



Department
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Innovation & Skills

Community Learning Trust (CLT) Pilot Evaluation Research Tools

Published alongside Community Learning Trust (CLT) Pilot Evaluation

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Qualitative Discussion Guides

Community Learning Trust Pilot Evaluation

Control areas site visit one Discussion Guide

Note: This Discussion Guide is a MASTER guide to be tailored according to the type of control area and the respondent type within each area - lead contacts and their partners/supporting stakeholders.

The evaluation

BIS has commissioned TNS BMRB, RCU and The Campaign for Learning to conduct an evaluation of Community Learning Trust (CLT) Pilots. CLT pilots are testing innovative planning and delivery approaches that will enable local people, organisations and providers, working collaboratively, to develop community learning priorities, strategies and partnership models that are relevant to their own communities. Fifteen CLT pilots have been selected on the basis of their proposed model, priorities and themes to lead the way in developing and testing new approaches to local delivery of community learning.

The evaluation of the CLT pilots will explore the relative success of their different approaches in delivering against the criteria set out in the Community Learning Prospectus published April 2012. The criteria are based on the new Community Learning aims and objectives (see Appendix A).

The evaluation also includes six comparable ‘control’ areas as a way of taking a wider range of delivery models and practices into account. The evaluation is taking a ‘lighter-touch’ approach in the control areas and consists of two site visits (November and spring 2013), and an initial scoping telephone call (October 2012).

Aim of visit 1

The purpose of the first site visit is to gather key information on the way in which community learning is structured, organised and delivered in the locality. Their key aims and objectives and the way in which their ‘model’ operates.

Half of the control areas were not involved in CLT pilot applications. Half applied but were not selected. One aim of the first visit to the control areas that **did** apply to

become a CLT pilot is to understand whether/how their current work relates to the approaches set out in their application. The visit is **not** intended to evaluate the impact of community learning in a given locality.

Preparation for visit

Two or three documents must be read, as applicable, prior to the visit. These will inform prompts during the interview:

- The area's application to become a CLT pilot (**if applicable**)
- Note of the informal scoping telephone meeting
- The community learning aims and objectives (**Appendix A**)

Excerpt from the Community Learning Objectives (see full objectives at Annex A)

The objectives of government supported learning are to:

- Focus public funding on people who are disadvantaged and least likely to participate, including people in rural areas and those on low incomes with low skills.
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintained health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self-organised learning
 - the lives of our most troubled families being turned around.

General guidance to researcher:

Use this topic guide appropriately. Not everyone will be able to answer all the questions so identify with lead contractor the best sections and questions to focus on with respondents recruited. Be sensitive to the fact that three areas applied unsuccessfully to become a pilot. *Please note that BIS/Agency have not made public any information on the areas that were unsuccessful in their CLT pilot applications*

Note to researcher: Use scoping visit notes and application (if applicable) as a guide for tailoring questions and to help to fill in any gaps

1. Introductions and context

- Thank interviewee for attending, introduce yourself and your role as part of the evaluation team
- Discussion will take up to one hour or as arranged.
- Recordings – these will only be available to the research team
- Confidentiality – areas will be identified. If they wish to report specific information anonymously then there will be an opportunity for this. Revisit at end of interview which parts of the interview they would like to be anonymous
- Briefly explore their role and responsibilities in relation to community learning

2. Community Learning: history and context

Lead contacts only all control areas

Ask the interviewee to briefly talk through the way in which community learning has historically been organised and delivered in their area. We want to understand the context to their current model of operation.

Information to include:

- Size of community learning allocation and number of learners
- What/who are the key organisations delivering community learning
 - Location/directorate(s) in local authority
 - What are their roles
- What are the main community learning activities and focus to date
 - Participation in other relevant pilot schemes or programmes (local and national)

3. Application to become a CLT pilot

In this section we want to explore motivations and barriers to applying to become a CLT Pilot and the process of applying.

For lead contacts and key partners in the applicant areas only:

- Why was the decision made to apply to be a CLT pilot
 - Was it a natural progression, if not, why
- What was your overall motivation
PROMPT: increased visibility, gain political support or attention, use new and innovative ways of working, use money in different ways
- What proportion of SFA funding was anticipated as being spent on the CLT Pilot as set out in your application. PROBE for all, some or a small portion (try to extract out a % if possible)
- Who was involved and in what ways in the application

Other partners and supporting stakeholders - Applicants

- Were you involved in **developing** the CLT pilot model
 - What aspects were you involved in
PROBE: involved in setting aims and objectives
 - In what ways were you involved

- **(If relevant)** did any of your learners get involved in the shaping of the CLT pilot/formulating new ways of delivering Community Learning. If yes, what ways

For lead contacts and key partners - Non applicants

- What were your reasons for deciding not to apply
- How far did you get with the decision to apply
- What were the barriers in preventing you from applying

4. The development of the current model of delivering community learning

Questions here are aimed at understanding the background to the way in which community learning is structured, organised and delivered in their area. From applicants we want to understand what features of their application, if any, they are taking forward and since when. For both applicants and non applicants we want to understand what they are doing in the next 12 months to meet the Community Learning objectives

Lead contacts and key partners - all control areas

- What are the key features of your current model of delivering community learning for the next 12 months (what might be specific to your area)
- Are you familiar with the Community Learning objectives, published December 2011 (**Appendix A**)
- What would you summarise as your main aims and objectives
 - How do these relate to the Community Learning objectives
 - Did you change any of your planning/delivery approaches as a result of reading the Community Learning objectives?
 - Which, if any, Community Learning objectives are you not yet tackling?
- Building on the key features outlined above, explore the **organisational structure** in more detail:
 - Ask if they have a chart or if they can talk through this
 - Who is leading (probe on different model types)
 - Who are your key partners and what role do they play
 - Who are your key stakeholders and what role do they play
 - Tell me how this structure evolved (interviewer to draw on a timeline if useful)
 - How are you working with the voluntary sector, businesses, self organised groups and volunteers. For instance via:
 - **Consultation**
 - **Representation** (e.g. attending relevant meetings)
 - **Delivery** (e.g. paid to deliver outreach learning)

PROBE: when did you start working with the voluntary sector, businesses, self organised groups, volunteers/ how did this come about / are all or some involved directly in outreach or delivery of learning/are you working with them in new, innovative ways/tell me about how this has grown and the factors that have supported this

- Tell me about the ways in which **learners** have (and will have) been engaged in the way in which community learning is delivered
 - Communicating with learners
 - Inviting them to be involved
 - Consultations – what have these focused on PROBE: type of courses, quality of courses etc

- Tell me about the ways in which the **local community** has (and will have) been involved or engaged in the way in which community learning is delivered
 - Communicating with:
 - local people who are not currently learning
 - self organised community groups or associations (that were not covered above)
 - local businesses
 - volunteers (such as community learning champions)
 - Inviting them to be involved (e.g through representation on a planning group)
 - Through decision making processes ie. participatory budgeting
 - Consultations – what have these focused on PROBE: type of courses, quality of courses etc

- What do you offer to learners
 - Which courses are targeted (= at specific groups, esp disadvantaged) and which are universal (=open to all, fees charged, income generated etc) and what's the ratio of one to the other
 - How do you target disadvantaged learners

- What other government policy agendas or programmes are you linking into: PROBE: troubled families, the movement of public health back into local authorities (establishment of health and wellbeing boards), Big Society or localism, Work Programme
 - Are you building on existing local initiatives, priorities or partnerships, if yes, in what way
 PROBE: increased volunteering, civic engagement, improved lifestyle/wellbeing, reduced costs on welfare, health and anti social behaviour
 PROBE: Do you intend to look at other social impacts or link into any other agendas that have not been mentioned

- **Ask pilot applicants only:** Does your current delivery of Community Learning look any different to the model described in your application and why is this
 - Which community learning planning/delivery approaches were new/innovative and which aspects were you already using
 - Which approaches described in your application are you/will you be progressing and which are / will you be you disregarding and why

5. Maximising the value of public investment

These questions are aimed at understanding the extent to which each area is working to maximise the value of public investment. Show interviewees the prompt sheet (Appendix B) and probe to see if they are collecting this information.

- What evidence are you involved in collecting to demonstrate how you are working to maximise the value of the Community Learning budget
 - Have you always collected this information on these aspects or is this new data
 - What do you do with that evidence

PROBE on fee income strategy and use of volunteers:

- What is your fee income strategy. How would you describe this as a model (Note to researcher – we want to extract the broad different model types – for example:
 - Fees based on self-declared household income**
 - Fees based on deprivation/postcode**
 - Fees based on eligibility for benefits**
 - Universal**, (i.e. all learners pay the same fee, or all learners learn for free.)
- Are you able to re-invest fee income in community learning or are you obliged to pass it on to another part of the organisation. PROBE: have they tried to make the case for keeping fee income? if they've tried but are not allowed to keep/re-invest, where does this money go and how is it used? If they are experiencing barriers in re-investing fee income, what are they?
- Are you using volunteers, if yes, in which ways and for what activities (if not already covered in section above on learning activities)
- Are you aware that the Community Development Foundation have calculated a financial proxy for volunteer time (note to researcher this has been calculated as £11.09 an hour)
 - Would you be interested in using this, if yes, in what way

6. Understanding impact on learners and wider social impact

These questions are intended to focus on the difference that the control area intends to make to learners and their communities

Lead contacts and key partners:

- In what ways are you measuring/collecting evidence of **wider social impacts** on learner and community
 - PROBE: health, social relationships / confidence, crime, wellbeing, citizenship (volunteering) of learners and the community
- If yes, how do you intend to measure this
 - PROBE: collection of additional data or information that has not already been talked about, for instance case study qualitative information

What do you intend to do with this information

Other partners and supporting stakeholders:

- In what ways are you measuring/collecting evidence of **wider social impacts** on learners and the community
PROBE: health, social relationships / confidence, crime, wellbeing, citizenship (volunteering) of learners and the community
What do you intend to do with this information

7. Moving forward

These questions are designed to understand areas hopes and fears for delivering Community Learning in line with the Community Learning objectives

- What's working well in your area
PROBE on structure, processes, projects, impacts, aligning planning/delivery to the Community Learning objectives
- Have you been following the development of the CLT pilot areas and are you interested in their experiences, if yes, in which ways **Applicant areas only**
 - How do you feel about being involved in this research
- What are the key challenges and opportunities in moving forward:
 - Do you have any concerns in moving forward, any **risks or challenges**
 - What are you looking forward to
- Are there any important policy messages for BIS or the Agency that have arisen in the course of your work so far?

