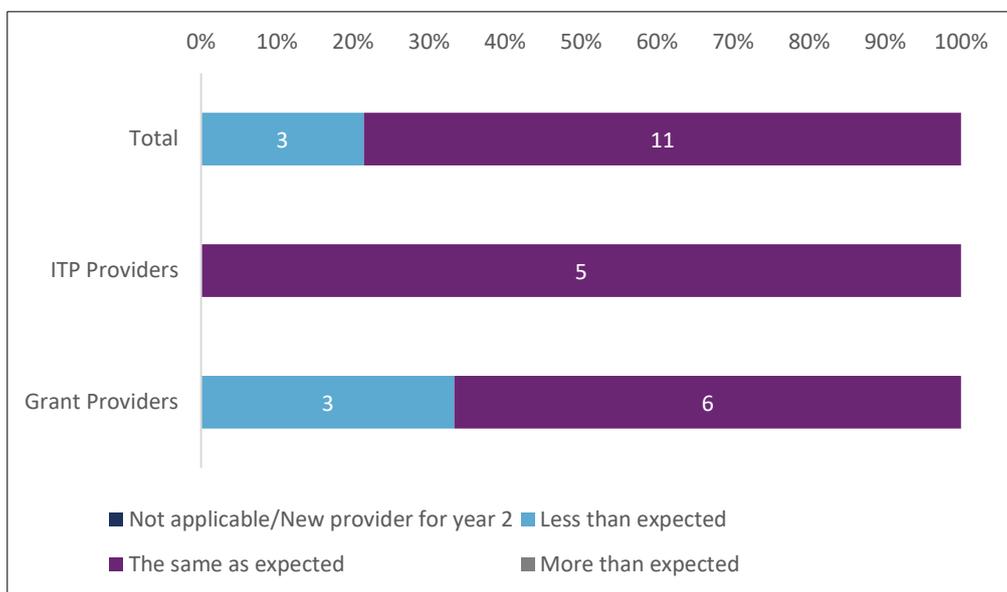
All 14 respondents answered question one, which asked which institution they belonged to.

- Five respondents were **ITP providers**
- Nine respondents were **Grant providers**

Question 2: How did the amount of funding received for year two compare to what you would have hoped for?

All 14 respondents answered question two, which asked which them how the amount of funding received for year two compared to what they would have hoped for.

Figure 1: How did the amount of funding received for year two compared to what was hoped for?

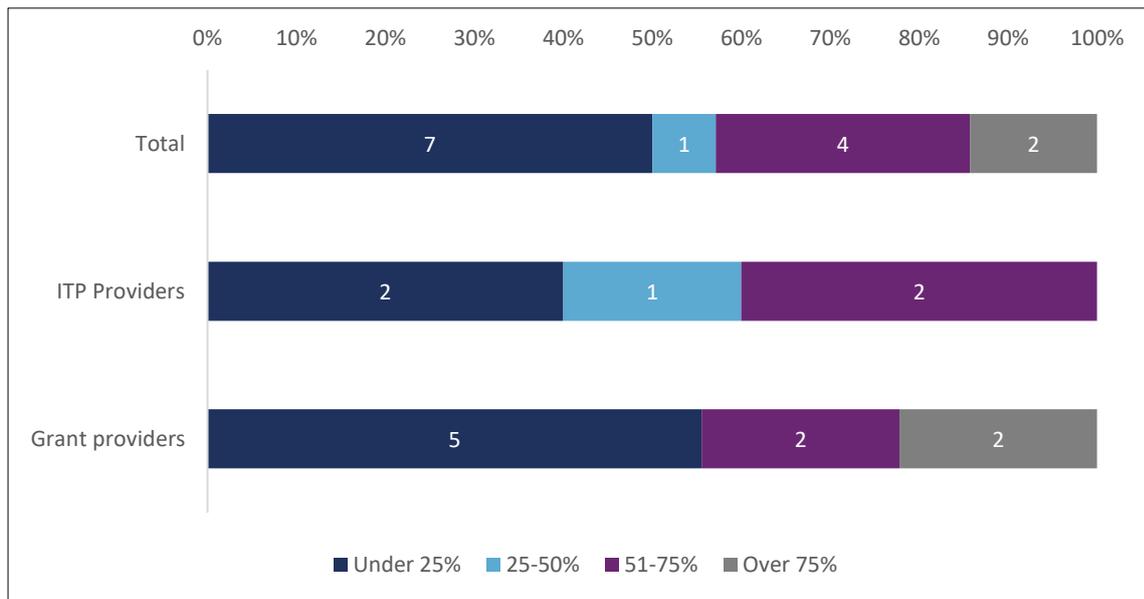


- Most respondents indicated that the amount of funding received for year two was **'the same as expected'** compared to what was hoped for (**11 respondents**)
- Three respondents indicated that the amount of funding received for year two was **'less than expected'** compared to what was hoped for

Question 3: What proportion of your overall Adult Education budget does the CPCA AEB budget make up?

All 14 respondents answered question three, which asked what proportion of their overall Adult Education budget does the CPCA AEB budget make up.

Figure 2: The proportion of providers overall Adult Education budget the CPCA AEB budget makes up

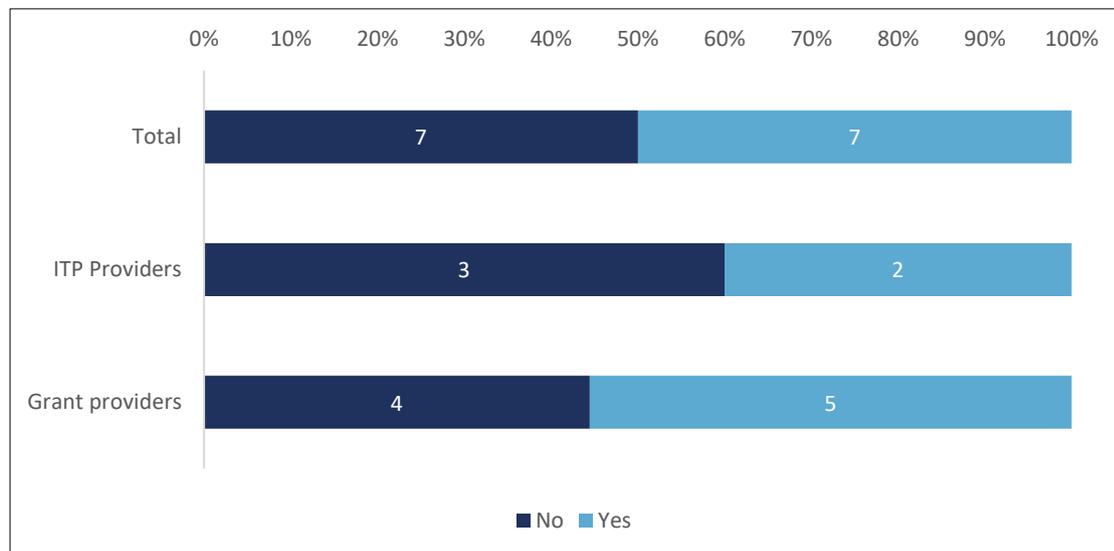


- Most respondents indicated that the CPCA AEB budget makes up '**under 25%**' of their overall adult education budget (**seven respondents**)
- Just under a third of respondents indicated that the CPCA AEB budget makes up '**51-75%**' of their overall adult education budget (**four respondents**)
- Two respondents (both Grant providers) indicated that the CPCA AEB budget makes up '**over 75%**' of their overall adult education budget
- One respondent (an ITP provider) indicated that the CPCA AEB budget makes up '**25-50%**' of their overall adult education budget

Question 4: Did you apply for the Innovation Fund?

All 14 respondents answered question four, which asked whether they applied for the Innovation Fund.

Figure 3: Applying for the Innovation Fund



- Half of respondents applied for the Innovation Fund (**seven respondents**) and the other half (**seven respondents**) did not apply

Question 5: What was the reason behind your application for funding from the Innovation Fund?

Of the seven respondents who applied for the Innovation Fund, six provided comments outlining the reason behind their application, including:

- Supporting the engagement and retention of hard-to-reach groups
- The delivery of specific provision (including where it would not normally have been eligible for public funding), from the development of specific courses
- Creating new single spaces for residents and businesses to access learning, training, and social wellbeing activities
- Supporting specific groups such as those made redundant because of Covid-19.

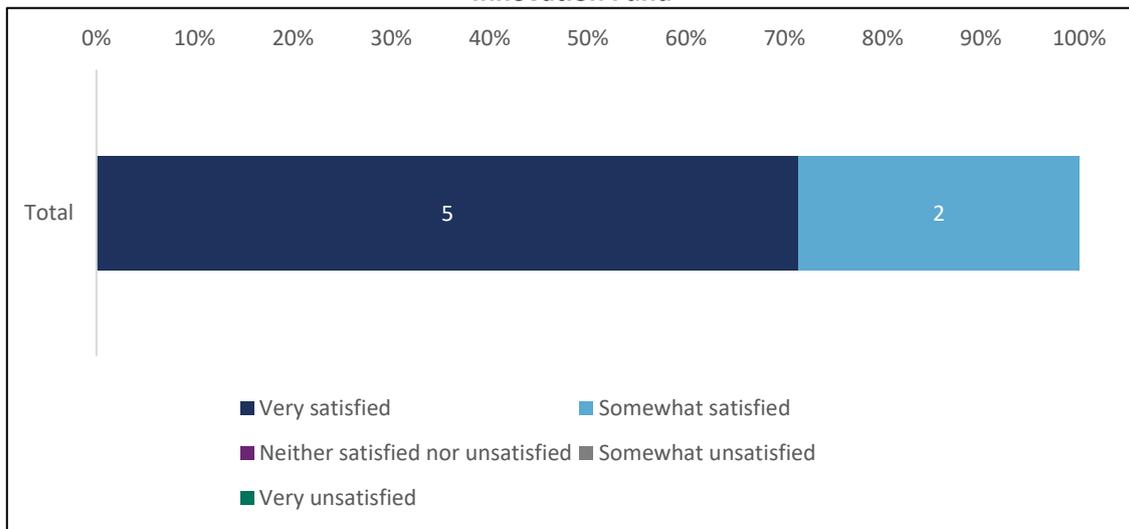
Question 6: Were you successful in your application?

Of the seven respondents who applied for the Innovation Fund, six stated that they were successful and one respondent did not provide an answer.

Question 7: Overall, how satisfied or dissatisfied were you with the process of applying for the Innovation Fund?

All seven providers who applied for the Innovation Fund answered question seven, which asked how satisfied or dissatisfied they were with the process of applying for the Innovation Fund.

Figure 4: How satisfied or dissatisfied respondents were with the process of applying for the Innovation Fund



- Most respondents indicated they were **‘Very satisfied’** with the process of applying for the Innovation Fund (**five respondents**).
- Two respondents indicated they were **‘Somewhat satisfied’** with the process of applying for the Innovation Fund.

Question 8: Is there anything that you would like to highlight as an example of where the process of applying for additional funds has worked particularly well, or anything that you would like to see done differently in future bidding processes?

