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WULF Learner Survey (2019-20)

November 2020



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List of abbreviations

Acronym/Key word	Definition
ASLEF	Associated Society of Locomotive Engineers and Firemen
BFAWU	Bakers, Food and Allied Workers Union
BECTU	Broadcasting, Entertainment, Cinematograph and Theatre Union
COMMUNITY	Union representing members in all industries and sectors within the UK, from steel & wire to footwear & textiles; from social care to betting shops; from NSPCC to the National League of Blind & Disabled; and from logistics & distribution to the football league.
CWU	Communication Workers Union
ESiW	Essential Skills in the Workplace
ESF	European Social Fund
FDA	A union for UK senior and middle management civil servants and public service professionals e.g. managers, policy advisors, diplomats, tax professionals, economists, solicitors, prosecutors and other professionals work across Government and the NHS, from HEO grade and above.
FBU	Fire Brigades Union
GMB	GMB widely used as the name for Union (a series of mergers of various Unions took place with the most recent full name for the Union the 'General, Municipal, Boilermakers and Allied Trade Union)
NAPO	National Association of Probation Officers
NEU	National Education Union
NUJ	National Union of Journalists
PCS	Public and Commercial Services Union
POA Learning	A union for Prison, Correctional and Secure Psychiatric Workers
RCM	Royal College of Midwives
TUC	Trades Union Congress
UNITE	Unite the Union (Members across the private, public and voluntary sectors including manufacturing, public services, transport, food, finance and construction)
URTU	United Road Transport Union
USDAW	Union of Shop, Distributive and Allied Workers
WG	Welsh Government
WULF	Wales Union Learning Fund

Contents

Contents.....	i
Table of tables.....	i
Table of figures	ii
1 Introduction	4
1.1 Methodological Approach.....	4
1.2 Survey Response Rates.....	4
2 Survey Analysis.....	8
2.1 Sample information.....	8
2.2 Getting involved	14
2.3 Aims and Outcomes	21
2.4 Ability to work or train from home	31
Appendix 1: Overview of Participant Unions.....	34
Appendix 2: Learner Survey	39

Table of tables

Table 1.1 : Survey Sample Data by Union	5
Table 2.1 ‘Which of the following categories best describes your job role?’ compared to Employment by Occupation in Wales’	10
Table 2.2 Who decided that this type of training would be beneficial to you?	17
Table 2.3 The 10 most popular courses that participants accessed.....	18
Table 2.4 : Nature of training course cross tabbed with perceived relevance of training	21
Table 2.5 Responses to the question ‘How relevant did you find the training for your work?’	22
Table 2.6 Responses to the question ‘To what extent has the training you received through WULF led to’ cross tabulated by ‘Who decided that this type of training would be beneficial to you?’	25
Table 2.7 ‘Has the training you have received improved your work performance?’ vs ‘Who decided the training would be beneficial to you?’	26
Table 2.8 Which of the following (if any) did that change in performance lead to?	29
Table 2.9 ‘Which of the following (if any) did that change in performance lead to?’ by ‘Who decided the training would be beneficial to you?’	29
Table 2.10 Has your attitude to training changed as a result of the support you have received?	30
Table 2.11 Responses to the questions ‘Are you able to work from home?’ broken down by union	32

Table 2.12 : Perceived Level of Digital Skills Required for learner job roles, now and in the future	33
Table A.1: An Overview of Participant Unions.....	34
Table A2: Top 5 most popular motivations for undertaking training.....	37