8. Next steps and close

- Opportunity for confidentiality – any parts of this you wish to remain anonymous
- Discuss with lead contact the most appropriate sections / questions for each of the respondents being interviewed on the visit
- Explain next steps: The next site visit will be in spring.
- Who else would be important to see next time
- Lead contacts only: What dates/weeks are convenient

Thank you and close

Community Learning Trust Pilot Evaluation Site visit one Discussion Guide

Note: This Discussion Guide is a MASTER guide to be tailored and split into separate guides for each of the respondent types - lead contacts and strategic partners, other partners and supporting stakeholders.

The evaluation

BIS has commissioned TNS BMRB, RCU and The Campaign for Learning to conduct an evaluation of Community Learning Trust (CLT) Pilots. CLT pilots are testing innovative planning and delivery approaches that will enable local people, organisations and providers, working collaboratively, to develop community learning priorities, strategies and partnership models that are relevant to their own communities. Fifteen CLT pilots have been selected on the basis of their proposed model, priorities and themes to lead the way in developing and testing new approaches to local delivery of community learning.

The evaluation of the CLT pilots will explore the relative success of their different approaches in delivering against the criteria set out in the Community Learning Prospectus published April 2012. The criteria are based on the new Community Learning aims and objectives (see Appendix A).

The evaluation will focus on:

- Understanding the process and nature of practices employed within trusts to achieve CL aims and objectives (see **Appendix A**). These will be explored through the life of the evaluation as **set up and implementation** (site visit1), **delivery** (site visit 2) and **impacts** (site visit 3) and draw out innovative ideas and effective practice in relation to:
 - How CLT pilots bring together learners from different backgrounds
 - How CLT pilots are targeting learners from disadvantaged groups
 - How CLT pilots utilise local partnerships
 - How CLT pilots devolve planning and accountability and involve local people
 - How CLT pilots minimise overheads, bureaucracy and administration
 - How CLT pilots monitor their own effectiveness in meeting their aims and objectives
- Understanding the ways in which each trust is able to demonstrate maximising the value of public investment¹. This is referred to as '**Pound Plus**' and includes direct income,

¹ 'Pound Plus' allows Community Learning Trusts the show they are maximising the value of public investment.

cost savings, value for money, fee setting strategies and how income is re-invested in community learning.

- Understanding (and measuring, where possible) the ways in which each CLT pilot has an impact on learners and the community in relation to:
 - **Learner outcomes** - such as participation, learner progression
 - **Wider social impacts on learner and community** - e.g. in relation to health, family/social relationships, confidence, crime, wellbeing, citizenship (e.g. volunteering).
- Exploring the differences between CLT pilots, and between CLT pilots and control areas and making recommendations for taking the initiative forward in terms of successful models and practices.

Aim of visit 1 – set up and implementation

The purpose of the first site visit is to gather key information on:

- Set up of the CLT pilot, by exploring the way in which it has been established, organised and their progress to date
- The CLT pilot's key aims and objectives and how these relate to those set out in their original application to become a pilot area
- The implementation of processes for gathering Pound Plus evidence², including fee-setting strategies and re-investment of income in community learning
- Any implementation challenges and how they're being addressed

The visit is **not** intended to evaluate the impact of community learning in a given locality. We are evaluating the impact of their new CLT pilot model and initiatives as detailed in their application.

Preparation for visit

Three documents must be read prior to the visit. These will inform prompts during the interview:

- Note of the informal scoping meeting
- The application to become a trust
- The community learning aims and objectives (**Appendix A**)

Excerpt from the Community Learning Objectives (see full objectives at Annex A)

The objectives of government supported learning are to:

- Focus public funding on people who are disadvantaged and least likely to participate, including people in rural areas and those on low incomes with low skills.
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression

² This meeting is in addition to the submission of Individualised Learner Record data by 6th December 2012 (in line with normal contractual arrangements) and the provision of additional non-ILR data (using the additional data collection tool) to Richard at RCU.

³ Historical income is NOT included e.g. LA grants and adult safeguarded budget

relevant to personal circumstances, e.g.

- improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintained health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and proactive citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self-organised learning
 - the lives of our most troubled families being turned around.

'Pound Plus'

This is a new term being used to describe how learning providers can show how they are maximising the value of public investment. It refers to additional income generated over and above core income. Each trust has been sent guidance to help them develop their Pound Plus strategy.

Pound Plus includes:

- **Direct income** - additional income generated over and above the government's Community Learning budget through course fees, financial sponsorship, other funding sources or grants, revenue from sale of products or services, other government income³
- **Cost savings** - using resources effectively to avoid spending – e.g. contributions in kind (accommodation - learning spaces at no or reduced cost, staff, services (IT support, consultancy, equipment), shared services (IT, marketing, HR, finance etc) the use of volunteers, supporting self organised groups/clubs
- **Value for money** - efficiency of curriculum delivery and removal of duplication of provision, effectiveness of curriculum offering e.g. new subjects or better progression opportunities
- **Learner outcomes** - such as participation, learner progression, with a focus on disadvantaged or priority groups
- **Wider social impacts on learner and community** - health, social relationships / confidence, crime, wellbeing, citizenship (volunteering) of learners and the community

General guidance to researcher:

Use this topic guide appropriately. Not everyone will be able to answer all the questions so identify with lead contractor the best sections and questions to focus on with respondents recruited.

Note to researcher: Use scoping visit notes, interviews conducted to date and application as a guide for tailoring questions and to help to fill in any gaps

9. Introductions and context

- Thank interviewee for attending, introduce yourself and your role as part of the evaluation team
 - Discussion will take up to one hour (45 minutes for partners and supporting stakeholders – 60 minutes for lead contacts and key strategic partners). The aim is to interview the lead contact first and identify which sections / questions will be relevant to the other respondents recruited.
 - Recordings – these will only be available to the research team
 - Confidentiality – areas will be identified. If they wish to report specific information anonymously then there will be an opportunity for this. Revisit at end of interview which parts of the interview they would like to be anonymous
- Briefly explore their role and responsibilities

Other partners and supporting stakeholders only:

- Understand knowledge and awareness of the CLT Pilot / application / aims and objectives (Explain if necessary)
- Understand role and motivations for involvement

10. Brief background on Community Learning in their area

Lead contacts only:

Ask the interviewee to briefly talk through the way in which community learning has historically been organised and delivered in their area. We want to understand the context to deciding to become a CLT pilot.

Information to include:

- Size of community learning allocation and number of learners
- What/who are the key organisations delivering community learning
 - Location/directorate(s) in local authority
- What have been the main community learning activities and focus to date
 - Participation in other relevant pilot schemes or programmes (local and national)

11. The development of the CLT pilot model

Questions here are aimed at understanding the background to the development of the CLT pilot model and the benefits for partners of engagement in the pilot.

Lead contacts and key strategic partners only:

- Why was the decision made to apply to be a CLT pilot
 - Was it a natural progression. If not, why
 - What was your overall motivation.
PROMPT: increased visibility, gain political support or attention, use new and innovative ways of working, use money in different ways
- What proportion of SFA funding is being spent on the CLT Pilot as set out in your application. What are the reasons for this. PROBE for all, some or a small portion (try to extract out a % if possible) (**lead contact only**)
- What proportion of your Agency CL funding is your organisation putting in to the pilot? What is the reason for this? (**key strategic partners only**)
- Who was involved and in what ways
 - What was their role in developing the CLT pilot model and at what point did they become involved with this
 - Are you working with any new organisations or partners
 - How are local people and learners being involved

Other partners and supporting stakeholders:

- What was your role or extent of involvement in **developing** the CLT pilot model
 - What point did you become involved
 - What aspects were you involved in
PROBE: involved in setting aims and objectives
 - In what ways were you involved
PROBE: meetings to inform development of pilot model, new ways of delivering community learning
 - (**If relevant, probably for provider or voluntary partners/stakeholder interviewees**) did any of your learners or volunteers, or your key local partners (e.g. local voluntary sector organisations, businesses, self organised groups) get involved in the shaping of the CLT pilot/formulating new ways of delivering Community Learning. If yes, in what ways

12. The CLT pilot model aims, structure and processes

Questions here are intended to build an accurate picture of the CLT pilot, as it is now, and its aims and objectives. We want to know if the model's aims and objectives, as outlined in the application, still stand.

Lead contacts and key strategic partners only:

- If we were drawing a time map (Interviewer can draw this out) from August 2012 till the end of the pilot in July 2013, where would you plot the pilot on this line in terms of development and progress made
 - Is this in line with your expectations and plans or slower / faster than you envisaged
- Which specific aims and objectives has your CLT pilot prioritised as its theme/s (use application as prompt):
 - If yes, what are they (**refer to Appendix A to prompt answer if required**)

- How will you monitor/are they being monitored for effectiveness in meeting these aims and objectives
 - Do they differ from what was in the application (use application to compare) If they differ why
 - If no, what is happening to put these together, do you have a rough guide to what these will be
- What are the **key features** of your CLT pilot model / what makes the way your pilot is delivering Community Learning different
 - Has anything changed since the application was submitted
 - If yes, what and how. Why did this change happen
 - Which features of your model would you describe as innovative
 - What is different as a result of becoming a CLT pilot area
- Have you requested any freedoms or flexibilities
 - If yes, what was requested and what was the outcome of this.
 - If flexibilities were agreed or turned down, how did this happen
 - If you had a refusal, what impact has this had on your activities
- Building on the key features of the CLT pilot model as outlined above, explore the **organisational structure** in more detail:
 - Ask if they have a chart or if they can talk through this
 - Who are your key partners and what role do they play
 - Who are your key stakeholders and what role do they play
 - Tell me how this structure evolved (interviewer to draw on a timeline if useful)
 - How are you working with the voluntary sector, businesses, self organised groups and volunteers. For instance via:
 - **Consultation**
 - **Representation** (e.g. attending relevant meetings)
 - **Delivery** (e.g. paid to deliver outreach learning)

PROBE: when did you start working with the voluntary sector, businesses, self organised groups, volunteers/ how did this come about / are all or some involved directly in outreach or delivery of learning/are you working with them in new, innovative ways/tell me about how this has grown and the factors that have supported this
- Tell me about the ways in which **learners** have (and will have) been engaged in the CLT pilot model
 - Communicating with learners
 - Inviting them to be involved
 - Consultations – what have these focused on PROBE: type of courses, quality of courses etc
- Tell me about the ways in which the **local community** has (and will have) been involved or engaged in the CLT pilot model.
 - Communicating with:
 - local people who are not currently learning
 - self organised community groups or associations (that were not covered above)
 - local businesses
 - volunteers (such as community learning champions)
 - Inviting them to be involved (e.g through representation on a planning group)

- Consultations – what have these focused on PROBE: type of courses, quality of courses etc
- What do you offer to learners
 - Which courses are targeted (= at specific groups, esp disadvantaged) and which are universal (=open to all, fees charged, income generated etc) and what's the ratio of one to the other
 - How do you target disadvantaged learners
 - What **new work** with learners has been established directly as a result of the trust model or is in the process of being established
 - Is there any **innovative** recent (pre-pilot) work that you have been able to take forward/build on as a result of becoming a CLT (concentrate on outstanding/trigger work that has been carried forward or developed further and take care to stick to headlines only due to time constraints)

13. Pound Plus - Maximising the value of public investment

These questions are aimed at understanding the extent to which each trust is able to demonstrate how they are working to maximise the value of public investment. This is referred to as 'Pound Plus.'