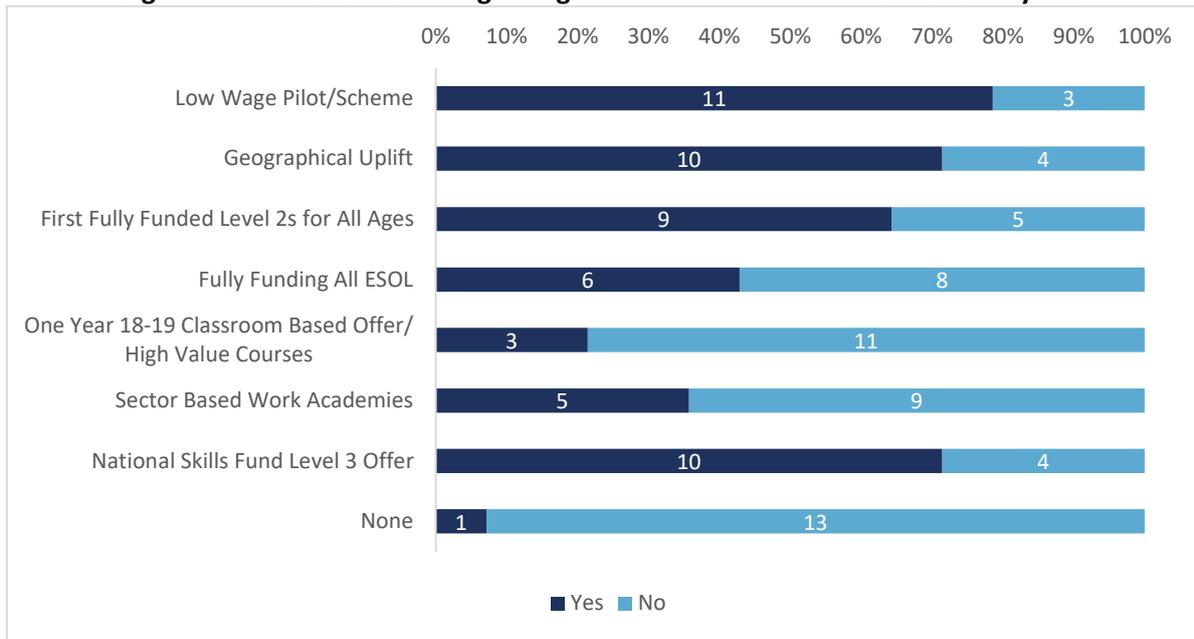
Six respondents answered question eight, providing comments about the process of applying for additional funds. Feedback included:

- positive comments about the process being simplified, well managed and with clear communication
- an issue with a lack of information at the point of bidding relating to management requirements and project evaluation
- the potential in future to have the option to continue funding for projects that do not complete in six months.

Question 9: Which of the following funding changes or additions have you made use of this year?

All 14 respondents answered question nine, which asked about the funding changes or additions they had made use of.

Figure 5: Which of the funding changes or additions had made use of this year?

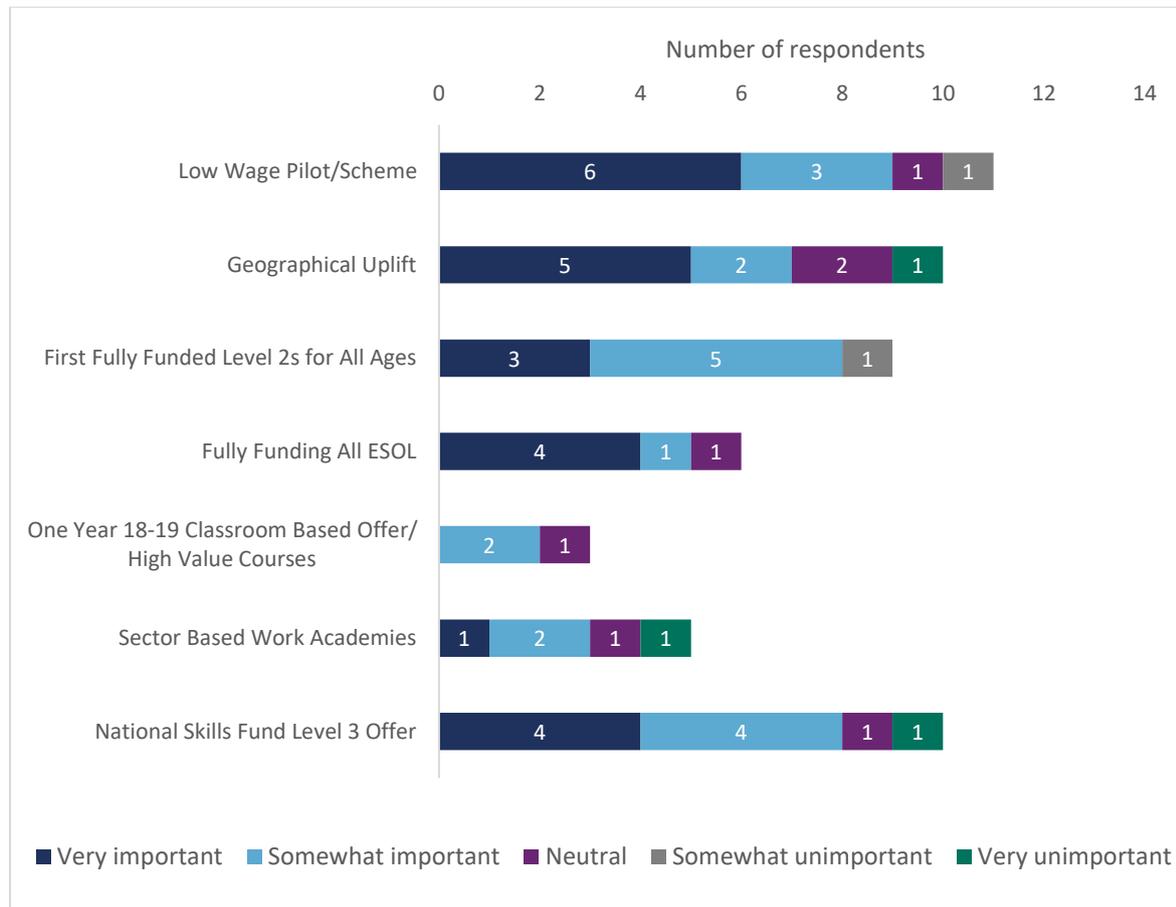


- Most respondents indicated that they had made use of the Low Wage Pilot (**eleven respondents**)
- Most respondents indicated that they had made use of the Geographical Uplift (**ten respondents**)
- Most respondents indicated that they had made use of the National Skills Fund Level 3 Offer (**ten respondents**)
- Most respondents indicated that they had made use of the First Fully Funded Level 2s for All Ages (**nine respondents**)
- Just under half of respondents indicated that they had made use of Fully Funded All ESOL (**six respondents**)
- Five respondents indicated that they had made use of Sector Based Work Academies
- Three respondents indicated that they had made use of the One Year 18-19 Classroom Based Offer/High Value Courses
- One respondent (an ITP provider) indicated that they had not made use of any of the funding changes/additions

Question 10: How important have these changes been to your delivery?

All 13 respondents who had made use of at least one of the funding changes answered question ten, which asked how important the funding changes had been to their delivery. Not all respondents provided an answer for every funding change. Answers on importance for delivery were only analysed for respondents who had made use of the funding change.

Figure 6: How important the funding changes or additions been for respondents who had made use of them?



- Most respondents that had made use of the Low Wage Pilot stated it was either ‘somewhat important’ or ‘very important’ to their delivery **(nine out of eleven respondents)**
- Most respondents that had made use of the First Fully Funded Level 2s for All Ages stated that it was either ‘somewhat important’ or ‘very important’ to their delivery **(eight out of nine respondents)**
- Most respondents that had made use of the Geographical Uplift stated that it was either ‘somewhat important’ or ‘very important’ to their delivery **(seven out of ten respondents)**
- Most respondents that had made use of the National Skills Fund Level 3 Offer stated that it was either ‘somewhat important’ or ‘very important’ to their delivery **(eight out of ten respondents)**

- Most respondents that had made use of Fully Funded All ESOL stated that it was either 'somewhat important' or 'very important' to their delivery (**five out of six respondents**)
- **Three out of the five respondents** that they had made use of Sector Based Work Academies stated that it was either 'somewhat important' or 'very important' to their delivery
- **Two out of the three respondents** that they had made use of the One Year 18-19 Classroom Based Offer/High Value Courses stated that it had been 'somewhat important' or 'very important' to their delivery.

Question 10.8: Please provide comments relating to any of the funding changes:

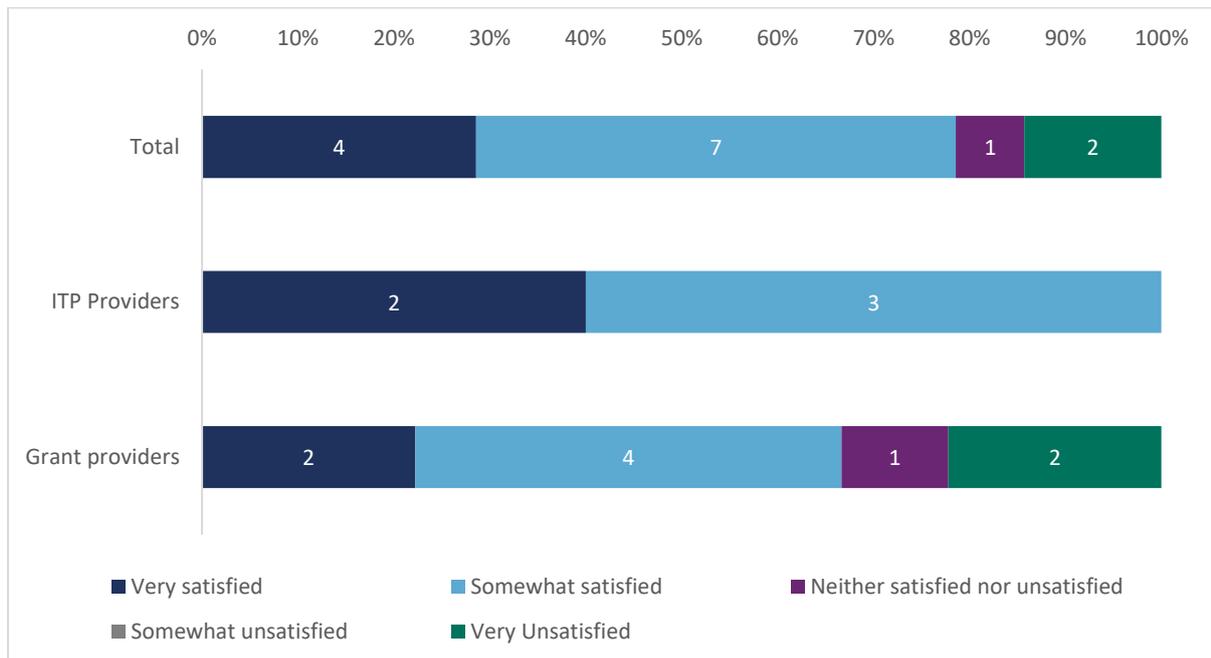
Six respondents provided comments relating to the funding changes. Comments included:

- The importance of the funding changes in upskilling and retraining, with wider impacts on the local economy and resident's life chances
- High value of uplifts where a high proportion of learners come from disadvantaged areas
- Positive impact of the National Skills Fund for sector specific qualifications for over 24s
- Challenges of Covid-19 limiting impact on approach this year but anticipated potential impact in the future, including supporting more learners through ESOL funding
- The challenge of last-minute funding changes when budgets and marketing collateral had already been prepared.