Table of figures

Figure 1.1: The percentage of emails successfully received by Union	6
Figure 2.1: Responses to the Question ‘Which sector does your organisation operate in?’	9
Figure 2.2: ‘How long have you been employed with this organisation?’ 2020 Survey responses compared to Survey responses 2017-2019	11
Figure 2.3: Learner Qualifications and Welsh Working Age Comparison	12
Figure 2.4: Percentage of participants with Level 4+ NVQ qualifications by Union.....	12
Figure 2.5: ‘Prior to engaging with the learning provision you accessed through WULF, can you recall how long it has been since you previously took part in some sort of training?’ 2020 v’s 2017-2019	13
Figure 2.6: Proportion of participants who had engaged with training in the last 6 months by Union.....	14
Figure 2.7: Perceptions of the usefulness of working with their employer or union / union rep	15
Figure 2.8: Responses to the question ‘Can you recall... - Working with your employer to identify your learning needs?’ by Union.....	16
Figure 2.9: Was the training delivered in Welsh, English or bilingually?.....	19
Figure 2.10: Locations where the training took place	19
Figure 2.11: Method of training delivery	20
Figure 2.12: Nature of training course.....	20
Figure 2.13: Coded responses to ‘What were you hoping to get out of the training?’	22
Figure 2.14: Responses to ‘How useful did you find the training for your work?’ cross tabulated by ‘Who decided that this type of training would be beneficial to you?’	23
Figure 2.15: Responses to ‘How relevant did you find the training for your work?’ cross tabulated by ‘Who decided that this type of training would be beneficial to you?’	24
Figure 2.16: To what extent has the training you received through WULF led to:.....	25
Figure 2.17: Has the training you have received improved your work performance? (17-19 surveys and 2020 survey)	26
Figure 2.18: Where training has benefitted respondents significantly in all areas or certain aspects of their role by occupation	27
Figure 2.19: To what extent did participating in the course funded by WULF encourage you to progress on to further learning?.....	31

Figure 2.20: Responses to the questions 'Are you able to work from home?' and 'Are you able to undertake learning/training from home?'32

1 Introduction

In 2019, following the completion of the evaluation of the 2017-19 WULF programme, the Wales TUC along with the Welsh Government commissioned Wavehill to provide ongoing monitoring and evaluation support to the WULF programme from 2019. The support commenced with the development of a theory of change for the programme and the identification of key areas of data capture through monitoring forms for WULF learners. Wavehill have subsequently been commissioned to survey and analyse information gathered from WULF learners for each financial year.

This report presents analysis of a survey of WULF learners who participated in WULF funded learning between April 2019 and March 2020. Importantly, the vast majority of participants engaged in learning prior to the outbreak of the COVID-19 pandemic in the UK.

1.1 Methodological Approach

The WULF programme comprises 18 projects with trade unions throughout Wales. Each trade union was requested to provide contact details captured through participant monitoring forms to Wavehill. These were initially shared with the Welsh Government who, in turn, securely transferred the contact details to Wavehill.

An online survey was distributed to all learners for completion (a copy of the survey is contained in Appendix 2). The survey was available for completion between 3rd August and 17th September with several prompts circulated to learners to encourage take-up and completion.

1.2 Survey Response Rates

The online survey was distributed via email to 5,939 individuals from 18 unions. Of these, 853 emails 'bounced' and 59 failed to reach the recipient which equates to 15% of the sample.

84% of the sample received emails successfully (N=5,010). Of those 89 (1% of total sample) opted out, 210 (4%) began the survey and 525 (9%) completed.