*Researchers will have a **Pound Plus prompt sheet (Appendix B)** to hand with a list of indicators. Each indicator being used will be highlighted and notes made next to the indicator of additional examples. Questions here are intended to understand the qualitative context to the choice of these indicators and are not intended to collect quantitative data (this is a separate exercise by RCU)*

A. Prompt sheet exercise for lead contacts:

For each indicator, tell me about:

- How long been working in that way
- Reason for choosing the indicator or how it came about
- Evidence collecting or planning to collect
- Any risks / challenges ahead

Direct income indicators, for example fee income

- What is your fee income strategy. How would you describe this as a model (Note to researcher – we want to extract the broad different model types – for example:
Fees based on self-declared household income
Fees based on deprivation/postcode
Fees based on eligibility for benefits
Universal, (i.e. all learners pay the same fee, or all learners learn for free.)

PROBES:

- Have you developed a new fee policy and if yes, how is it different from before
- Fee income - are there new groups of learners that you have chosen to collect income from
- Sponsorship - are these new sources of income
- Tenders/grants – where from, why, how successful
- Revenue from sale of products/services – what products or services
- Are you able to re-invest fee income in community learning or are you obliged to pass it on to another part of the organisation. PROBE: have they tried to make the case for keeping fee income? if they've tried but are not allowed to keep/re-invest, where does this money go and how is it used? If they are experiencing barriers in re-investing fee income, what are they?

Cost saving indicators, for example contributions in kind

- Contributions in kind – how are these being calculated
- Shared services – what services, are they new partnerships

- Use of volunteers – are they using the Community Development Foundation’s Financial proxy, if not, why
- Savings arising from supporting/setting up self-organised groups

Value for money indicators, for example - efficiency of curriculum delivery

- Efficiency of curriculum – in what way are they doing this, e.g. removal of duplication of provision
- Small grants – collect summary information on these
- Effectiveness of curriculum offering - are they providing new subjects, better progression opportunities

[End of Pound Plus prompt sheet exercise]

- What **other** indicators are you planning to measure
 - Why did you chose these
- Are you experiencing any barriers or challenges to collecting the information
 - If yes, what
 - Is there data you would like to use, or collect, but you are unable to
- How are you monitoring the achievement and collection of the ‘Pound Plus’ indicators you have chosen
 - PROBE who is responsible for monitoring the collection and co-ordination of the information
- **Lead contact and ‘data’ interviewee only:** when are you planning to complete and send back the Pound Plus proforma (circulated by NIACE) [if unsure, try to capture a broad idea of this]

B. Questions and exercise for strategic partners, other partners and key stakeholders:

- Show Pound Plus prompt sheet and probe on indicators using and collecting
 - What evidence are you involved in collecting to demonstrate how you are working to maximise the value of the Community Learning budget
 - Have you always collected this information on these aspects or is this new data
 - How are you feeding this information into the CL pilot

14. Understanding impact on learners and wider social impact

These questions are intended to focus on the difference that the CLT pilot intends to make to learners and their communities

Lead contacts and key partners:

- What are you expecting will be the main impacts of your CLT Pilot on learners and the wider community

- In what ways are you measuring/collecting evidence of **wider social impacts** on learner and community
 PROBE IMPACTS ON LEARNERS: health, social relationships / confidence, crime, wellbeing, citizenship (e.g. volunteering)
 PROBE IMPACTS ON COMMUNITY: stronger links with other local services, more VCS involvement, growth in self organised groups, clubs, societies
- How do you intend to measure this
 PROBE: collection of additional data or information that has not already been talked about, for instance case study qualitative information
- What other government policy agendas or programmes are you linking into:
 PROBE: troubled families, the movement of public health back into local authorities (establishment of health and wellbeing boards, getting unemployed young adults into work, healthy ageing, learning difficulties/mental health, social cohesion/integration, Big Society or localism, Work Programme)
 - Are you building on existing local initiatives, priorities or partnerships, if yes, in what way
 PROBE: increased volunteering, civic engagement, improved lifestyle/wellbeing, reduced costs on welfare, health and anti social behaviour
 PROBE: Do you intend to look at other social impacts or link into any other agendas that have not been mentioned

Other partners and supporting stakeholders:

- What is different in the way in which community learning is being delivered as a result of becoming a CLT pilot area, how and why
 PROBE: new partnerships/working relationships, more involvement of the voluntary and community sector, devolved planning, new areas of work, reduced bureaucracy, increased flexibility, involvement of learners
- Is the CLT pilot building on existing local initiatives, priorities or partnerships, if yes, in what way PROBE: increased volunteering, civic engagement, improved lifestyle, reduced costs on welfare, health and anti social behaviour
 - As a result of the CLT Pilot are you working differently / implemented new projects
 - Does this involve new area(s) of work for you, if yes, what are they
 - Are you working with organisations or partners that you have not worked with before
 - What are (or will be) the benefits / challenges to the CLT Pilot in meeting its aims and objectives
 - What are (or will be) the benefits / challenges on your organisation
 - What are (or will be) the benefits / challenges on learners
 - What are (or will be) the benefits / challenges on the wider community (learners wider network)
- Tell me about how you will bring together learners from different backgrounds
- In what ways are you measuring/collecting evidence of **wider social impacts** on learners and the community
 PROBE IMPACTS ON LEARNERS: health, social relationships / confidence, crime, wellbeing, citizenship (e.g. volunteering)

PROBE IMPACTS ON COMMUNITY: stronger links with other local services, more VCS involvement, growth in self organised groups, clubs, societies

15. Participation and pilot progress

- What's working well and why in your CLT pilot area
PROBE on structure, processes, projects, impacts
- How do you feel about your area being a CLT pilot area
 - How do you feel about being involved in this work
- What are the key challenges and opportunities in moving forward:
 - Do you have any concerns in moving forward, any **risks or challenges**
 - What are you looking forward to
- Thinking about lessons learnt and the future of locally based Community Learning structures, what have you learnt so far (we will ask this at each visit)
- Are there any important policy messages for BIS or the Agency that have arisen as a result of your work so far?

16. Next steps and close

- Opportunity for confidentiality – any parts of this you wish to remain anonymous
- Discuss with lead contact the most appropriate sections / questions for each of the respondents being interviewed on the visit
- Explain next steps: The next site visit will be in late January or February. The second site visit would focus on experiences, views and impacts of initial delivery of the pilot, with a view to understanding how well the models are working in practice and any teething problems that have arisen (and how these have been managed).
- Who else would be important to see next time
- Lead contacts only: What dates/weeks are convenient

Thank you and close

Community Learning Trust Pilot Evaluation Site visit two Discussion Guide

Note: This Discussion Guide is a MASTER guide to be tailored for each of the respondent types - **lead contacts and strategic partners, other partners and supporting stakeholders**. Visit 2 may also involve those involved in delivery – providers, tutors, and champions / volunteers.

The evaluation

BIS has commissioned TNS BMRB, RCU and The Campaign for Learning to conduct an evaluation of Community Learning Trust (CLT) Pilots. CLT pilots are testing innovative planning and delivery approaches that will enable local people, organisations and providers, working collaboratively, to develop community learning priorities, strategies and partnership models that are relevant to their own communities. Fifteen CLT pilots have been selected on the basis of their proposed model, priorities and themes to lead the way in developing and testing new approaches to local delivery of community learning.

The evaluation of the CLT pilots will explore the relative success of their different approaches in delivering against the criteria set out in the Community Learning Prospectus published April 2012. The criteria are based on the new Community Learning aims and objectives (see Appendix A).

The evaluation will focus on:

- Understanding the process and nature of practices employed within trusts to achieve CL aims and objectives (see **Appendix A**). These will be explored through the life of the evaluation as **set up and implementation** (site visit1, now completed), **delivery** (site visit 2) and **impacts** (site visit 3) and draw out innovative ideas and effective practice in relation to:
 - How CLT pilots bring together learners from different backgrounds
 - How CLT pilots are targeting learners from disadvantaged groups
 - How CLT pilots utilise local partnerships
 - How CLT pilots devolve planning and accountability and involve local people
 - How CLT pilots minimise overheads, bureaucracy and administration
 - How CLT pilots monitor their own effectiveness in meeting their aims and objectives
 - Key lessons learned
- Understanding the ways in which each trust is able to demonstrate maximising the value

of public investment⁴. This is referred to as '**Pound Plus**' and includes direct income, cost savings, value for money, fee setting strategies and how income is re-invested in community learning.

- Understanding (and measuring, where possible) the ways in which each CLT pilot has an impact on learners and the community in relation to:
 - **Learner outcomes** - such as participation, learner progression
 - **Wider social impacts on learner and community** - e.g. in relation to health, family/social relationships, confidence, crime, wellbeing, citizenship (e.g. volunteering).
- Exploring the differences between CLT pilots, and between CLT pilots and control areas and making recommendations for taking the initiative forward in terms of successful models and practices.

Aim of visit two – delivery

The purpose of the second visit is to follow on from the first site visits which took place in November/December and explore how areas are moving from the set up and implementation of their community learning trust to the initial delivery of activities.