Question 11: How satisfied are you with the level of administration (for example, forms relating to subcontracting, EAS, delivery plans etc)?

All 14 respondents answered question eleven, which asked how satisfied they were with the level of administration (for example, forms relating to subcontracting, EAS, delivery plans etc).

Figure 7: How satisfied providers are with the level of administration (for example, forms relating to subcontracting, EAS, delivery plans etc)



- Half of all respondents indicated they were **'Somewhat satisfied'** with the level of administration (**seven respondents**).
- Just over a quarter of respondents indicated they were **'Very satisfied'** with the level of administration (**four respondents**).
- Two respondents (both grant providers) indicated they were **'Very unsatisfied'** with the level of administration
- One respondent (a grant provider) indicated they were **'Neither satisfied nor unsatisfied'** with the level of administration

Question 11.1: Are there any ways in which you feel these processes could be improved?

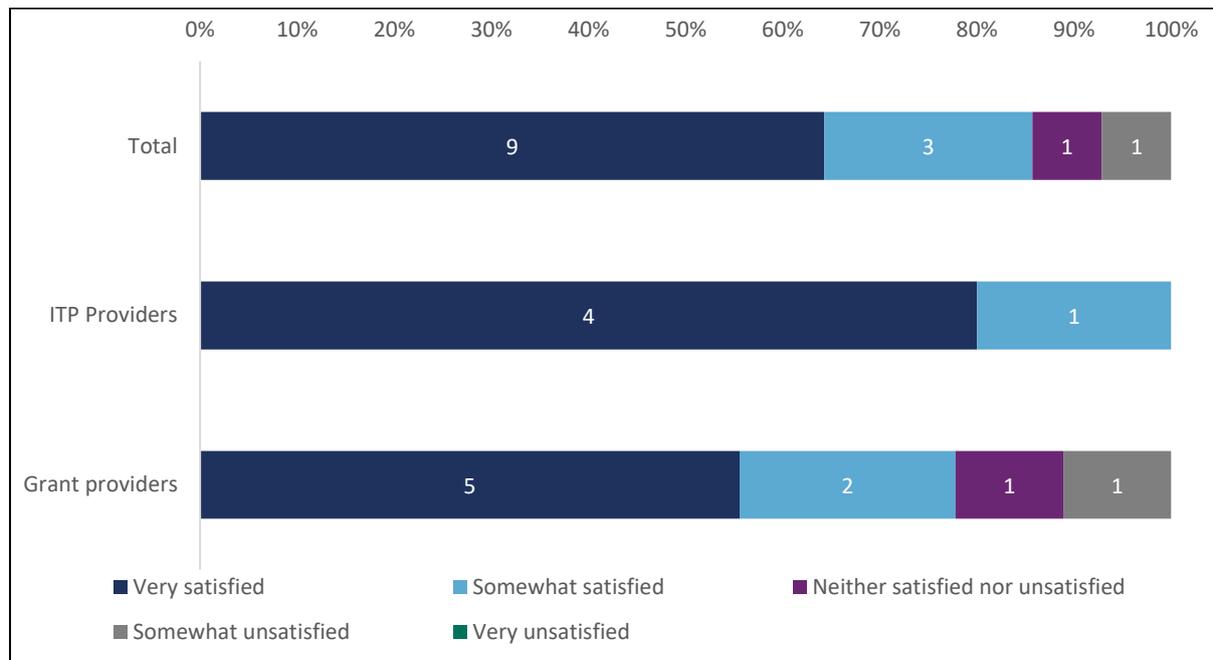
Six respondents answered question 11.1, providing feedback on how processes could be improved.

- Several respondents discussed issues with the delivery plans, including the high level of detailed information required and the need for greater flexibility
- A couple of respondents gave positive feedback about the process/support of the AEB team.
- Other points raised included:
 - A need for more detail on the AEB allocation profile spreadsheet
 - Potential for more decisive advice in response to queries
 - Improvements needed for template for delivery (formulas and guidance)
 - The need to chase to obtain some details
 - Funding cuts without methodology
 - Level of bureaucracy/micro-management.

Question 12: How satisfied are you with the support available to you from the AEB team?

All 14 respondents answered question 12, which asked how satisfied they were with the support available from the AEB team.

Figure 8: How satisfied providers are with the support available to you from the AEB team



- Most respondents indicated they were **'Very satisfied'** with the level of administration (**nine respondents**)
- Three respondents indicated they were **'Somewhat satisfied'** with the level of administration
- One respondent (a Grant provider) indicated they were **'Neither satisfied nor unsatisfied'** with the level of administration.
- One respondent (a Grant provider) indicated they were **'Somewhat unsatisfied'** with the level of administration.

Question 12: Are there ways in which you feel this support could be improved or elements that you would like to see more of?

Six respondents answered question 12, providing feedback on the support available to them from the AEB team. Comments included:

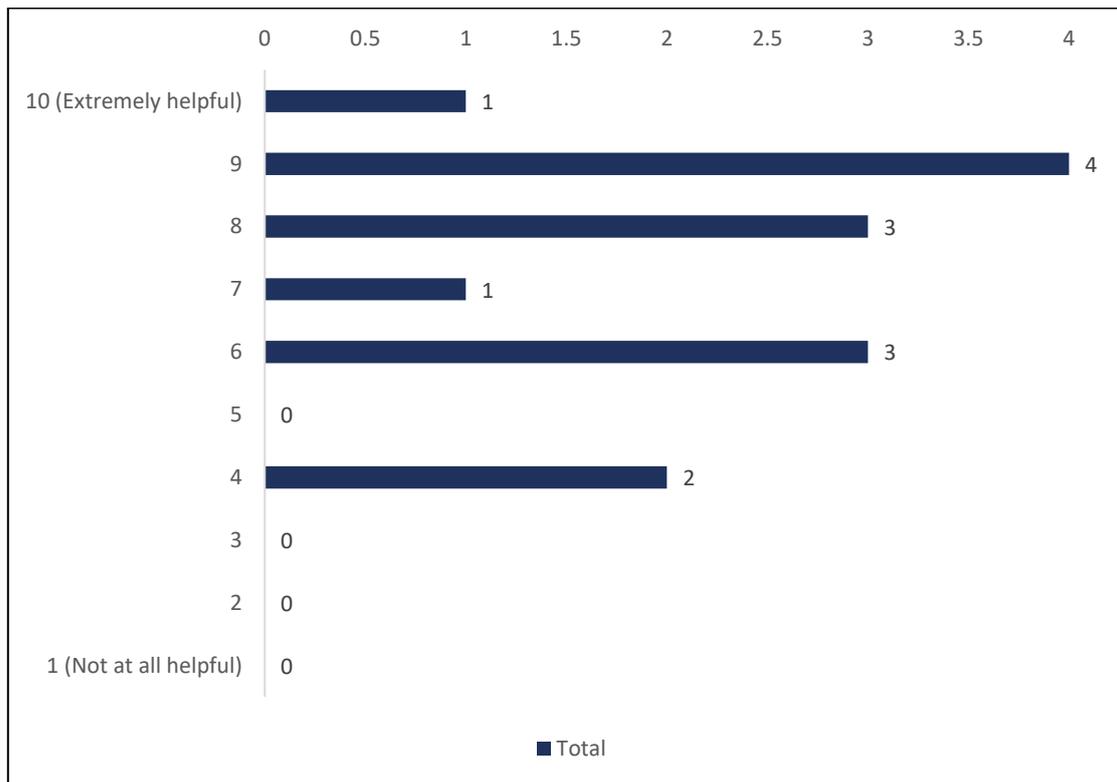
- Positive feedback about the level of support/relationship with the Combined Authority's AEB team
- A point was raised about the data reviews being too data driven with limited focus on human stories
- An issue was raised with the number of requests for documents with an example around the request for the Self-Assessment Report for 2020/21 ahead of its publication.

- Limited marketing presence from CPCA.

Question 13: On a scale of 1-10, how helpful have you found the quarterly reviews?
 1 (Not at all helpful) - (Extremely helpful) 10

All 14 respondents answered question 13, which asked how helpful they found the quarterly reviews.

Figure 9: How helpful providers have found the quarterly reviews

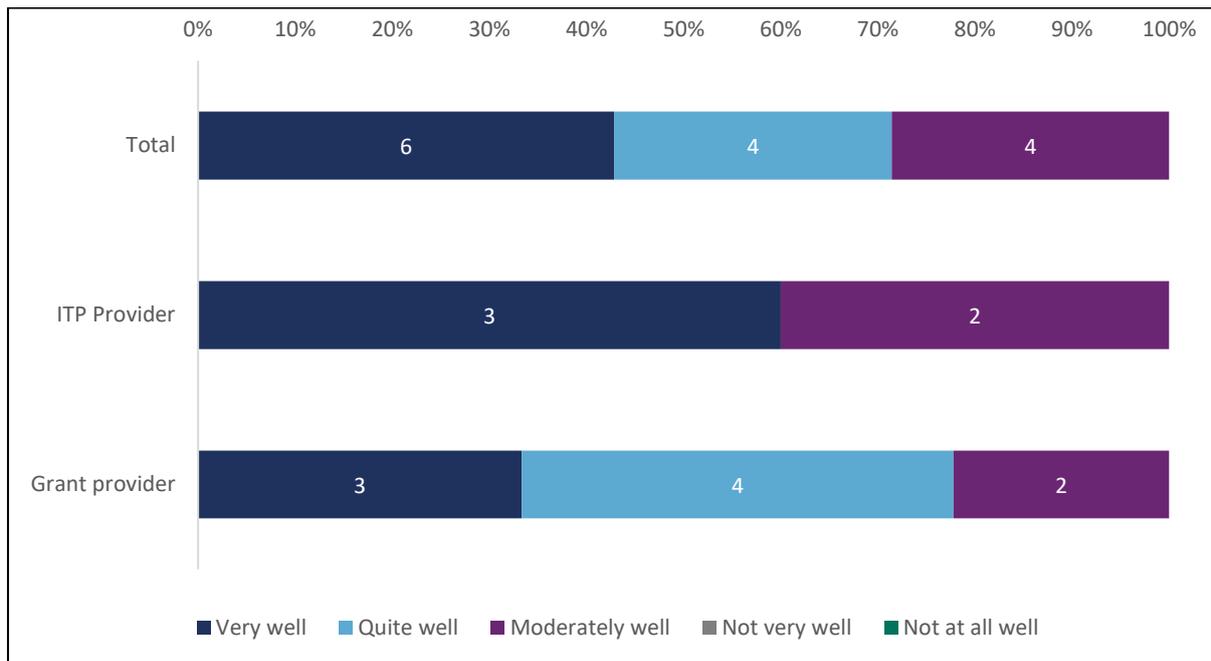


- Most respondents answered on the **positive** side of the scale (six to ten), finding the quarterly reviews helpful (**12 respondents**), with over half of respondents selecting either '8', '9' or '10' on the scale (**eight respondents**)
 - Two respondents answered on the **negative** side of the scale (four on the scale)

Question 14: How do you feel that your delivery has worked in the year-to-date?