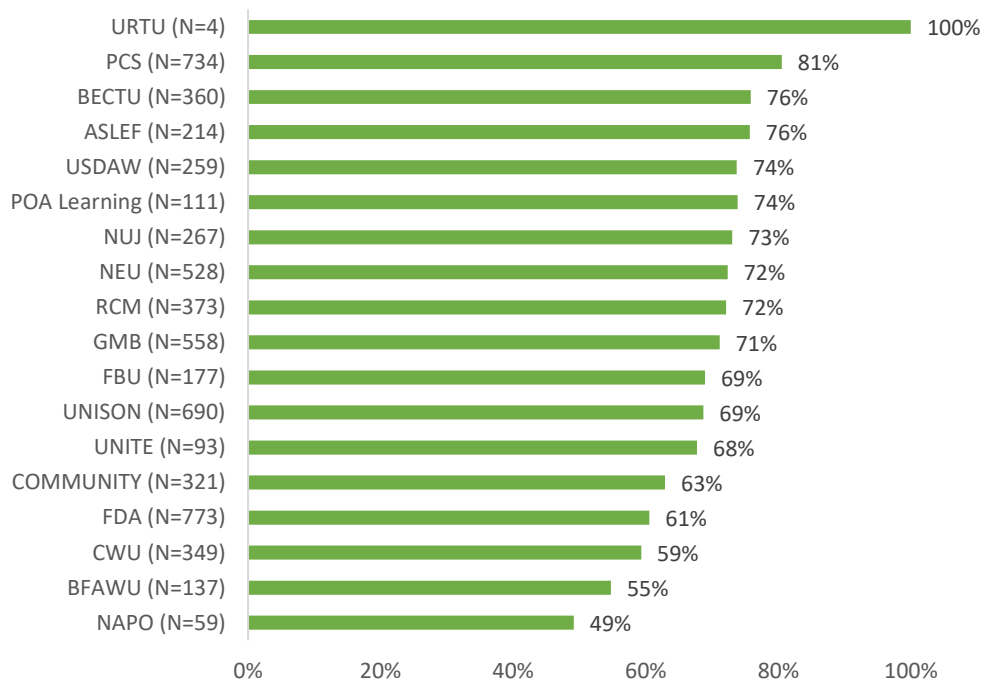
1.2.1 Survey sample data by union

Learner contacts were provided by the unions and the breakdown of number of contacts provided, the number of responses obtained, and the associated response rate is shown in the table below:

Table 1.1: Survey Sample Data by Union

Union	Contacts	Responses	Response Rate
UNISON	690	97	14%
NUJ	267	37	14%
NEU	528	63	12%
BECTU	360	41	11%
FBU	177	20	11%
UNITE	93	9	10%
PCS	734	57	8%
RCM	373	29	8%
POA Learning	111	9	8%
GMB	558	38	7%
BFAWU	137	10	7%
FDA	773	50	6%
COMMUNITY	321	18	6%
USDAW	259	16	6%
ASLEF	214	12	6%
CWU	349	16	5%
NAPO	59	3	5%
URTU	4	0	0%

The rate of response was influenced, in part, by the extent to which email distribution of the online survey was successful. There was a somewhat surprising degree of variance in the proportion of emails that were sent successfully for each union. These are outlined below and illustrate that for over half of NAPO learners, the email distribution was unsuccessful (this may have been influenced by firewalls for some employees):

Figure 1.1: The percentage of emails successfully received by Union

1.2.2 Limitations of the Method

It is apparent that there is a high degree of variance for some unions in the number of learners reported and the number of learner contacts shared. For future surveys, learner numbers provided to Wavehill for the survey should be shared with Wales TUC to enable cross referral with reporting on learner numbers to ascertain the extent of difference between the two figures.

A lack of telephone numbers for learners (the details were provided for BECTU learners only) meant that follow-up engagement was not possible for those individuals where emails bounced. For some learners this may have been a reflection on strict firewalls or mis-spelt emails whilst for others, they may have gained employment elsewhere, following completion of their learning. Targeted telephone engagement with this narrow cohort would help ensure that all learners had been given the opportunity to make their voices heard.

The survey was undertaken in the midst of the COVID-19 pandemic, shortly after the end of the first lockdown. The economic impact of the pandemic and (at the time) the anticipation that the government 'furlough' scheme would

be coming to an end the following month, may have influenced the perspectives of learners and the extent to which they were positive about their own career prospects and the learning itself. It is impossible to calculate the extent to which this has influenced responses (if at all) via an online survey but it is an important factor that needs to be borne in mind throughout the interpretation of the analysis presented in this report.

2 Survey Analysis

Section summary

- Overall respondents were very positive about working with either their employer or a union representative with 95% and 98% finding the experiences useful or very useful respectively. Those who worked with their union representative were slightly more likely to find the experience 'very useful' (66% vs 51%).
- Respondents were positive about the value of the training they received with 95% saying that they found it either quite or very useful. This is on a par with the 2019 survey
- Participants were least likely to say that the training was useful or relevant if line managers had determined that the type of training that would be useful. By contrast, instances where the union had determined the type of training were perceived as being more useful and more relevant.
- 73% said that the training they had received improved their work performance either in all or some areas of their role, with 7% saying that it had improved their work performance significantly in all areas of their role. This is slightly lower than figures for 17-19.
- Participants were more likely to report improvements in work performance where the decision regarding training suitability had been made by the union/union rep.