The visit will gather key information on:

- The way in which the trust is operating and how new areas of work are developing, including progress to date
- The CLT pilot's key aims and objectives in moving forward and how these will be implemented, including any changes of direction, and why
- Partnership working and engagement with wider communities (including strategies for working with volunteers and engagement/ accountability with the local community .)
- Impacts on learners from the perspective of providers, tutors and champions.
- The implementation of processes for gathering Pound Plus evidence⁵, including fee-setting strategies and re-investment of income in community learning
- Any implementation challenges and how they're being addressed

The visit is **not** intended to evaluate the impact of community learning in a given locality. We are evaluating the impact of their new CLT pilot model and initiatives as detailed in their application.

Preparation for visit

Six documents must be read prior to the visit. These will inform prompts during the interview:

- Note of the informal scoping meeting
- The application to become a trust
- The community learning aims and objectives (**Appendix A**)
- Notes of the first site visit (and any supporting documents provided during this visit)

⁴ 'Pound Plus' allows Community Learning Trusts to show they are maximising the value of public investment.

⁵ This meeting is in addition to the submission of Individualised Learner Record data by 6th December 2012 (in line with normal contractual arrangements) and the provision of additional non-ILR data (using the additional data collection tool) to Richard at RCU.

- The completed Pound Plus proforma (returned by areas 15th December 2012)
- SFA notes on application – strengths and weaknesses of application

Excerpt from the Community Learning Objectives (see full objectives at Annex A)

The objectives of government supported learning are to:

- Focus public funding on people who are disadvantaged and least likely to participate, including people in rural areas and those on low incomes with low skills.
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintained health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self-organised learning
 - the lives of our most troubled families being turned around.

'Pound Plus'

This is a new term being used to describe how learning providers can show how they are maximising the value of public investment. It refers to additional income generated over and above core income. Each trust has been sent guidance to help them develop their Pound Plus strategy. Pound Plus includes:

- **Direct income** - additional income generated over and above the government's Community Learning budget through course fees, financial sponsorship, other funding sources or grants, revenue from sale of products or services, other government income⁶
- **Cost savings** - using resources effectively to avoid spending – e.g. contributions in kind (accommodation - learning spaces at no or reduced cost, staff, services (IT support, consultancy, equipment), shared services (IT, marketing, HR, finance etc) the use of volunteers, supporting self organised groups/clubs
- **Value for money** - efficiency of curriculum delivery and removal of duplication of provision, effectiveness of curriculum offering e.g. new subjects or better progression opportunities
- **Learner outcomes** - such as participation, learner progression, with a focus on disadvantaged or priority groups
- **Wider social impacts on learner and community** - health, social relationships / confidence, crime, wellbeing, citizenship (volunteering) of learners and the community

⁶ Historical income is NOT included e.g. LA grants and adult safeguarded budget

General guidance to researcher:

Use this topic guide appropriately. Not everyone will be able to answer all the questions so identify with lead contractor the best sections and questions to focus on with respondents recruited.

Note to researcher: Use scoping visit notes, interviews conducted to date and application as a guide for tailoring questions and to help to fill in any gaps. The guide will be adapted according to the time available and respondent

17. Introductions and context

- Thank interviewee for attending, introduce yourself and your role as part of the evaluation team
- Discussion time (up to 90 minutes for lead contact(s), 45-60 minutes for key strategic partners, partners and supporting stakeholders) and 30-60 minutes for those working in delivery – tutors, volunteers, mentors etc.
- **The aim is to interview the lead contact first and identify which sections/ questions will be relevant to the other respondents recruited. Ask lead contact if it is ok to use the Pound Plus proforma as a stimulus with other interviewees.**
- Recordings – these will only be available to the research team
- Confidentiality – areas will be identified. If they wish to report specific information anonymously then there will be an opportunity for this. Revisit at end of interview which parts of the interview they would like to be anonymous
- **For new interviewees only** (this information was gathered for previous respondents as part of visit one):
 - Briefly explore their role and responsibilities
 - Understand extent of knowledge and awareness of the CLT Pilot / application / aims and objectives (Explain if necessary, PROBE: why if have only low level of knowledge/awareness)
 - Understand role and motivations for involvement with the CLT

18. Progress: CLT set up, implementation and delivery

A. Lead contacts:

Ask interviewee to talk through progress since site visit one and identify impacts as a result of CLT structures and approaches. How are things working in practice and what has been achieved since the first visit, including delivery of activities.

Information to include:

- **What has happened since site visit one** relating to set up and development
 - What new structures, areas of work, developments have been established directly as a result of the trust model or is in the process of being established
 - What new activities are being delivered as a result of the CLT pilot

- Who is involved (including partner organisations and number of learners)
- What is happening
- Are you reaching any new target audiences?
- How are impacts being identified
- Have you had any issues to overcome, and if so how have/are you addressing these?
- How is the **partnership working** going
 - Are you working with any new organisations or partners or have you re-established any dormant partnerships
 - How are new members being brought to the table
 - What is working well
 - What types of practice help and hinder partnership working
 - What lessons have you learnt
- **General Progress** - If you are drawing a time map (Interviewer can draw this out) from August 2012 till the end of the pilot in July 2013, where would you now plot the pilot on this line in terms of development and progress made (note this was also asked in site visit one)
 - Is this in line with your expectations and plans or slower / faster than you envisaged
 - What has helped to speed up / slow down progress
 - Overall, what's working well and less well and why (probe on wider area change – cuts, restructuring of organisations, staff turnover etc)
 - What are the challenges / any learning's as to how these have been overcome
- **Delivery of projects**
 - What's working well - impacts – success stories – case studies
 - What's working less well – lesson learnt
- Which specific **aims and objectives** has your CLT pilot prioritised as its theme/s (use application as prompt):
 - Have they changed since the first site visit/how have they developed. If they differ, why
 - What are (or will be) the challenges to the CLT Pilot in meeting its aims and objectives
 - What changes have you made to try and address any challenges
- What thoughts do you have on the **structure / model** the CLT is working towards
 - How did this come about – did it evolve over time or was it planned
 - (if planned) what was the decision making to choose this structure
 - What are the benefits and drawbacks of having different types of structures for delivering community learning:
 - Local authority led
 - College led
 - Equal partnership with voluntary sector
 - Equal partnership between LA and College
 - Equal partnership with more than three partners involved
 - Social enterprise led
- What particular approaches/elements of your model/structure draws the most benefit

B. Other partners and supporting stakeholders:

Understand respondent's role in the development of the CLT pilot model and the benefits for their organisation of engaging in the pilot. Tailor questions according to whether they are a new interviewee or interviewed as part of site visit one.

- What is your **role, or extent of involvement** in the CLT pilot model
 - What point did you become involved and why
 - What aspects are you involved in and in what ways, including:
 - New areas of work
 - New partners or organisations working with
 - New ways of delivering community learning being considered / planned or established as a consequence of the CLT pilot
- What is **different in the way in which community learning is being delivered** as a result of becoming a CLT pilot area, how and why
 - What are (or will be) the benefits / challenges for your organisation
 - What are (or will be) the benefits / challenges for learners
 - What are (or will be) the benefits / challenges for the community

PROBE: new partnerships/working relationships, more involvement of the voluntary and community sector, devolved planning, new areas of work, new target learner group(s) reduced bureaucracy, increased flexibility, more local decision-making, involvement of learners, accountability to local community

- Is the CLT pilot building on existing local initiatives, priorities or partnerships
 - If yes, in what way PROBE: increased volunteering, civic engagement, improved lifestyle, reduced costs on welfare, health and anti social behaviour

19. Engagement of communities (existing learners and wider area)

Questions here are intended to build an accurate picture of the way in which the CLT pilot is engaging with existing learners and the wider community. Include impacts as a result of CLT work. Ask all interviewees:

General engagement with communities:

- What importance do you place on engagement of communities and why
- Broadly, what has been done and by whom and at what points to engage communities
 - Probe specifically on different ways of **direct consulting** – neighbourhood and other forums, through mentors or volunteers/champions, self-organised groups, local businesses, taster sessions, through other community events e.g. cohesion, events to attract people using incentives e.g. free meals and parties)
 - Probe specifically on different ways of **indirect consulting** – talking to tutors
 - Probe on building awareness / raising the profile of the CLT – media, launch events, learning festivals, use of technology
 - Probe on signposting for learners
 - Probe on tactics to be learner centric

- How are you using the information that is gathered via any engagement or consultation (e.g. to map existing provision, deliver different provision, to understand needs for curriculum, to understand type of learning, to build capacity)
- Probe on **branding tactics** – changing the name of courses, offering flexibility, consideration of venues, digital strategies, incentives (crèche, food etc)

Engagement with different 'types' of learners:

For each type of learner below, gather information on involvement and consultation and probe on:

- What is being **planned**
- What's worked well – success stories / impacts
- What lessons have been learnt / what's not worked so well
- Tell me what you are doing to involve and consult **existing learners**
- Tell me what you're doing to involve, consult and retain **new learners**, including
 - **Rural learners** (if applicable)
 - **Disadvantaged learners**
- Tell me what you are doing to involve and consult **those able to pay** (going to the workplace / weekend and evening provision)
- Do you have any strategies for bringing together different types of learners for the same course – to what extent are you doing this – what's worked well / not so well (N.B this is a CL objective – make sure you cover!)

Direct engagement and delivery with the voluntary sector and volunteers

- How are you **working with the voluntary sector, self organised groups and volunteers**
 - In what ways
 - How has this work developed
 - Is there a unified approach versus partners and providers working in different ways / doing different things – does this matter
 - How are volunteers being recruited / incentivised / trained – what works well / Do they need to be incentivised / what tactics have you tried
 - What's worked well – any impacts – case studies and stories
 - What's worked less well – lessons learnt
- For CLT's in e reading rooms pilot probe on lessons learnt

20. Pound Plus - Maximising the value of public investment

*These questions are aimed at understanding the extent to which each trust is able to demonstrate how they are working to maximise the value of public investment. This is referred to as 'Pound Plus.' **Every Trust has returned a Pound Plus 'pro-forma' please refer to this form and collect the qualitative context.***

Ask both lead contact and the relevant providers

- **£ + strategies overall:** Talk me through your thoughts on what has been indicated in the proforma
 - How has this been collected and collated / systems for collating and monitoring £+ / problems and risks
 - How accurate do you feel it is / Are any areas under represented due to barriers in collecting the information
 - **What areas are stronger and weaker and why has this area generated more or less £+ / what learning's can you provide to others trying to generate £+ in this area**
 - Which areas are easier / more difficult to achieve £+
 - Other £+ achievements
- **Fee Income**
 - Is there a consistent fee policy within the CLT
 - Have you developed a new fee policy and if yes, how is it different from before. If not are you planning to develop a new fee policy, if so, when?
 - What is being done to increase fee income
 - Are there new groups of learners that you have chosen to collect income from
 - Success stories
 - Challenges
 - Lessons learnt
 - Do you keep the fee income / reinvest in CLT / where does the money go for example, is it reinvested in community learning provision or does it go back to the LA to use (e.g. in wider provision)
- **Sponsorship** – are these new sources of income
 - Success stories
 - Challenges
 - Lessons learnt
- **Tenders/grants** – where from, why, how successful
 - Success stories
 - Challenges
 - Lessons learnt
- **Revenue from sale of products/services** – what products or services
 - Success stories
 - Challenges
 - Lessons learnt
- **Contributions In Kind**
 - Success stories
 - Challenges
 - Lessons learnt
- **Shared services**
 - Success stories
 - Challenges
 - Lessons learnt
- **Use of volunteers / training** – are they using the Community Development Foundation's Financial proxy, if not, why
 - Success stories
 - Challenges
 - Lessons learnt
- **Probe** – if not currently getting any income from sponsorship, tenders, revenue from sales, contributions in kind or shared services does the CLT have any forthcoming plans for this?