All 14 respondents answered question 14, which asked how helpful they felt their delivery has worked in the year-to-date.

Figure 10: How providers feel that their delivery has worked in the year-to-date



- Just under half of respondents indicated that delivery went **'Very well'** (six respondents)
- Four respondents (all Grant providers) indicated that delivery went **'Quite well'**
- Four respondents indicated that delivery went **'Moderately well'**
- No respondents indicated that their delivery was going **'Not very well'** or **'Not at all well'**

Question 14.1: Please explain why this is the case.

13 out of 14 respondents answered question 14.1 which asked them to provide a further explanation about how their delivery had worked in the year-to-date.

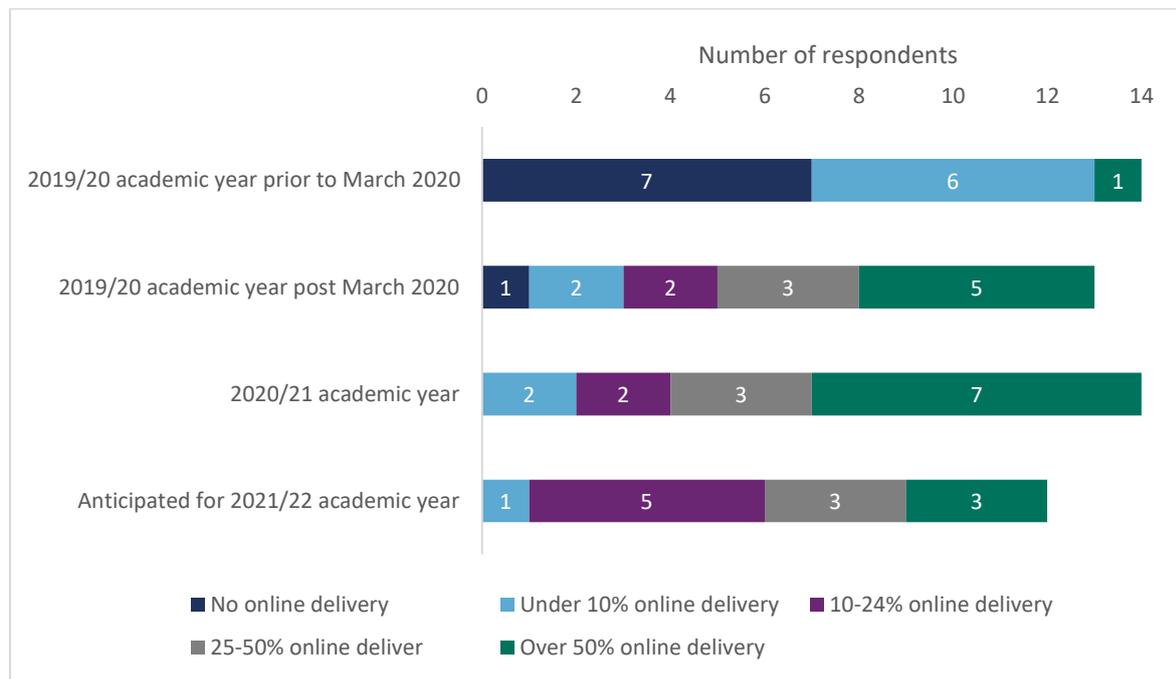
- Several respondents discussed challenges with recruitment experienced as a result of Covid-19. Specific challenges mentioned included: dips in recruitment as restrictions were relaxed which directed attention elsewhere, a reluctance from the Job Centre Plus to refer learners to face-to-face learning, adult's ability to be able to commit to education and difficulties with attracting the right clientele for purely online delivery.
- A few respondents highlighted that flexibility and innovation had been key to maintaining delivery. Specifically, providers mentioned the development of a strong online offer/blended online and face-to-face delivery model as being key. The flexibility of allowing learners to carry into 2021/22 was also raised as important.
- A few respondents discussed challenges with face-to-face provision impacting on delivery. The impact on employability offer/delivery in specific sector settings such as in hospitals was raised as well as the impact of stop start government guidance.
- Positive comments in relation to delivery included:
 - Full funding of ESOL enabling the best programme offer for learners, many of whom would not have been eligible for funding previously due to being in employment but not necessarily having the English language skills to progress.

- A positive take up of the full level 3 offer (linked to flexible offer through online platform)
- Potential for innovation fund to support more challenging and harder to reach groups.

Question 15: What proportion of your AEB provision was delivered online for the following time periods?

All 14 respondents answered question 15, which asked about their proportion of AEB provision delivered online for four different time periods. Not all respondents provided an answer for every period.

Figure 11: Proportion of online provision



Question 16: How has Covid-19 impacted on your AEB provision (e.g. the level and type of demand, learner engagement, delivery methods etc)?

13 out of the 14 respondents answered question 16 which asked about the impact of Covid-19 on AEB provision.

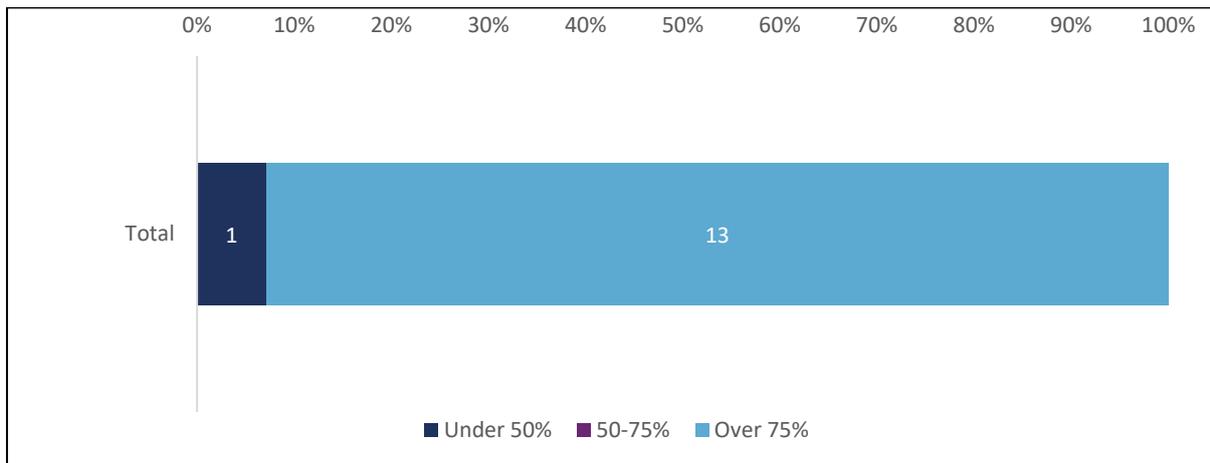
- Several respondents discussed challenges with recruitment and enrolments. Specific feedback included:
 - Difficulty in recruiting enough learners and having to run more courses to have sufficient learner numbers to match vacancies
 - A high impact was discussed in relation to employability programmes/courses (challenges with partner employers) and in practical subjects, learning centres and JCP/PET provision
- Several respondents discussed the need to make changes to their delivery model, primarily shifting previously face-to-face provision to online delivery.

- A few respondents discussed fluctuations in demand with an increase in demand noted for sector-specific courses. Variation in learner demand was also linked to changes in circumstances such as learners being on furlough/returning to work.
- A few respondents discussed challenges with retainment of learners and learner progression which was in part linked to limited face-to-face support for learners.

Question 17: How much of your AEB allocation do you anticipate spending this year?

All 14 respondents answered question 17, which asked how much of their AEB allocation they anticipated spending this year.

Figure 12: How much of their AEB allocation providers anticipated spending this year

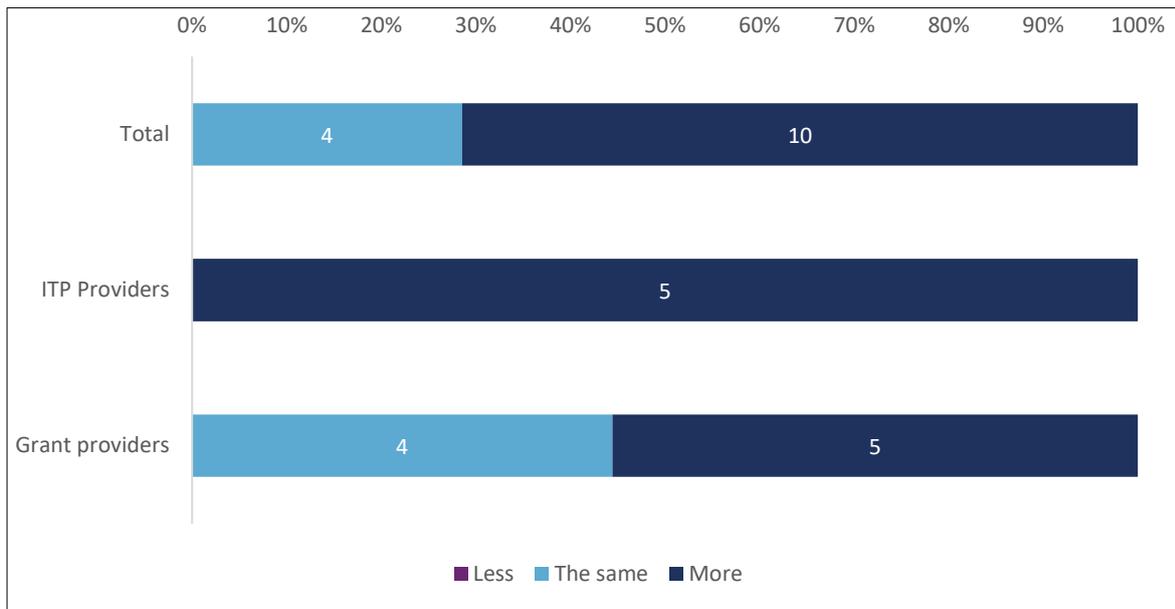


- Most respondents indicated that they expect to spend ‘**Over 75%**’ of their AEB allocation (**13 respondents**)
- One respondent (a Grant provider) indicated that they expect to spend ‘**Under 50%**’ of their AEB allocation.

Question 18: Would you have liked to receive more or less funding for year three (2021/22)?

All 14 respondents answered question 18, which asked whether they would have liked to receive more or less funding for year three (2021/22).

Figure 13: Would providers have liked to receive more or less funding for year three (2021/22)



- Most respondents indicated that they would have liked **‘more’** funding for year three (2021/22) (**ten respondents**).
- Four respondents indicated they would have liked **‘the same’** funding for year three (2021/22).

Question 18.1: Please can you explain why this is the case

13 out of the 14 providers answered question 18.1 which asked them to explain why they would want to receive more/less funding for year 3.