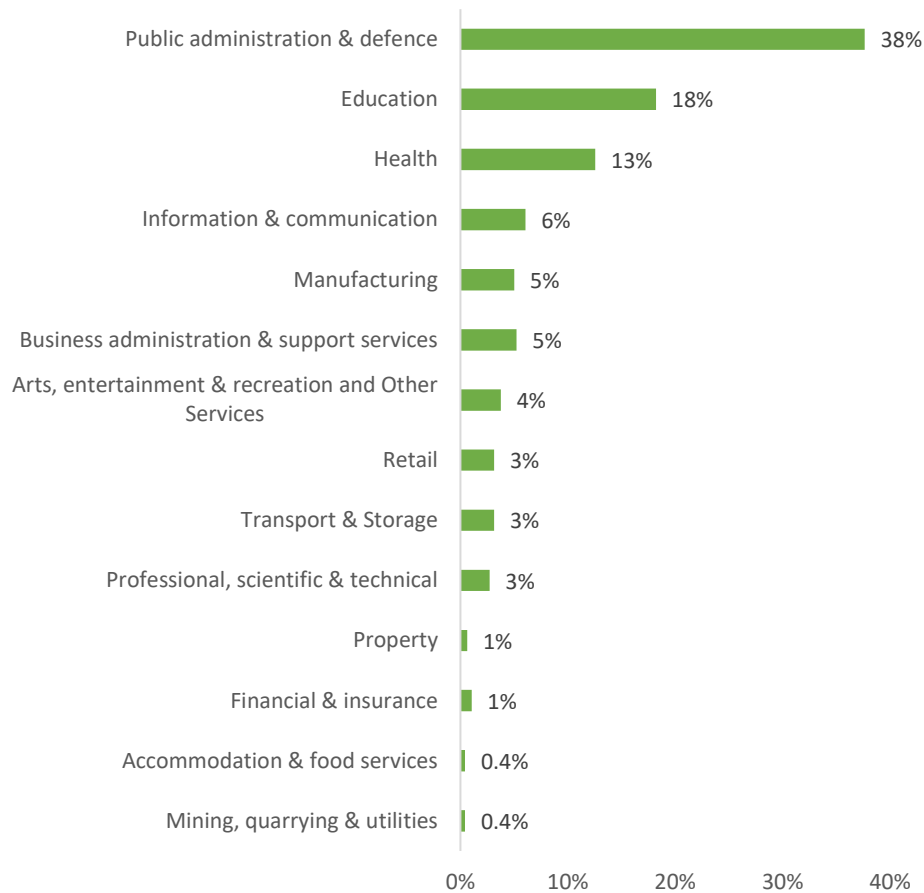
2.1 Sample information

2.1.1 Participant overview

Sector and job roles

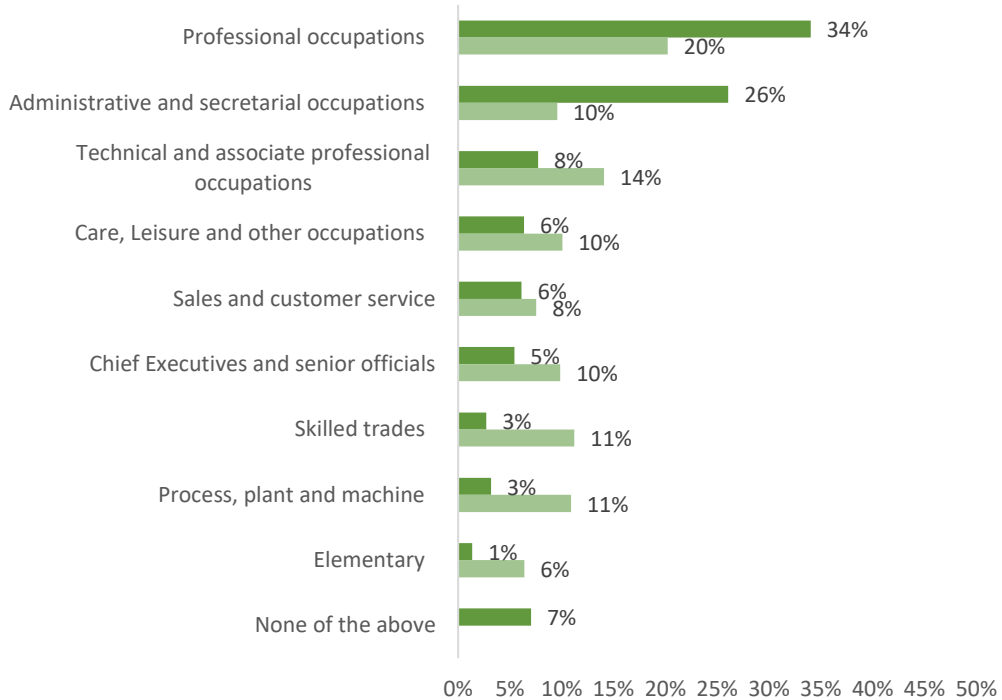
A strong response rate from unions which tend to serve the public sector and civil service appears to have had an impact on the sectors represented in the survey. 38% of individuals who responded to the survey worked for public administration and defence sector organisations.