- Have you experienced challenges and difficulties to collecting the information:
 - To what extent and in what ways
 - Has it cost money to collect this information (some areas are calling this 'pound minus')
 - If yes, what information and why

21. Understanding impact on learners and wider social impact

*These questions are intended to focus on the difference that the CLT pilot intends to make to learners and their communities. **Ask all interviewees:***

- Have you seen any impacts as a result of the CLT (your project within the CLT) so far – recruiting new/different learners, retention, progression
- What are you expecting will be the main impacts of the CLT Pilot on learners and the wider community
- Are you measuring/collecting evidence of **wider social impacts** on learner and community. If yes, how do you intend to measure this
 - PROBE IMPACTS ON LEARNERS: health, social relationships / confidence, crime, wellbeing, citizenship (e.g. volunteering)
 - PROBE IMPACTS ON COMMUNITY: stronger links with other local services, local businesses, more VCS involvement, growth in self organised groups, clubs, societies
- Are you collecting additional data or information that has not already been talked about, for instance case study qualitative information

22. Moving forward

*Questions to explore perceived challenges and opportunities in moving forward and perceptions of impacts of participation in the pilot programme. **Ask all interviewees:***

- What are the key challenges and opportunities in moving forward:
 - Do you have any concerns in moving forward, any **risks or challenges**
 - What are you looking forward to
- Thinking about lessons learnt and the future of locally based Community Learning structures, what have you learnt so far (we ask this at each visit)
- Are there any important policy messages (not raised at visit one) for BIS or the Agency that have arisen as a result of your work so far
- To sum up: what **key features** of your CLT pilot model would you like us to emphasise in the evaluation (the jewels in your CLT that make it sparkle)
 - How has your pilot developed a learning offer differently
 - What makes the way your pilot is delivering Community Learning different
 - Which features of your model would you describe as innovative

- What are (or will be) the benefits / challenges for learners
- What are (or will be) the benefits / challenges for your organisation/learners/the community

23. Next steps and close

- Opportunity for confidentiality – any parts of this you wish to remain anonymous
- Explain next steps: The next site visit will be in end of April / beginning of May 2013. The final site visit will explore on-going delivery and perceived impacts. It will include interviews with learners and observation of activities (as appropriate). Discuss whether there is an ideal time to schedule visit to tie in with activities e.g. In Sunderland the visit 3 is scheduled so can attend the CL awards ceremony)
- Who else would be important to see next time
- **Lead contacts only:** What dates/weeks are convenient

Thank you and close

Appendix A: Community Learning: aims and objectives⁷

Purpose of Government Supported Community Learning:

- Maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances.
- Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement.
- Maximise the impact of community learning on the social and economic well-being of individuals, families and communities.

Objectives:

- Focus public funding on people who are disadvantaged and least likely to participate, including people in rural areas and those on low incomes with low skills.
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintained health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self-organised learning
 - the lives of our most troubled families being turned around.
- Commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - bringing together people from all backgrounds, cultures and income groups, including people who can/cannot afford to pay
 - using effective local partnerships to bring together key providers and relevant local agencies and services
 - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer

⁷ [New Challenges, New Chances Further Education and Skills System Reform Plan: building a world class skills system](#), BIS, Dec 2011

- involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
- supporting the wide use of online information and learning resources
- minimising overheads, bureaucracy & administration.

Community Learning Trust Pilot Evaluation Site visit three Discussion Guide

Materials and equipment:

Smartphone or camera

Completed Pound Plus 'Pro-forma' with annotations

Organogram

Fee policy descriptions for each CLT

Fee policy descriptions 1-6

Note: This Discussion Guide is a MASTER guide to be tailored for each of the respondent type - **lead contacts and strategic partners, other partners and supporting stakeholders, providers, tutors, volunteers and learners / general public.**

As with all qualitative research, this is a 'guide' to the kinds of questions to ask. We will not ask every question of every respondent but ensure that all the areas of the guide are covered across all respondents.

The evaluation (for researcher reference)

BIS has commissioned TNS BMRB, RCU and The Campaign for Learning to conduct an evaluation of Community Learning Trust (CLT) Pilots. CLT pilots are testing innovative planning and delivery approaches that will enable local people, organisations and providers, working collaboratively, to develop community learning priorities, strategies and partnership models that are relevant to their own communities. Fifteen CLT pilots were selected on the basis of their proposed model, priorities and themes to lead the way in developing and testing new approaches to local delivery of community learning.

The evaluation of the CLT pilots is exploring the relative success of their different approaches in delivering against the criteria set out in the Community Learning Prospectus published April 2012. The criteria are based on the new Community Learning aims and objectives (see Appendix A).

The evaluation is focusing on:

- Understanding the process and nature of practices employed within trusts to achieve CL aims and objectives (see **Appendix A**). These are being explored through the life of the evaluation as **set up and implementation** (site visit 1, now completed), **delivery** (site visit 2, now completed) and **impacts** (site visit 3) and draw out innovative ideas and effective practice in relation to:

How CLT pilots bring together learners from different backgrounds

How CLT pilots are targeting learners from disadvantaged groups

How CLT pilots utilise local partnerships

How CLT pilots devolve planning and accountability and involve local people

How CLT pilots minimise overheads, bureaucracy and administration

How CLT pilots monitor their own effectiveness in meeting their aims and

objectives

Key lessons learned

- Understanding the ways in which each trust is able to demonstrate maximising the value of public investment⁸. This is referred to as '**Pound Plus**' and includes direct income, cost savings, value for money, fee setting strategies and how income is re-invested in community learning.
- Understanding (and measuring, where possible) the ways in which each CLT pilot has an impact on learners and the community in relation to:
 - **Learner outcomes** - such as participation, learner progression
 - **Wider social impacts on learner and community** - e.g. in relation to health, family/social relationships, confidence, crime, wellbeing, citizenship (e.g. volunteering).
- Exploring the differences between CLT pilots, and between CLT pilots and control areas and making recommendations for taking the initiative forward in terms of successful approaches and practices.

Aim of visit three – continued delivery and impacts

The purpose of the third visit is to follow on from the first and second site visits and explore how areas have progressed in the planning and delivery of activities and explore impacts to date of these activities.

The visit is **not** intended to evaluate the impact of community learning in a given locality. We are evaluating the impacts of CLT pilots' approaches and initiatives as detailed in their original applications or subsequently amended in the light of early discussions among partnerships.

Preparation for visit

Six documents must be read prior to the visit. These will inform prompts during the interview:

- The interim report – set up stage
- The application to become a trust
- The community learning aims and objectives (**Appendix A**)
- Notes of the scoping, first and second site visit (and any supporting documents provided during these visits)
- The completed Pound Plus 'pro-forma' (returned by areas 8th April 2013)
- SFA notes on application – strengths and weaknesses of application

⁸ 'Pound Plus' allows Community Learning Trusts to show they are maximising the value of public investment.

Excerpt from the Community Learning Objectives (see full objectives at Annex A)

The objectives of government-supported learning are to:

- Focus public funding on people who are disadvantaged and least likely to participate, including people in rural areas and those on low incomes with low skills.
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved / maintained health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and proactive citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self-organised learning
 - the lives of our most troubled families being turned around.
- Commission, deliver and support learning in ways that contribute directly to these objectives, including:

bringing together people from all backgrounds, cultures and income groups, including people who can/cannot afford to pay

- using effective local partnerships to bring together key providers and relevant local agencies and services
- devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
- involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
- supporting the wide use of online information and learning resources
- minimising overheads, bureaucracy & administration.

'Pound Plus'

This is a new term being used to describe how learning providers can show how they are maximising the value of public investment. It refers to additional income generated over and above core income. Each trust has been sent guidance to help them develop their Pound Plus strategy. Pound Plus includes:

⁹ Historical income is NOT included e.g. LA grants and adult safeguarded budget

- **Direct income** - additional income generated over and above the government's Community Learning budget through course fees, financial sponsorship, other funding sources or grants, revenue from sale of products or services, other government income⁹
- **Cost savings** - using resources effectively to avoid spending – e.g. contributions in kind (accommodation - learning spaces at no or reduced cost, staff, services (IT support, consultancy, equipment), shared services (IT, marketing, HR, finance etc) the use of volunteers, supporting self organised groups/clubs
- **Value for money** - efficiency of curriculum delivery and removal of duplication of provision, effectiveness of curriculum offering e.g. new subjects or better progression opportunities
- **Learner outcomes** - such as participation, learner progression, with a focus on disadvantaged or priority groups
- **Wider social impacts on learner and community** - health, social relationships / confidence, crime, wellbeing, citizenship (volunteering) of learners and the community

General guidance to researcher:

Use this topic guide appropriately. Not everyone will be able to answer all the questions so identify with lead contractor the best sections and questions to focus on with respondents recruited.

24. Introductions and context

Ask lead contact which questions and themes to explore with each respondent and if it is ok to show the Pound Plus 'pro-forma' as a stimulus with other interviewees.