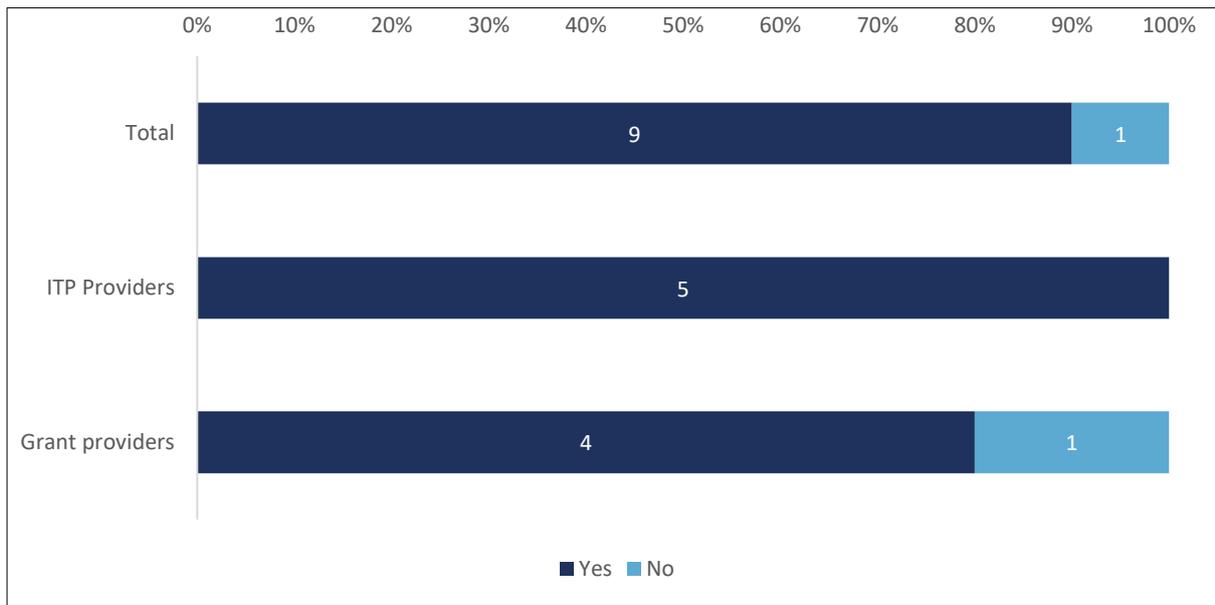
- A few respondents who stated that they would like more funding discussed evidence of existing demand and anticipated increase in demand in the future. Reasons discussed included the increased online offer, anticipated reducing impact of Covid and increases in sector-based work academies/training centres.
- Respondents who stated that they would like to receive the same amount of funding discussed working towards meeting their allocations in 2021/22, potential future increases were discussed through applying for growth funding or a higher allocation in 2022/23 which would allow sufficient lead-in time.

Question 19: If you would like to receive more funding for year three, what would you plan to do with the additional funding? Please tick all that apply

Question 19.1: Increase provision

All ten respondents who would like to receive more funding for year three answered question 19.1, which asked whether they would have liked to increase provision with the additional funding.

Figure 14: Would providers increase provision with the additional funding?

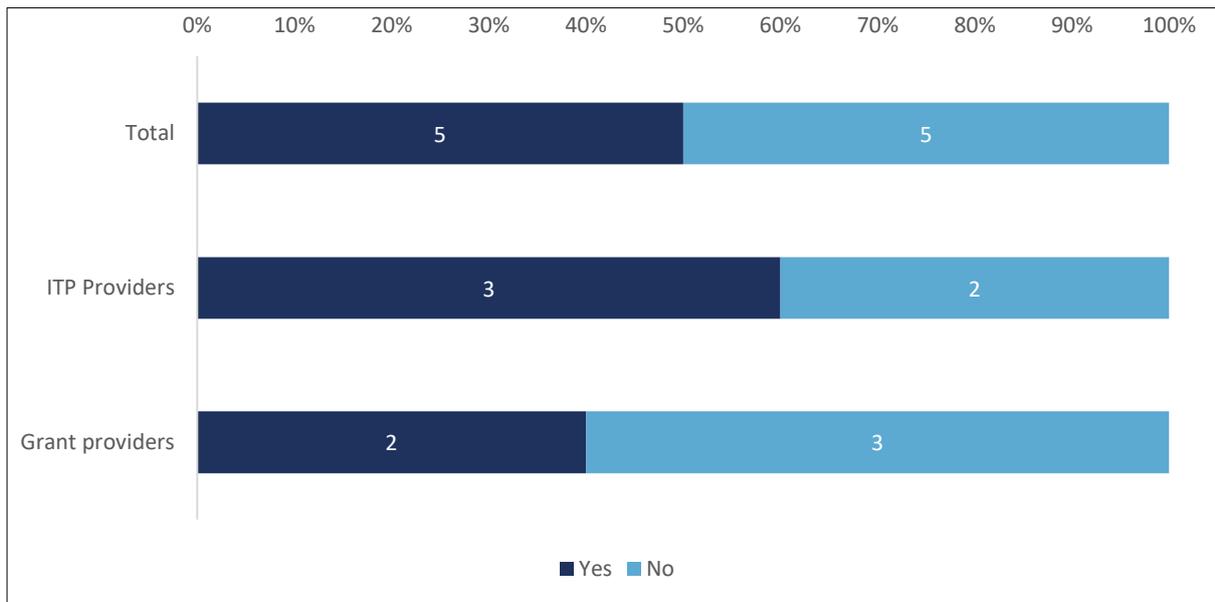


- Most respondents indicated that they would increase provision with the additional funding (**nine respondents**).
- One respondent indicated they would not increase provision with the additional funding.

Question 19.2: Provide additional provision

All ten respondents who would like to receive more funding for year three answered question 19.2, which asked whether they would have liked to provide additional provision with the increased funding.

Figure 15: Would providers deliver additional provision with the extra funding?



- Half of respondents indicated that they would provide additional provision with the extra funding (**five respondents**).
- Half of respondents indicated that they would not provide additional provision with the extra funding (**five respondents**).

Question 20: Have you seen any impacts of the devolution of the Adult Education Budget to date? Please tick all that apply

- Several respondents highlighted that devolution had given the flexibility to match provision to local market conditions/demand and support localised initiatives. One respondent stated that the true impact of this has been affected by the restrictions of the pandemic. One respondent specifically highlighted the National Skills Fund in meeting employer demand and supporting higher level skills delivery.
- A few respondents discussed negative impacts on ways of working which included: increased administration, prescriptive delivery plans and bureaucratic performance management processes. One respondent discussed how prescriptive delivery plans hinder flexibilities for what communities need with a knock-on impact on provision and learners. A suggested improvement was to have frameworks based on groups of people rather than numbers of specific level enrolments.
- A couple of respondents discussed the impact of the innovation fund in trying new approaches and delivering new provision. Specific examples included training for business start-ups, online maths and English skills delivery and improving access to careers advice for adults.
- Other feedback included:
 - Benefits to learners – access to additional funding pots, the low wage pilot, fully funded ESOL
 - More collaborative working between providers facilitated by the CPCA
 - Challenges of not being able to support learners in other devolved areas due to a lack of funding.

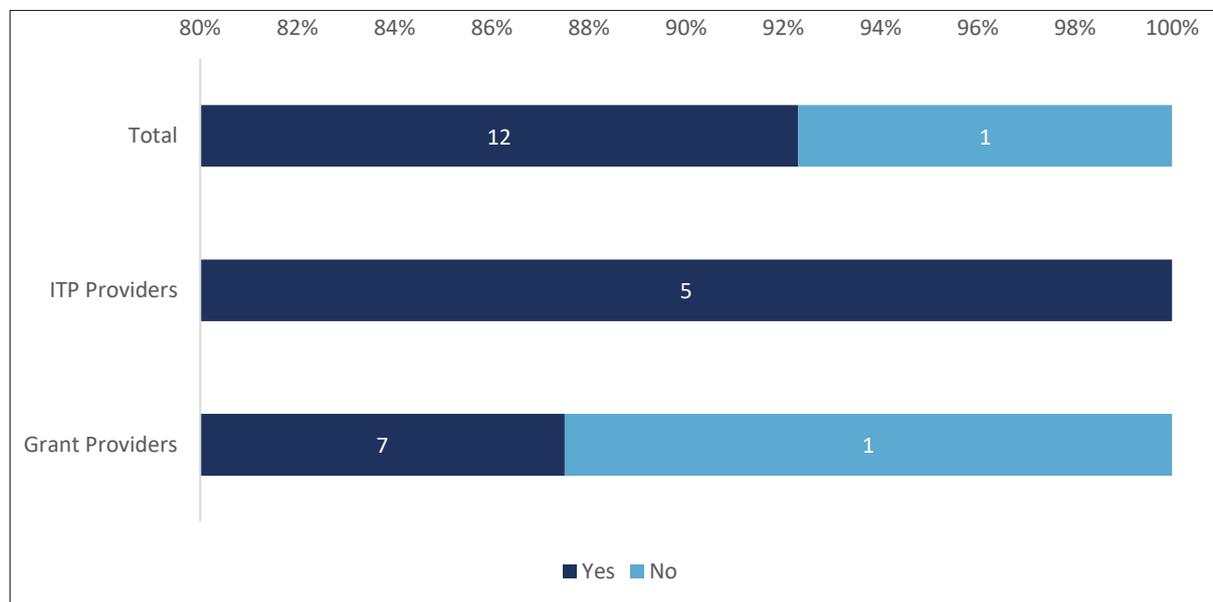
Question 21: Do you have any additional comments (for example, recommendations for the CPCA for future commissioning or current gaps in provision for adult learning activities that you would like to see addressed)?

- A couple of respondents raised collaboration and ongoing regular communication around provision needs and future funding as key to success.
- Additional feedback included:
 - A more considered business cycle to better support planning, budgeting, contracting, and marketing
 - More effective relationship management and collaboration
 - Less performance driven meetings and more flexibility to respond to community need
 - Difficulties in implementing the adult level 3 offer because of the need to make group sizes viable
 - Would like to see continued funding for some existing Innovation Fund projects
 - Would like the funding variation for online mental health courses to be extended for another year
 - Significant unmet demand for high quality ESOL in Peterborough.

Question 22: Are you gathering feedback from individual students?

13 respondents answered question 22, which asked whether they gather feedback from individual students.

Figure 16: Are providers gathering feedback from individual students?



- Most respondents indicated that they do gather feedback from individual students (**12 respondents**).
- One respondent (a Grant provider) said they do not gather feedback from individual students.