Figure 2.1: Responses to the Question ‘Which sector does your organisation operate in?’



Similarly, this may have had an impact on the representativeness of job roles when compared to employment profiles across unionised employers. The survey is strongly represented by professional occupations and administrative roles with far greater prevalence than typically found within the Welsh economy. That said, response rates from prior WULF surveys conducted between 2017 and 2019 consistently show a similar distribution and perhaps illustrates the need to review how to obtain a greater level of response from learners from unionised employers in other sectors.

Table 2.1 ‘Which of the following categories best describes your job role?’ compared to Employment by Occupation in Wales’¹



Type of employment

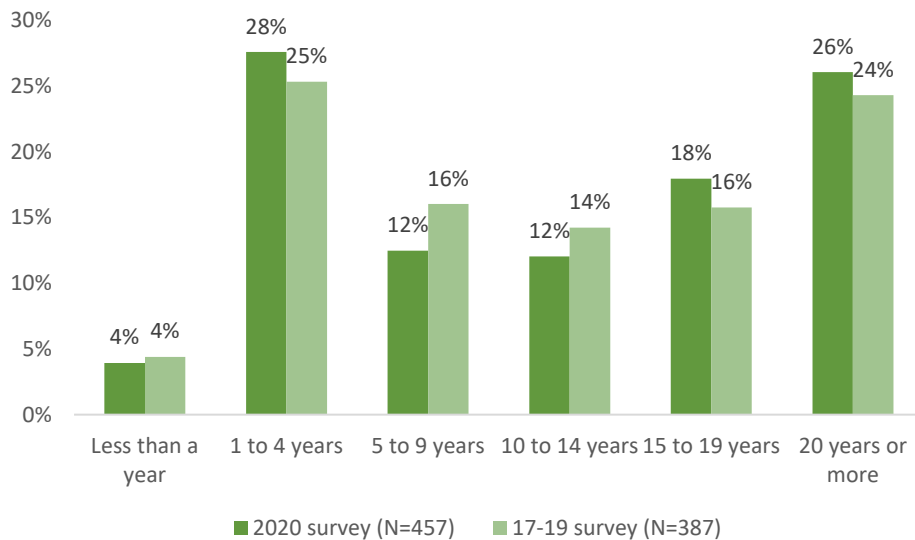
When asked about their current situation, 87% (457/522) of survey respondents were employed, 3% (15) on furlough and 2% (8) recently made redundant / unemployed. A further 8% of respondents were self-employed or freelance (42 people), those who described themselves in this way were largely members of BECTU (60%) and NUJ (31%).

Participants had been employed by the same organisation for an average of just over 13 years and had been in their current roles for, on average 10.5 years. Responses to how long individuals had been employed for were categorised and compared against combined responses to previous surveys 2017-2019 which showed broadly consistent patterns (figure 2.2).

¹ Source: Annual Population Survey

Furthermore, 75% of respondents said that their current role was the only role they had ever been employed in at this organisation. In addition, 94% of those that had been in their current job roles for 20 years or more said that this was the only job role that they had ever had. Whilst some occupations are more likely to secure a specific role throughout their employment (midwifery for example) this indicates a potential lack of career progression amongst learners. Their participation in learning provision to help them in their career is a positive indication that they are seeking (along with their union and/or employer) to address this.