- Thank interviewee for attending, introduce yourself and your role as part of the evaluation team
- Discussion time as agreed with lead contact / respondent being interviewed
- Recordings – these will only be available to the research team
- Confidentiality – areas will be identified. If they wish to report specific information anonymously then there will be an opportunity for this. Revisit at end of interview which parts of the interview they would like to be anonymous
- **For new interviewees only** (this information was gathered for previous respondents as part of visit one):
 - Briefly explore their role and responsibilities (If appropriate)
 - Understand extent of knowledge and awareness of the CLT Pilot / application / aims and objectives (Explain if necessary, PROBE: why if have only low level of knowledge/awareness)
 - When did they get involved and why?
 - Understand role and motivations for involvement with the CLT

25. CLT Progress – processes and nature

Ask interviewee to review progress up to this point as a result of CLT structures, approaches and projects. How are things working in practice and what has been

achieved since the second visit, including delivery of activities. Information to include:

Overall journey travelled

(Lead Contact and strategic partners)

Line chart - If you are drawing a time map (*Interviewer can draw this out*) from August 2012 till the end of the pilot in July 2013, where would you now plot the pilot on this line in terms of development and progress made?

- Is this in line with your expectations and plans or slower / faster than you envisaged
- What has helped to speed up / slow down progress (probe on wider area change – cuts, restructuring of organisations, staff turnover etc)
- What were your original aims and objectives for the CLT
 - Which of these have you met; tell me about the progress made with each of these
 - Who has been involved (including partner organisations and number of learners)
 - What learning activity is happening as part of meeting this objective
 - Who is being targeted
 - What are the initial impacts and how are these being identified / evidenced
 - What have been the challenges and how have these been overcome
 - Have any **original** objectives been dropped; if yes, how and why has this happened
- What **new** aims and objectives have been created along the way
 - how did these come about
 - why did you decide to pursue these
 - what progress has been made
- What are the success stories
- What are the challenges / lessons learnt

Utilising local partnerships

(Lead contact and partners)

This section is more about the process of partnership working rather than the impacts

- How is partnership working progressing:
 - What have been the highs and lows since the pilot began
 - Are you working with any new organisations or partners or have you re-established any dormant partnerships
 - **IMPORTANT:** Have some **types** of partner (e.g. VCS organisations, learning providers, LA services, businesses etc) been easier or more difficult to engage/work with and why
 - What has worked well in bringing in new partners / maintaining partners / adopting successful partnership working approaches (probe on strategies and tactics)

- Do these successful approaches differ according to the **type** of partner you're working with? If yes, how?
- What lessons would you draw out / what have you learnt about partnership working that could help other areas in developing locally led community learning

(Partners / providers / CVS / businesses)

- How well do you feel your area works in partnership
- What has helped / hindered partnership working
- What motivated you to be a part of the CLT and to stay involved
- IMPORTANT: What can be learnt from your area about partnership working ('the 'do's and don'ts' that could be passed onto the other providers that will be delivering community learning trust approaches)

CLT Structure / model

(Lead contact and strategic partners)

SHOW ORGANOGRAM AS STIMULUS (Use this as a point for discussion and encourage respondents to scribble on this / draw / be creative in redesigning if appropriate)

- What (further) thoughts do you have on the **structure / model** the CLT has operated
- From being part of the CLT pilot (and attending NIACE workshops) what thoughts do you have on different models and structures for delivering community learning? What do you think are the benefits and drawbacks of having different types of structures for delivering community learning:
 - Local authority led (Probe on *benefits*, such as joining up with other relevant LA services vs *challenges*, such as councillors getting involved in decisions re fee-setting)
 - College led
 - Equal partnership with voluntary sector
 - Equal partnership between LA and College
 - Equal partnership with more than three partners involved
 - Social enterprise led / a mutual

(West Sussex - Liberate) What examples of working practice as a mutual could others replicate without necessarily becoming a mutual? – case study

(Luton & Bedfordshire) The benefits of a twin model – case study

- Which of these approaches are more / less appealing
- Which particular approaches/elements of your model/structure secure the most benefits and impacts
- IMPORTANT: Which approaches/elements draw the least benefits / hold back progress

Devolving planning and accountability and involving local people

- Broadly, what has been done, when and by whom to **engage communities** (both existing learners and potential learners)
 - Probe specifically on different ways of **direct consulting** – neighbourhood and other forums, through mentors or volunteers/champions, taster sessions,

through other community events e.g. cohesion, events to attract people using incentives e.g. free meals and parties)

- Probe specifically on different ways of **indirect consulting** – talking to tutors, meeting with specific intermediaries such as local trade bodies / associations or specialist umbrella orgs representing disadvantaged groups, VCS organisations, self-organised groups, local businesses etc
 - How are you using the information that is gathered via any engagement or consultation (e.g. to map existing provision, deliver different provision, to understand needs for curriculum, to understand type of learning, to build capacity)
 - What has worked well (especially, those projects that are particularly innovative and unique)
 - IMPORTANT: What lessons have been learnt and how will this inform future consultations in next academic year
 - What impact has this had on the community / on those taking part in the consultation
- Broadly, what has been done to **involve local communities in planning**
 - What has worked well (especially, those projects that are particularly innovative and unique)
 - What lessons have been learnt
 - What impact has this had on the community / on those taking part in the consultation
 - How has this shaped and influenced your outreach and learning offer
 - How will these 'lessons learnt' inform future planning arrangements

(Those involved in consultation and planning – volunteers / learners/community groups/representatives/forums)

- What motivated you to take part in this event / planning
- How do you feel about being involved – what did you like / dislike about it / improvement
- What's the best way of involving the community in choosing what courses people need and want / how they want to learn / what the fee should be for this learning / designing learning for themselves and for others
- Are you involved in reviewing these arrangements to inform the future consultation process; if so how are you involved and/or how would you like to be involved

(Lead contact and providers)

- Tell me about the way you are **working with volunteers and self organised groups**
 - How has this work developed
 - Have you increased your volunteer force; if yes, how have you achieved this and how are you using volunteers
 - Is there a unified approach across your CLT, or are your partners / providers using volunteers in different ways
 - If there are different sets of community learning volunteers across your CLT's footprint, do they come together as part of a bigger network for training and support purposes
 - Across your CLT footprint are your volunteers making links with other local volunteers e.g. Digital Champions, Union Learning Reps
 - IMPORTANT: Which approaches work best – probe on recruiting / training / incentivising volunteers
 - What's worked well; do successful approaches differ according to the kind of volunteer you're looking to attract

- What lessons have you learnt

(Volunteers, mentors, champions, those leading self organised learning such as U3A groups)

- What is your role
- What motivated you to get involved / organise your own learning
- How do you feel about the experience – what have the highs and lows been / any improvements
- What has your CLT done to make the volunteer / learning experience a good one
- Will you remain a volunteer – how long for? What keeps you involved and motivated
- How could your area recruit more volunteers or encourage more people to organise their own learning courses
- What training / learning / support have you received to help you develop your role and which bits of this have been more / less useful
- Are you part of a wider volunteer network (If they are aware) for either community learning volunteers or other volunteers, e.g. those working to improve health, increase workplace learning or get people on-line

General impacts of partnership working

(Lead contact, partners and providers)

- **IMPORTANT:** What have been the impacts of partnership working
 - What have been the impacts of partnering with VCS organisations
 - What have been the impacts of partnering with businesses
 - What have been the impacts of partnering with LA services , e.g. Children, Health, Libraries, Troubled Families, Older People etc
 - What have been the impacts of partnering with self organised groups such as U3As, allotment groups, craft groups etc
- In what ways has partnership working helped to:
 - support community consultation and planning
 - **raise the profile of the CLT** probe on media, launch events, learning festivals, use of technology
 - develop new learning activity
 - attract new groups of people
 - generate new ideas for saving money or attracting income
- **IMPORTANT:** Community Learning can support many **other policy initiatives across government**. Are you working with partners on any key cross-government initiatives [examples: Community Libraries, Healthy Ageing, Improving Parenting, Troubled Families, Community English, Universal Credit introduction, Social Prescribing (to help people improve/manage mental and physical health issues)]
 - What's worked well
 - What lessons have you learnt
 - Are there further joint initiatives in the pipeline

Targeting learners from disadvantaged groups (including those in rural areas) and bringing together learners from different backgrounds

- How have you built capacity and increased the no. of learners / your approach

- Which types of learners have you prioritised / are you targeting (rural poverty and isolation in Cumbria and Cheshire; Troubled Families in Sheffield; Lone Parents, mental health and unemployed 19-24 year olds in Exeter etc, substance mis-users/obesity issues in Sunderland)
- Low income, low skill
- Rural poverty and isolation
- Specific disadvantaged groups

(Kent and West of England) ICT for Universal Credit courses – potential case studies

- What's worked well / less well (Probe on branding tactics – changing the name of courses, offering flexibility, selection of venues, digital strategies, incentives - crèche, food, using volunteers, peer researchers etc)
- lessons learnt in trying to target and engage these groups
- Tell me what you are doing to involve, consult and retain **those able to pay** (developing specific partnerships to attract these learners/offering learning in the workplace / offering weekend and evening provision/ developing taster and short courses/developing specific business partnerships with local venues, membership organisations etc)
 - what have your approaches been
 - what's worked well / less well (Probe on branding tactics – new partnerships, changing the name of courses, offering flexibility, consideration of venues, digital strategies, incentives (crèche, food etc)
 - lessons learnt in trying to target this group
- Do you have any specific strategies for bringing together and working with **different types of learners on the same course**
 - To what extent are you doing this – what's worked well / not so well

Minimising overheads, bureaucracy and administration

- What approaches are you using around this objective
- What's worked well / less well (e.g. pooling resources, sharing services, procurement practices etc)
- Lessons learnt

(Sunderland) Lessons in negotiating with procurement teams – case study

(West Sussex – Liberate) Working as a mutual

26. Pound Plus - Maximising the value of public investment (Allow 20-30 minutes for this section)

These questions are aimed at understanding the extent to which each trust is able to demonstrate how they are working to maximise the value of public investment. This is referred to as 'Pound Plus.' Richard and Lucy will review each 'pro-forma' and annotate with tailored questions for each CLT – Use 'Pro-forma' as stimulus

(Lead contact and relevant providers)

Overall, **what do you think about the amount of Pound Plus your CLT has generated**

- What areas are stronger and weaker and why?
- Which areas are easier / more difficult to achieve £+ and why?
- Are there any areas you were unable to capture as Pound Plus activity and how significant / substantial were these? (i.e. partnership working – although this is more intangible)

Fee Income

SHOW FEE POLICY OPTIONS PROMPT SHEET AND CONFIRM DESCRIPTION.