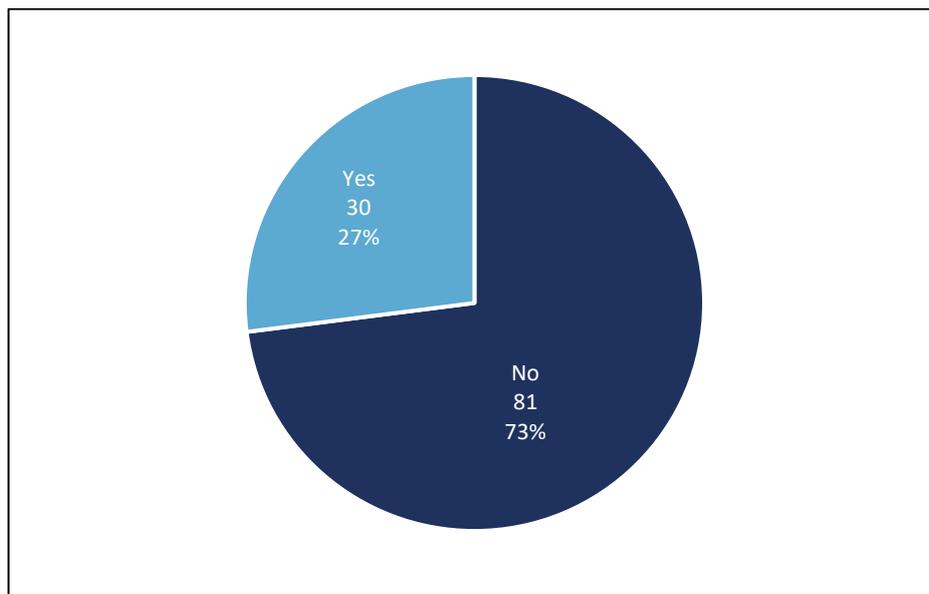
Question 22.1: If yes, please explain how you are gathering feedback (timescales, information recorded etc)

A wide variation in the type of feedback gathered. Types of feedback gathered included:

- End of course evaluations
- In year student surveys (intervals varied between providers)
- Student forums
- Learner interviews within observation process
- Mystery shoppers
- Monthly learner reviews (course progress)
- Direct student/tutor feedback
- Follow up progression calls

Question 1: Prior to this survey, were you aware that funding for adult education had been transferred from a national to local level in Cambridgeshire and Peterborough?
111 out of 112 respondents answered question 1, which asked whether they were aware that funding for adult education had been transferred from a national to local level in Cambridgeshire and Peterborough.

Figure 17: Awareness that funding for adult education had been transferred from a national to local level in Cambridgeshire and Peterborough

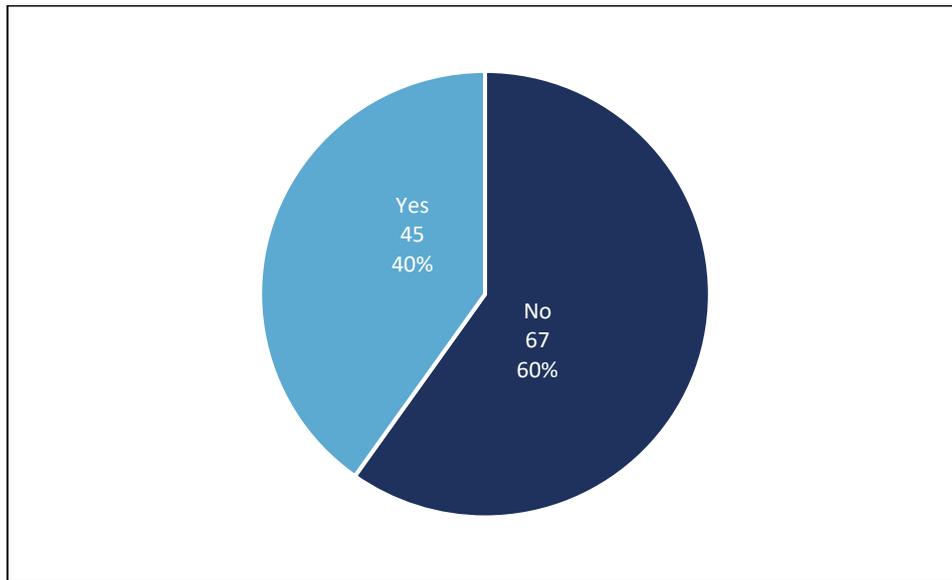


- **Most respondents (73 per cent, 81)** answered ‘No’, indicating they were not aware that funding for adult education had been transferred from a national to local level in Cambridgeshire and Peterborough
- **27 per cent of respondents (30)** answered ‘Yes’, indicating they were aware that funding for adult education had been transferred from a national to local level in Cambridgeshire and Peterborough
- **One respondent did not answer this question**

Question 2: Were you aware that your course was part-funded by the Cambridgeshire and Peterborough Combined Authority?

All 112 respondents answered question two, which asked whether they were aware that their course was part-funded by the Cambridgeshire and Peterborough Combined Authority.

Figure 18: Awareness that course was part-funded by the Cambridgeshire and Peterborough Combined Authority

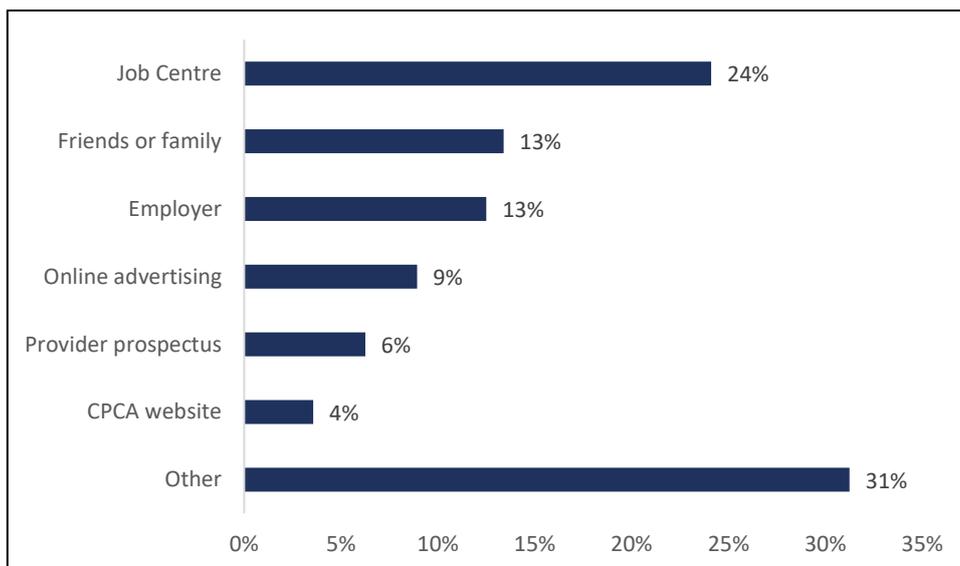


- **Most respondents (60 per cent, 67)** answered ‘No’, indicating they were not aware that their course was part-funded by Cambridgeshire and Peterborough Combined Authority
- **40 per cent of respondents (45)** answered ‘Yes’, indicating they were aware that their course was part-funded by Cambridgeshire and Peterborough Combined Authority

Question 3: How did you first learn of the course which you went on to study?

All 112 respondents answered question three, which asked how they first learnt of the course they went on to study.

Figure 19: Method of learning about course of study



- **24 per cent of respondents (27)** indicated they first learnt of their course of study through a ‘Job Centre’

- **13 per cent of respondents (15)** indicated they first learnt of their course of study through 'friends or family'
- **13 per cent of respondents (14)** indicated they first learnt of their course of study through an 'employer'
- **9 per cent of respondents (10)** indicated they first learnt of their course of study through 'online advertising'
- **6 per cent of respondents (seven)** indicated they first learnt of their course of study through a 'Provider prospectus'
- **4 per cent of respondents (four)** indicated they first learnt of their course of study through the 'CPCA website'
- **31 per cent respondents (35)** indicated 'Other'

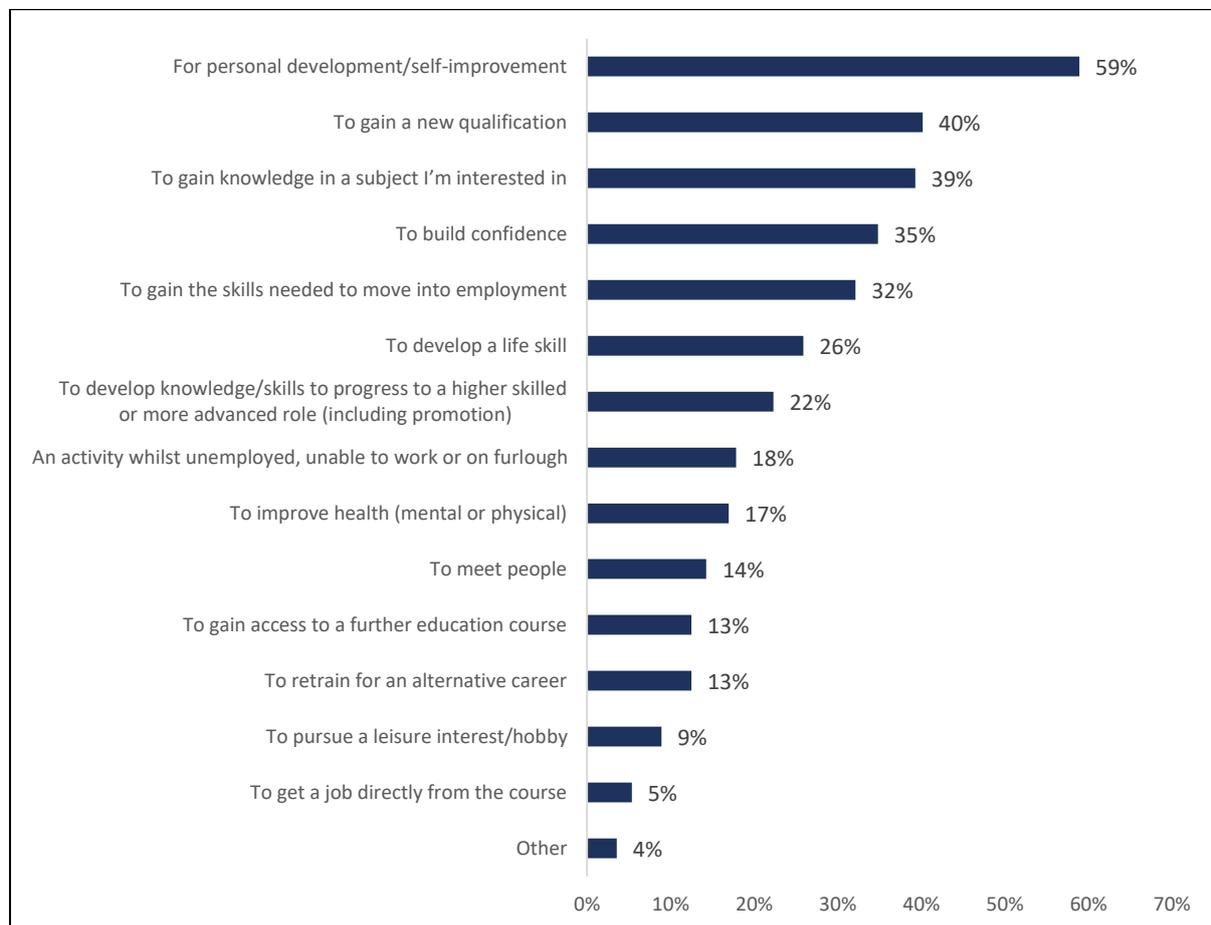
For the 35 respondents who indicated 'Other':

- **49 per cent of respondents (17)** indicated they first learnt of their course of study through school, citing emails, pamphlets, and letters specifically
- **11 per cent of respondents (four)** indicated they first learnt of their course of study through research, citing internet searchers specifically
- **11 per cent of respondents (four)** indicated they first learnt of their course of study through word of mouth, citing teachers and other points of contact
- **6 per cent of respondents (two)** indicated they first learnt of their course of study through libraries.