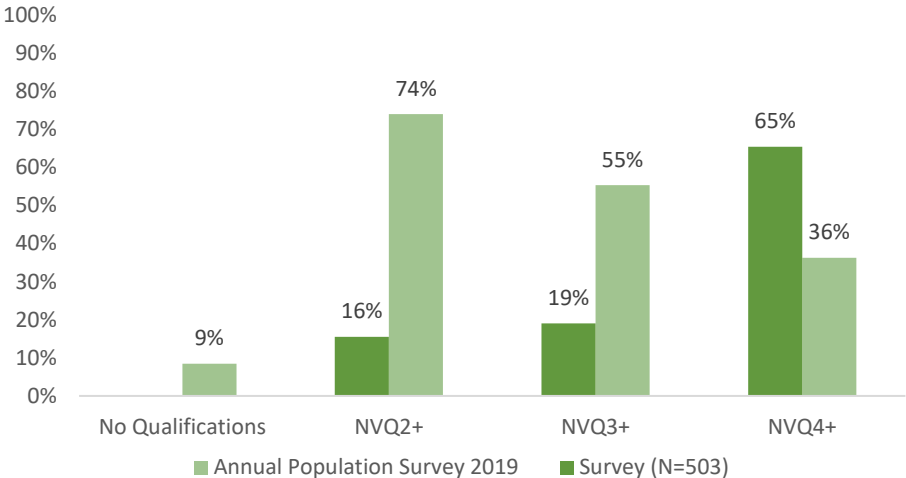
Figure 2.2: ‘How long have you been employed with this organisation?’ 2020 Survey responses compared to Survey responses 2017-2019



Qualification levels and previous experience of training

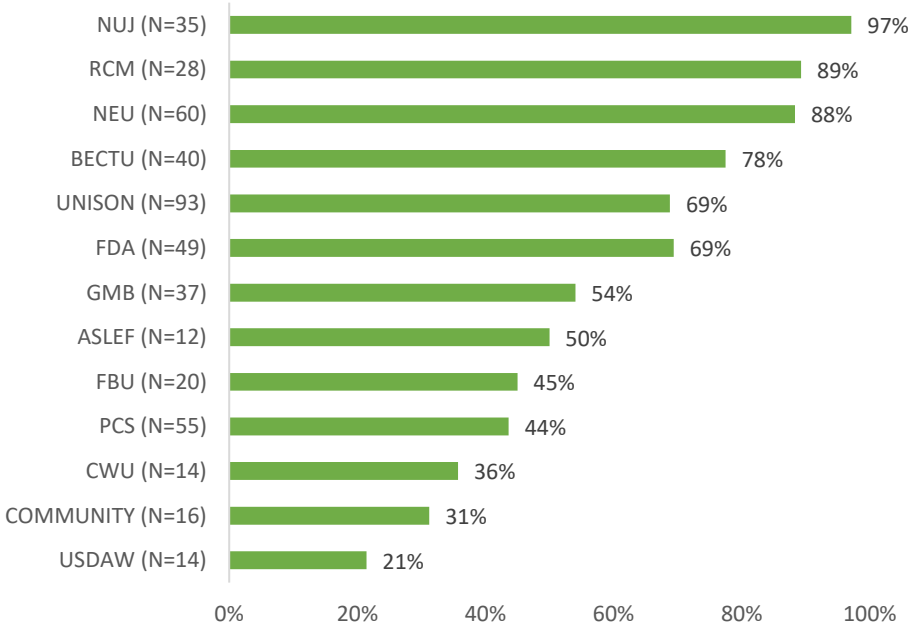
When compared to the Welsh working age population 2020 survey respondents appear to be more highly qualified. 32% of respondents (123/525) had an undergraduate degree or equivalent (NVQ Level 6), 30% had a postgraduate degree or equivalent (NVQ Level 7) and 3% had a postgraduate doctoral degree or equivalent (NVQ Level 8).