- Has the fee policy (or policies) changed and/or are there plans to change the fee policy in the future and why?
- How easy / difficult is it for you to change your fee policy? i.e. I think for LAs there can be a lot of governance around this
- In what ways does your fee policy seek to maximise fee income by reflecting the different types of learners in your community, their varying needs and varying ability to pay fees?
- What do you think will be the impact of any change in fee policy this year and in future years, in terms of fee income generated and recruitment. What evidence do you have about price sensitivity?
- Success stories
- Lessons learnt – what works and doesn't work
- Who benefits from any additional fee income generated / how and where is it reinvested (probe for centre that generates it / partner that generates it / CLT used for community learning / CLT used for other parts of the business e.g. LA)

Sponsorship /Tenders/grants – are these new sources of income

- Success stories
- Challenges (any costs)
- Lessons learnt

Revenue from sale of products/services – what products or services

- Success stories – Kent, Solihull, West Sussex?
- Challenges (any costs)
- Lessons learnt

Contributions In kind

- Success stories
- Challenges (any costs)
- Lessons learnt

Shared services

- Success stories
- Challenges (any costs)
- Lessons learnt

Use of volunteers

- Are you using the Community Development Foundation's Financial proxy, if not, why and what formula have you used
- Success stories
- Challenges (any costs)
- Lessons learnt

- Probe – if not currently getting any income from sponsorship, tenders, revenue from sales, contributions in kind or shared services does the CLT have any forthcoming plans for this?
- How do you feel about the systems in place within your CLT for collecting Pound Plus evidence
- How has Pound Plus evidence been collected and collated
- How accurate do you feel the information is / Are any areas under represented due to barriers in collecting the information
- IMPORTANT: How do you plan to collect and use Pound Plus information in the future?

27. Understanding impact on learners and wider social impact

These questions are aimed at understanding the impacts to date of projects and/or courses that are new and created by the CLT model on learners / volunteers and those in the community that have got involved

(Lead contact, partners, providers, tutors)

Apply questions to the relevant project / course

- Are you measuring / collecting evidence of **wider social impacts** of community learning (using NIACE tool / SRoI) – can you talk me through this
- (Sheffield and Birmingham using SRoI as a measure – benefits and drawbacks of using this)
- Are you collecting / collating evidence of wider social impacts on learners or volunteers that you can show me / talk me through e.g. scrapbooks, digital stories, case studies – opportunity for taking photos
- Are you working with other local services to measure/collect evidence of community learning's contribution to **wider cross-government initiatives** [as before, such as Community Libraries, Healthy Ageing, Improving Parenting, Troubled Families, Community English, Universal Credit introduction, Social Prescribing (to help people improve/manage mental and physical health issues)]

- **IMPORTANT:** Which, if any, approaches to measuring social impact will you continue to use next academic year

Third party views of impact on learners / volunteers

- Are you measuring / collecting evidence of **learner progression** – can you summarise the achievements in the last year
 - What progression opportunities are there for volunteers / learners; if none, are you developing any for the future
 - What has worked well/less well in developing and measuring progression
 - What impacts have you seen on learners and volunteers / in what way has attending this course changed them or their lives
 - What impact has IAG (Information, Advice & Guidance) in community centres or learning delivery hubs had on learners' progression (Brighton in particular but ask all)
- **IMPORTANT:** Which, if any, of these approaches to measuring progression will you use next academic year

(Volunteers / those involved in self organised learning / helping to plan CL)

- What impact has being a volunteer and / or creating your own course had on you / your life / your family and friends – what would they say is the impact
- (Explore distance travelled) What have you done like this previously / what types of formal or informal learning
- What has happened in your life since this learning / volunteering – probe for any further learning, skills acquisition, employment, health and what has been the catalyst for this change

(Learners)

Adapt as appropriate to the time you have available if learner is in course / activity (CL-funded provision or self organised group). Researcher to try and target those new to learning – the CLT course being their first CL experience

- Tell me about you / your education and any learning you've done previously
- What attracted you to this learning / 'club' (use the learners terminology)
- What has the experience been like – good and bad
- What's kept you coming back / prevented you from attending
- What do you like about this course / 'club' that's different to other types of learning / courses
- What do you think would encourage other people like you to come along to something similar
- Has this 'learning/ club' had any impact on you – in what ways (probe on confidence, wellbeing, relationships, health), anything else
 - At the start
 - During
 - After
- Has anyone in your family noticed any changes in you
- What's next for you in your life / what are your plans (probe for whether intending to continue learning and whether intending to do a level 2 course, volunteering, seek employment)

- (Those working with volunteers) Have you been supported by anyone – what difference did this make / Did you know they were a volunteer / what do you think about volunteers

28. Moving forward

(Lead contact and strategic partners)

Monitor effectiveness in meeting aims

- **IMPORTANT:** How will you evaluate the effectiveness of your individual CLT over the last 12 months and in future (probe for commissioning a research agency etc)

The future of their CLT

- How will the CLT evolve after Summer 2013 / What plans do you have
- What are you looking forward to
- What are your concerns

The future of locally led community learning

- **IMPORTANT:** Thinking generally about lessons learnt and the future of locally based Community Learning approaches, what have you learnt so far
- **IMPORTANT:** What messages are important for other areas / providers who will be rolling out these approaches from August 2013
- What over-arching messages for BIS or the Agency that have arisen as a result of your work so far

Wrap up

- Opportunity for confidentiality – any parts of this you wish to remain anonymous
- Communicate reporting timetable – **if** a case study is created on their CLT then factual approval will take place 26th June – 10th July – can they make a note of this and schedule some time to read extracts relating to their CLT. Final approval process of report during July.

Thank and close

Appendix A: Community Learning: aims and objectives¹⁰

Purpose of Government Supported Community Learning:

- Maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances.
- Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement.
- Maximise the impact of community learning on the social and economic well-being of individuals, families and communities.

Objectives:

- Focus public funding on people who are disadvantaged and least likely to participate, including people in rural areas and those on low incomes with low skills.
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintained health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self-organised learning
 - the lives of our most troubled families being turned around.
- Commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - bringing together people from all backgrounds, cultures and income groups, including people who can/cannot afford to pay
 - using effective local partnerships to bring together key providers and relevant local agencies and services

¹⁰ [New Challenges, New Chances Further Education and Skills System Reform Plan: building a world class skills system](#), BIS, Dec 2011

- devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
- involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
- supporting the wide use of online information and learning resources
- minimising overheads, bureaucracy & administration.

Pound Plus Summary Pro-forma

This template can be used by pilots to summarise initial intentions regarding Pound Plus Income (or cost savings). Income collected from course fees (ILR provision) will be collected and analysed separately. The table only includes those areas where a monetary value can be easily assigned. Other areas which may lead to a financial benefit, such as improving the efficiency of curriculum delivery or generating wider impacts for the community should be recorded separately. Add new columns or rows if needed.

The form is intended to collect information related to CLT Pilot activity from July 2012 onwards but if you think historical information is relevant to the context of the CLT please use this form to record it (and indicate the appropriate year in the right hand column).

Category	Details and Comments (indicate which providers are involved)	Year(s) where relevant
Fee Income (Non ILR)		
Sponsorship		
Tenders/Grants		
Revenue from the sale of products/services outside of core learning services (or learning recorded on ILR)		
Income from other Government Sources		
Contributions in Kind		

Shared Services		
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Category	Details and Comments (indicate which providers are involved)	Year(s) where relevant
Use of Volunteers to Support Infrastructure and for the delivery of learning		
Training of new Volunteers		
Small grants/contributions to support self-organised group activity		
Other Sources		

CLTP Learner Survey

Community Learning Trusts Pilots Telephone survey questionnaire - pilot

Intro

Good morning/afternoon/evening, my name is < > calling on behalf of TNS BMRB. We are conducting an important survey on behalf of the government department for Business, Innovation and Skills about adult education classes and we would like to talk to you about a course you have done in the last 9 months.

You should have received a letter about this recently.

We would like to talk to you about your experiences of your recent learning, including asking you a few details about the course and whether you paid for it. The survey only takes around 10 minutes to go through.

IF NECESSARY: Whatever your views – even if you don't feel you have much to say – we would very much like to talk to you.

IF NECESSARY: The results of the survey will help to improve people's experiences of learning and training.

IF RESPONDENT CAN NOT REMEMBER DOING A RECENT COURSE THEN:
The courses can cover a range of topics from arts, culture and health, to digital skills, employability skills, family learning, civic engagement and community development. They can be undertaken at a range of places including local authority adult education centres, colleges, and community centres.

Screening

Ask all

QScourse

According to our records, you did an adult education course between [start date¹¹] and [end date¹²].

Can I check this is correct?

IF DATES ARE WRONG CHECK THE COURSE WAS STARTED BETWEEN AUGUST 2012 AND JANUARY 2013. IF SO CODE YES, IF NOT CODE NO.

1. Yes
2. No

If did not do course (QScourse=2)
TERMINATE

¹¹ Text fill course start date from sample

¹² Text fill course end date from sample

If did do course (QScourse = 1)

QSname

Can you tell me the name of the course you did?

INTERVIEWER: THIS IS FOR USE IN LATER TEXT FILLS, NOT FOR ANALYSIS, THE NAME CAN BE WHATEVER MAKES SENSE TO THE RESPONDENT... IT COULD BE THE SUBJECT OF THE COURSE OR THE NAME OF THE QUALIFICATION.

OPEN ENDED

Experience of course

So first of all, I would like to ask you some questions about the [name of course¹³].

Ask all

QEreas

Did you choose to do the course for any of the following reasons?

READ OUT. CODE ALL THAT APPLY. PROBE IF NECESSARY: Was that a reason?

1. To learn skills for current/previous job
 2. To learn skills for job you may want to do in the future
 3. To improve your knowledge or skill in the subject
 4. To develop reading, writing, speaking, personal finance or numeracy skills
 5. To become a more confident parent and / or be able to help your children with school work
 6. To develop I.T. or other digital skills
 7. To improve self-confidence
 8. To improve wellbeing or keep mind and body healthy and active
 9. To do something fun in your spare time
 10. To get involved in voluntary or community activities
 11. As a stepping stone to further education, training or learning
 12. Any other reasons (specify)
- Don't know
Refused

Ask all

QEenj

Did you enjoy the course? Did you...