Question 4: What motivated you to apply to your course? (Please tick all that apply)

All 112 respondents answered question four, which asked what motivated them to apply to their course. Respondents could select multiple answers.

Figure 20: Motivations for applying to course



- **59 per cent of respondents (66)** indicated they were motivated to apply for their course **‘for personal development/self-improvement’**
- **40 per cent of respondents (45)** indicated they were motivated to apply for their course **‘to gain a new qualification’**
- **39 per cent of respondents (44)** indicated they were motivated to apply for their course **‘to gain knowledge in a subject I’m interested in’**
- **35 per cent of respondents (39)** indicated they were motivated to apply for their course **‘to build confidence’**
- **32 per cent of respondents (36)** indicated they were motivated to apply for their course **‘to gain the skills needed to move into employment’**
- **26 per cent of respondents (29)** indicated they were motivated to apply for their course **‘to develop a life skill’**
- **22 per cent of respondents (25)** indicated they were motivated to apply for their course **‘to develop knowledge/skills to progress to a higher skilled or more advanced role (including promotion)’**
- **18 per cent of respondents (20)** indicated they were motivated to apply for their course for **‘An activity whilst unemployed, unable to work or on furlough’**
- **17 per cent of respondents (19)** indicated they were motivated to apply for their course **‘to improve health (mental or physical)’**

- **14 per cent of respondents (16)** indicated they were motivated to apply for their course **‘to meet people’**
- **13 per cent of respondents (14)** indicated they were motivated to apply for their course **‘to gain access to a further education course’**
- **13 per cent of respondents (14)** indicated they were motivated to apply for their course **‘to retrain for an alternative career’**
- **Nine per cent of respondents (ten)** indicated they were motivated to apply for their course **‘to pursue a leisure interest/hobby’**
- **Five per cent of respondents (six)** indicated they were motivated to apply for their course **‘to get a job directly from the course’**
- **Four per cent of respondents (four)** indicated they were motivated to apply for their course for **‘Other reasons’**

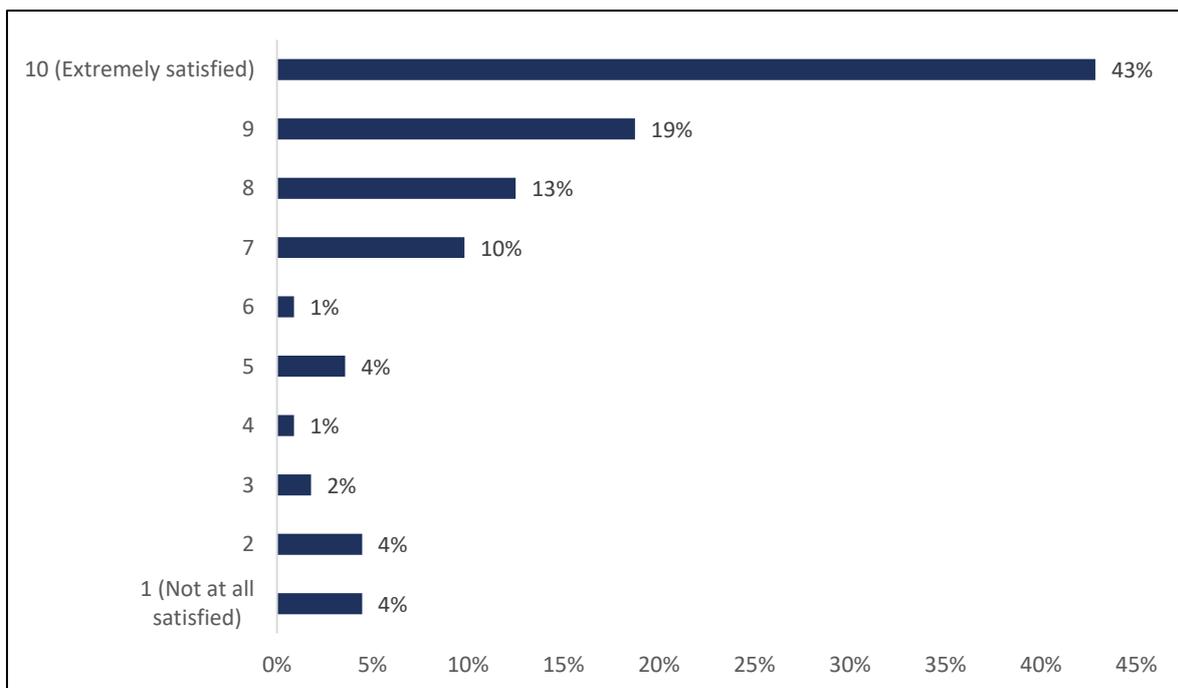
The responses from the four respondents who were motivated to apply for their course for **‘Other reasons’** are listed below:

- Requirement for Job Centre
- To understand the hiring process for civil servants
- To update CV
- To improve skills.

Question 5: On a scale of one to ten, how satisfied were you with the process of applying for your course? One (Not at all satisfied) Ten (Extremely satisfied)

All 112 respondents answered question five, which asked them to rate how satisfied they were with the process of applying for their course on a scale of one (Not at all satisfied) - ten (Extremely satisfied).

Figure 21: Satisfaction with process of applying to course



- **43 per cent of respondents (48)** rated their satisfaction with applying to their course as a ten, indicating they were extremely satisfied
- **85 per cent of respondents (95)** rated their satisfaction with applying to their course positively (six - ten)
- **12 per cent of respondents (13)** rated their satisfaction with applying to their course negatively (one - four)
- **4 per cent of respondents (four)** rated their satisfaction with applying to their course neutrally (five).

Question 5.2: [If you have any comments about the process of applying for your course, please add them here](#)

29 respondents left comments for question 5.2. The main themes are summarised below:

- **Eight respondents** commented on the process being complicated and taking a long time
- **Seven respondents** commented on the process being easy and straightforward
- **Four respondents** commented on how helpful and friendly provider staff were

Other feedback included:

- High numbers of emails
- Confusion on what course to start on with conflicting advice given.

Question 6: [What outcomes have you experienced because of your learning? \(Please tick all that apply\)](#)

All 112 respondents answered question six, which asked what outcomes they have experienced because of their learning. Respondents could select multiple answers.

Figure 22: Outcomes experienced as a result of learning



- **65 per cent of respondents (73)** indicated they ‘gained knowledge’
- **45 per cent of respondents (50)** indicated they ‘gained/expect to gain a new qualification’

- **41 per cent of respondents (46)** indicated they **'improved self-confidence'**
- **33 per cent of respondents (37)** indicated they **'improved employment-related skills'**
- **27 per cent of respondents (30)** indicated they **'improved or gained new life skills'**
- **20 per cent of respondents (22)** indicated they **'improved health (mental or physical)'**
- **18 per cent of respondents (20)** indicated they **'met new people/developed new relationships'**
- **17 per cent of respondents (19)** indicated they **'kept active during free time (including during furlough)'**
- **14 per cent of respondents (16)** indicated they **'gained access or enabled access to a future learning course'**
- **Seven per cent of respondents (eight)** indicated they **'got a new job in a different field'**
- **Seven per cent of respondents (eight)** indicated they **'got a promotion or a better job in their current field'**
- **Two per cent of respondents (two)** indicated experienced **'other'** outcomes
- **No respondents** indicated they **'started a business'**

Question 6.2: Please list any other outcomes you have experienced or provide any further details on the outcomes you have selected

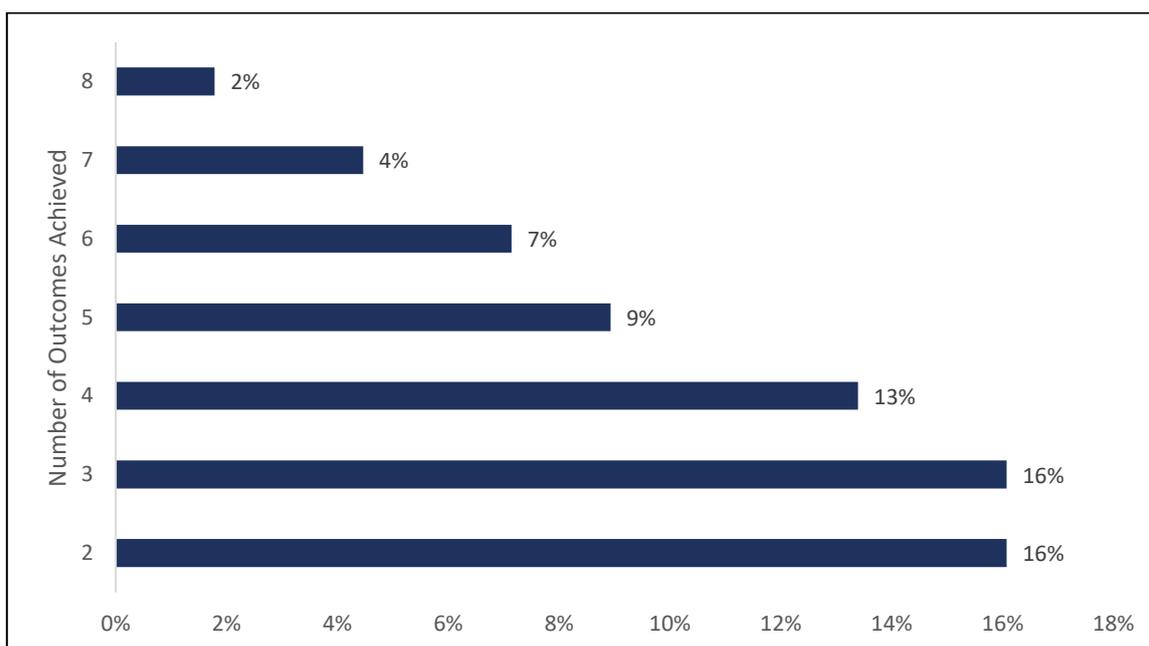
16 respondents left comments under question 6.2, which asked them to list any other outcomes they have experienced or provide any further details on outcomes selected.

- Eight respondents commented on increasing knowledge/gaining skills. Respondents mentioned adding to skills needed for current employment, having a better knowledge base, and learning something new outside their work field
- Two respondents commented on gaining confidence, one respondent mentioned how a literacy course help them to gain confidence in using a computer and form filling.
- Other points included:
 - Getting through to the interview stage for the job their course prepared them for
 - Increasing their interest in a specific field and encouraging them to introduce related initiatives with their employer
 - Practicing communicating with people they do not know
 - Starting a new job a few weeks after finishing the course
 - No outcomes due to not finishing course
 - No outcomes due to not receiving feedback from course supervisor/poor management.

Number of Outcomes Achieved

68 per cent of respondents (76) achieved at least two outcomes.