READ OUT

1. Enjoy all or most of the course
 2. Enjoy some of the course
 3. Or did you not enjoy any of the course?
- Don't know
Refused

¹³ Text fill name of course from QSname

Ask all

QEcomp

Did you complete the course or did you leave before the course had finished?

INTERVIEWER: BY 'COMPLETED' – WE MEAN ATTENDING MOST OR ALL OF THE COURSE AND STAYING ON THE COURSE UNTIL IT ENDED

INTERVIEWER: IF A REPEAT OR CONTINUING COURSE, CODE 1 'COMPLETED THE COURSE'

1. Completed the course
2. Left course before finished
- Don't know
- Refused

If left before course finished (QEcomp=2)

QEwhyl

Can you tell me why you left the course before it finished?

DO NOT READ LIST – CODE TO PRE-CODES

1. Didn't have the time to do it
2. Was too far from where I lived
3. Did not enjoy it
4. Was different to my expectations
5. The teaching wasn't good enough
6. Other (specify)
- Don't know
- Refused

Ask all

QEpastl

Since leaving full-time education, and before you started your [name of course¹⁴] on [start date¹⁵], had you taken part in any taught courses, training, lessons or tuition, excluding any courses you may have done as part of a job?

1. Yes
2. No
- Don't know
- Refused

Ask all

QEmorel

And since your [name of course¹⁶] finished, have you taken part in any more taught courses, training, lessons, or tuition, excluding anything you may have done as part of a job? If you have repeated or you are continuing [name of course¹⁷] please include this here.

¹⁴ Text fill name of course from QName

¹⁵ Text fill course start date from sample

¹⁶ Text fill name of course from QName

1. Yes
 2. No
- Don't know
Refused

If have done more learning (QEmorel=1)

QEencor

Would you say that the [name of course¹⁸] encouraged you to do this?

IF RESPONDENT HAS REPEATED OR IS CONTINUING COURSE: Has the first part of your course encouraged you to repeat/continue it?

1. Yes, it encouraged me to do it
 2. No, I would have done it anyway
- Don't know

Ask all

QEvolutun

As a direct result of doing your course have you become involved in any voluntary activities?

IF NECESSARY: This could include things such as organising or helping to run an event, campaigning, conservation, raising money, getting involved with school or local community activities, providing transport or driving, taking part in a sponsored event, coaching, mentoring, tutoring etc?

Please do not include any voluntary work that you might have done prior to the course.

1. Yes
 2. No
- Don't know
Refused

Course fees

Ask all

QFpay

I'd now like to ask about the cost of the course ([name of course¹⁹]).
Did you pay anything towards the cost of this course?

1. Yes
 2. No
- Don't know
Refused

¹⁷ Text fill name of course from QName

¹⁸ Text fill name of course from QName

¹⁹ Text fill name of course from QName

If paid for the course (QFpay = 1)

QFfee

What was the total fee paid for the course? Please include all fees such as the cost of course, course materials, exam costs etc.

PROBE FOR BEST ESTIMATE

NOTE THE FREQUENCY OF THE PAYMENT WILL BE RECORDED AT THE NEXT QUESTION SO THE RESPONDENT CAN ANSWER FOR ANY FREQUENCY/PERIOD.

NUMERIC RESPONSE, RANGE 0 TO 9999

Don't know

Refused

If fee amount given (QFfee >0)

QFper

And what period was that for? Was it a...

PROBE FOR BEST ESTIMATE.

1. Payment for the whole course
2. Per month
3. Other (specify)

Don't know

Refused

If don't know or refused amount of fee (QFfee= DK or Ref)

QFappf

Can you tell me roughly how much you paid? Was it...READ OUT?

1. Less than £50
2. Between £50 and £75
3. Between £76 to £99
4. Between £100 to £149
5. Between £150 and £199
6. £200 or more

Don't know

Refused

If gave rough amount of fee (QFappf = 1, 2, 3, 4, 5 or 6)

QFappp

And what period was that for? Was it a...

PROBE FOR BEST ESTIMATE.

1. Payment for the whole course
2. Per month
3. Other (specify)

Don't know

If did not pay for course (QFpay = 2)

QFfree

Was the course free for everyone or did some people have to pay?

1. Free for everyone
2. Some people paid
- Don't know

If paid for the course (QFpay = 1)

QFallp

Did everyone pay the same amount for the course, or did some pay less than others?

IF SOME PEOPLE DID NOT HAVE TO PAY AT ALL, CODE 2.

1. Everyone paid same amount
2. Course fees varied
- Don't know

If course fees varied (QFfree=2 or QFallp=2)

QFbasis

Do you know if the amount people paid for the course, or whether they paid at all, was based on any of the following?

READ OUT, YES/NO TO EACH

1. Course fees depended on income (e.g. means tested)?
2. Course fees depended on whether people were on benefits?
3. Course fees depended on the area in which people live (i.e. their postcode)?
4. Other (specify)
None of these
Don't know

If paid for course but not said course fees varied (QFpay = 1 and QFallp=1 or DK)

QFpbas

Do you know if the amount you paid for the course was determined by any of the following?

READ OUT, YES/NO TO EACH

1. Course fees depended on income (e.g. means tested)?
2. Course fees depended on whether people were on benefits?
3. Course fees depended on the area in which people live (i.e. their postcode)?
4. Other (specify)
None of these
Don't know

Ask all

QFfair

Which of the following do you think is the fairest way of deciding how much people should pay for courses?

READ OUT

1. Course fees dependent on a person's income (i.e. people with higher incomes pay more)
2. Course fees dependent on the area a person lives in (i.e. they pay more if they live in a 'wealthy' area than if they live in a 'poor' area)
3. Course fees dependent on whether a person is on benefits (i.e. people on benefits pay less)
4. Everybody pays the same amount
Don't know

If did pay something towards the cost of the course (QFpay = 1)

QFwpaym

If you were to do another course, similar to the one you have just done, would you be prepared to pay more for it than you did for [name of course²⁰]?

1. Yes
2. No
3. DO NOT READ OUT: It depends
Don't Know
Refused

If did not pay anything towards the cost of the course (QFpay = 2)

QFwpay

Although you didn't pay for the course, if there had been a charge for the course how much would you have been willing to pay for it?

PROMPT TO PRE-CODES

1. Nothing
2. Less than £25
3. £25 - £49.99
4. £50 - £99.99
5. £100 or more
Don't Know
Refused

Consultation

Next I'd like to ask about whether learning providers in your area have done anything to consult learners and other people in the community about what sort of learning they would like to be available. They might have consulted people about: the subjects they would like to learn about; how they would like to do a course (e.g. classes or online); and when and where courses should be held.

Ask all

QCaware

Are you aware of any of the following activities happening in your area?

READ OUT, YES/NO TO EACH

1. Neighbourhood forums, focus groups or meetings to decide about what adult learning should be on offer or what the local course fees should be?
2. Taster sessions for people who might be interested in learning
3. Volunteers talking to people in the community about learning
4. Questionnaires or surveys of people taking courses (apart from this survey)
5. Feedback sessions for people who have been on courses
None of these
Don't know

If aware of questionnaires/surveys of learners (QCaware=4)

²⁰ Text fill name of course from QSname

QCques

Have you been asked to complete a questionnaire or survey about your course (apart from this one)?

1. Yes
2. No
- Don't know

If aware of feedback sessions (QCaware=5)

QCfeedb

Have you been asked to attend a feedback session about your course?

1. Yes
2. No
- Don't know

Demographics

I would now like to ask you a few questions about yourself. A cross-section of different people will be completing this survey so it is important for us to understand a little about you and your circumstances to see how this may affect your answers

Ask all

QDsex

ASK OR RECORD: Firstly, are you male or female?

1. Male
2. Female
- Refused

Ask all

QDage

How old were you on your last birthday?

NUMERIC RESPONSE, RANGE 16 TO 99
Refused

If refused to give age (QDage = Ref)

QDage2

Can you please tell me in which age group you would place yourself?

READ OUT

1. Under 20
2. 20 to 29
3. 30 to 39
4. 40 to 49
5. 50 to 59

6. 60 or over
Refused

Ask all

QDageled

At what age did you finish your full time education?

NUMERIC RESPONSE, RANGE 14-99

- Still studying
- Don't know
- Refused

Ask all

QDact

Which of the following best describes the main thing you are doing now?

READ OUT – IF MORE THAN ONE CODE MAIN ACTIVITY

1. Working for an employer full-time (that is for 30 or more hours per week)
2. Working for an employer part-time (that is for less than 30 hours per week)
3. Full-time self-employed (with or without workers)
4. Part-time self-employed (with or without workers)
5. Unemployed and looking for work
6. In full time education
7. On a government scheme for employment training
8. Temporarily sick or disabled
9. Permanently sick or disabled
10. Looking after home or family
11. Retired
12. Other (specify)
Don't Know
Refused

Ask all

QDchild

Do you have any children aged under 18?

IF NECESSARY: Please include all children, including those who live with you and those who may live elsewhere?

1. Yes
2. No
Refused

The next few questions are about your income and any state benefits or tax credits that you may be receiving or claiming.

Ask all

QDben

Are you currently claiming any state benefits or tax credits?

1. Yes
2. No
- Don't know
- Refused

If claiming benefits (QDben = 1)

QDbent

Which of the following types of benefits are you currently claiming?

READ OUT. CODE ALL THAT APPLY

1. Unemployment related benefits, or National Insurance Credits
2. Income support (not as an unemployed person)
3. Sickness or disability benefits
4. State Pensions
5. Family related benefits (excluding Child benefit and tax credits)
6. Child benefit
7. Tax Credits
8. Housing or Council Tax benefit
9. Other (specify)
- Don't know
- Refused

Ask all

QDinc

And which of the following represents your household's total take-home income from all sources in the last year? This includes earnings from employment or self-employment, income from benefits and pensions and income from sources such as interest from savings after tax and other deductions.

All your answers are confidential and this information will only be used for analysis purposes.

1. Less than £10,000 a year (less than £833 a month)
2. £10,000 to less than £20,000 a year (£833 to £1,667 a month)
3. £20,000 to less than £30,000 a year (£1,667 to £2,500 a month)
4. £30,000 to less than £50,000 a year (£2,500 to £4,167 a month)
5. £50,000 or more a year (£4,167 or more a month)
- Don't Know
- Refused

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Any enquiries regarding this publication should be sent to:

Department for Business, Innovation and Skills
1 Victoria Street
London SW1H 0ET
Tel: 020 7215 5000

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