Figure 23: Number of Outcomes Achieved

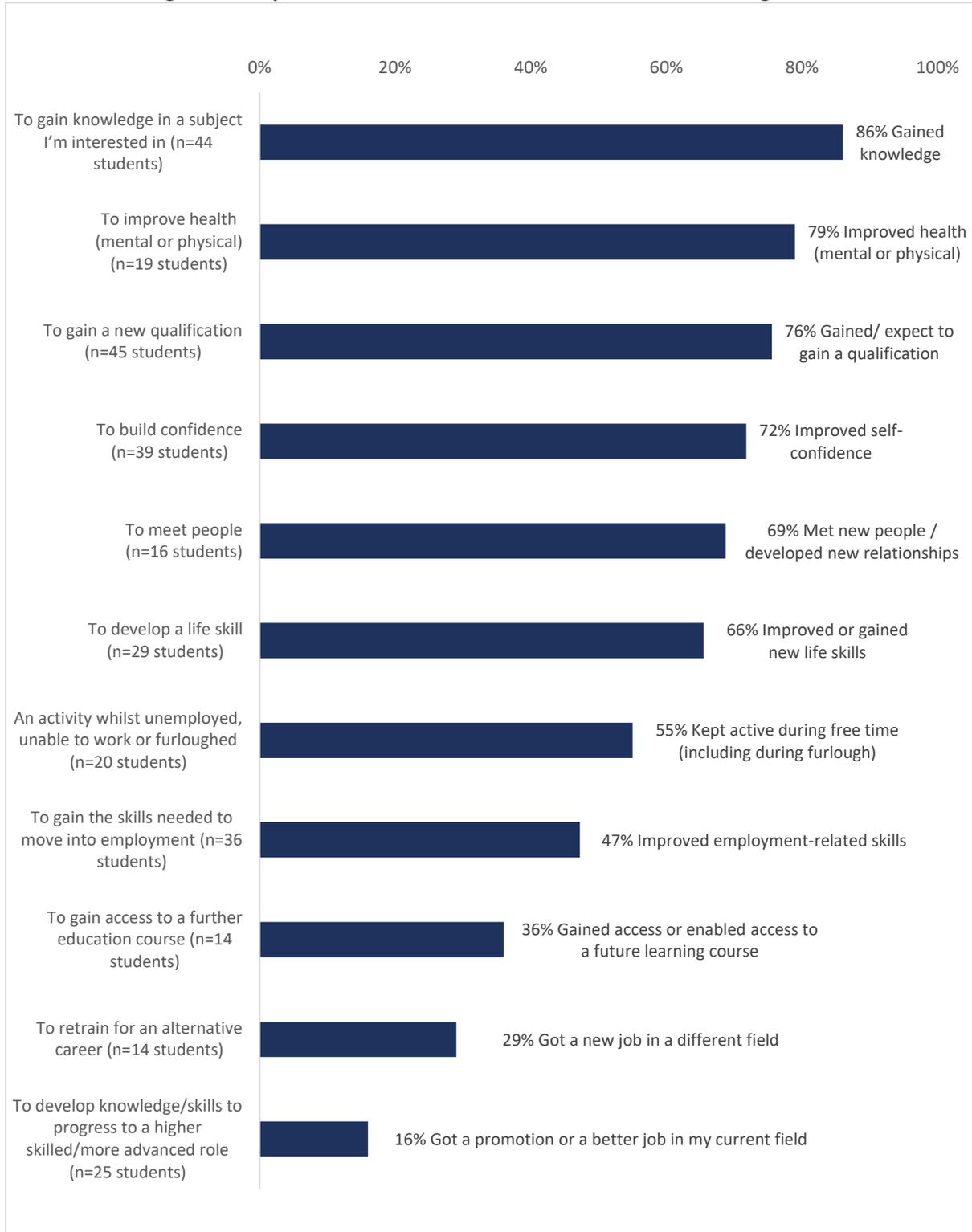


- **16 per cent of respondents (18)** achieved **two** outcomes
- **16 per cent of respondents (18)** achieved **three** outcomes
- **13 per cent of respondents (15)** achieved **four** outcomes
- **Nine per cent of respondents (ten)** achieved **five** outcomes
- **Seven per cent of respondents (eight)** achieved **six** outcomes
- **Four per cent of respondents (five)** achieved **seven** outcomes
- **Two per cent of respondents (two)** achieved **eight** outcomes.

Motivations and Outcomes

When looking at what motivated respondents to apply for their course and what outcomes they experienced, there are strong correlations with certain motivations and outcomes.

Figure 8: Proportion of outcomes achieved linked to motivating factor



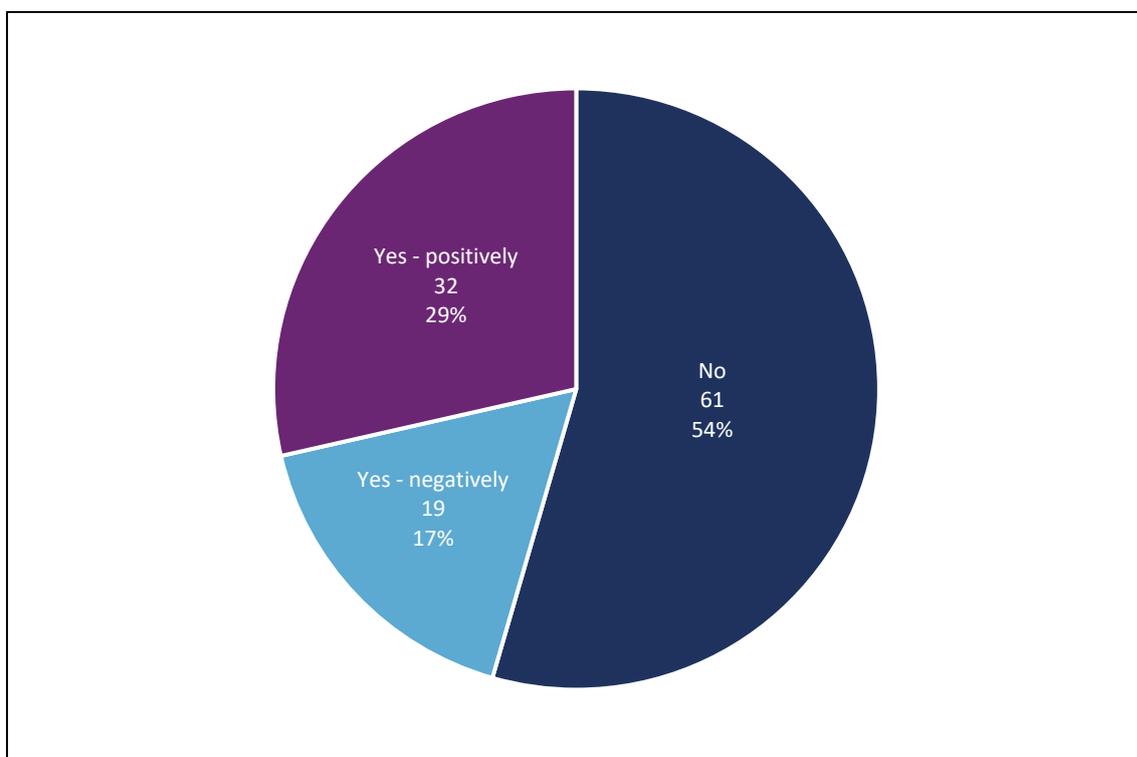
- **86 per cent of respondents (38)** who applied for their course **‘to gain knowledge in a subject I’m interested in’**, experienced **‘gained knowledge’** as an outcome
- **79 per cent of respondents (15)** who applied for their course **‘to improve health (mental or physical)’**, experienced **‘improved health (mental or physical)’** as an outcome
- **76 per cent of respondents (34)** who applied for their course **‘to gain a new qualification’**, **‘gained/expect to gain a qualification’** as an outcome

- **72 per cent of respondents (28)** who applied for their course **‘to build confidence’**, experienced **‘improved self-confidence’** as an outcome
- **69 per cent of respondents (eleven)** who applied for their course **‘to meet people’**, **‘met new people/ developed new relationships’** as an outcome
- **66 per cent of respondents (19)** who applied for their course **‘to develop a life skill’**, experienced **‘improved or gained new life skills’** as an outcome.

Question 7: Has Covid impacted on your learning experience?

All 112 respondents answered question seven, which asked whether Covid had impacted on their learning experience.

Figure 24: Impact of Covid on learning experience



- **Most respondents (54 per cent, 61)** answered **‘No’**, indicating that Covid has not impacted on their learning experience
- **29 per cent of respondents (32)** answered **‘Yes – positively’**, indicating that Covid has positively impacted their learning experience
- **17 per cent of respondents (19)** answered **‘Yes – negatively’**, indicating that Covid has negatively impacted their learning experience

Question 7.2: If yes, please describe how Covid has impacted on your learning (examples may include having the time/flexibility to start learning, changes to the timeframe of your course such as having to pause your learning or having a delayed finish date, changing from in-person to online learning, having less peer-based learning etc).

41 respondents who answered yes to question seven answered question 7.2, which asked them to describe how Covid has impacted on learning.

- **Eleven respondents** commented on online learning being flexible and accessible. Specific points mentioned included being able to study around jobs and family life, enough time to study at their own pace and not having to commute. Respondents mentioned that online learning was easy to do from home and one respondent mentioned how online learning allowed them to keep on studying during the pandemic
- **Seven respondents** commented on having free time to study because of furlough, being made redundant or just generally having more time due to lockdowns
- **Seven respondents** commented on generally preferring face to face learning as opposed to online. One respondent mentioned preferring socialising in-person, and another mentioned the opportunity to ask more questions and discuss with classmates
- **Four respondents** commented on the transition from in-person to online learning. One respondent mentioned getting used to online courses and then back to in-person
- **Three respondents** commented on disruption to learning. One respondent mentioned being delayed in completing their course due to being ill with Covid whilst another respondent mentioned cancelled courses. Another respondent said they ended college early and found online courses annoying due to being on an electronics engineering course
- **Two respondents** commented on learning being a distraction to lockdown, having their course to focus on
- Other points included:
 - Lack of meeting people and not being physically active leading to poor mental health
 - Not finishing all the course activities due to caring responsibilities
 - Not meeting anyone in person
 - Being distracted and demotivated
 - One respondent mentioned that they would question signing up for their Introduction to Counselling course if it had been in person, mentioning the course worked very well online.

ANNEX E – SUBCONTRACTORS

AEB Provider	Subcontractor Provider
Cambridge Regional College	Cambridge Community Arts
	The Skills Network Limited
Cambridgeshire County Council	Bottisham Village College
	Cambridge English Language Society
	Comberton Village College
	Ely College
	Groundwork East
	Longhurst Group Limited
	Romsey Mill Trust
	Social Echo North Huntingdonshire Cic
	SPS Training Solutions Limited
	St Ives Academy
	Switch Now Community Interest Company
	Tempus Training Limited
	United Learning Trust
Workers' Educational Association	
College of West Anglia	The Skills Network Limited
	Waste Management Assessment Services Limited

Inspire Education Group	Anglia Professional Training Limited
	Aspire Sporting Academy Ltd
	Gladstone District Community Association
	Learning Curve Group Limited
	Peterborough City Council
	Peterborough Skills Limited
Peterborough City Council (City College)	Axiom Housing Association Limited
Rutland County Council	Peterborough Regional College (Now Inspire Education)