Figure 2.3: Learner Qualifications and Welsh Working Age Comparison



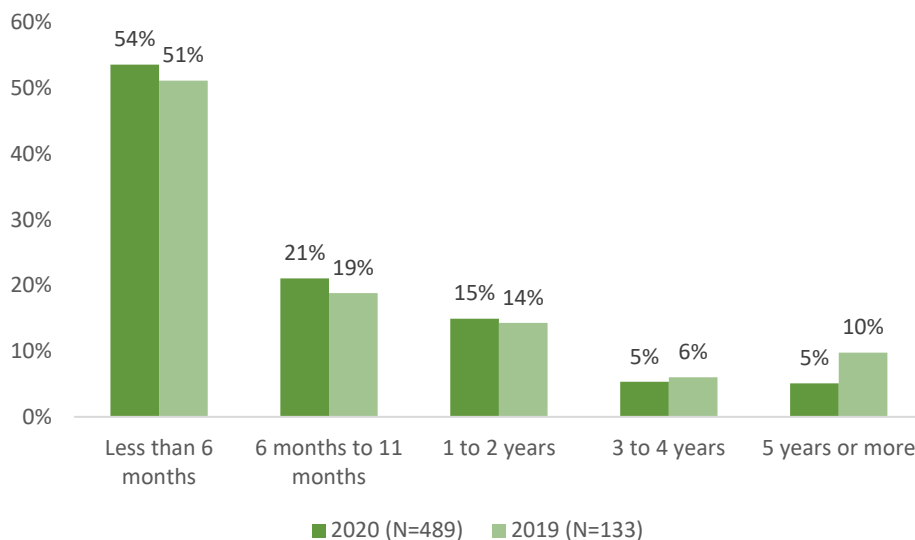
The prevalence of learners in professional occupations in the survey sample correlates with a high percentage of participants whose highest qualification is Level 4 or above. Figure 2.4 below shows the number of people with NVQ Level 4+ qualifications by union.

Figure 2.4: Percentage of participants with Level 4+ NVQ qualifications by Union



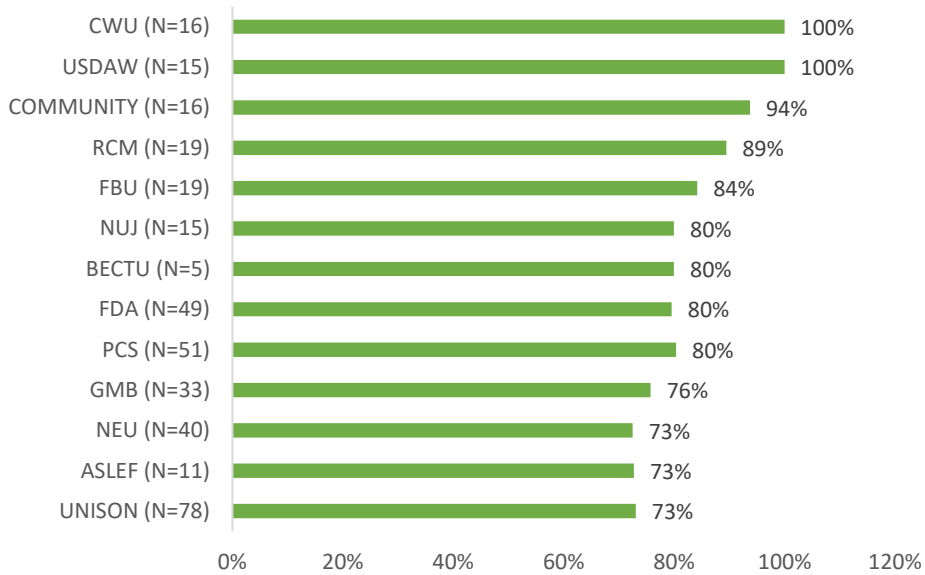
Prior to their union learning opportunity, 46% (219/481) of respondents said that they had taken part in a union learning opportunity before and half of those who had done so, had been involved in a WULF opportunity (N=109). This rate of engagement with WULF prior to the most recent round of surveying may explain why 50% (262/489) of survey participants had engaged in training in the last 6 months and an additional 21% (103) had completed training within the last year. This is slightly, but not exceptionally higher than the cohort who responded to the 2019 survey.

Figure 2.5: ‘Prior to engaging with the learning provision you accessed through WULF, can you recall how long it has been since you previously took part in some sort of training?’ 2020 v’s 2017-2019



When broken down by union, participants from RCM, CWU and NEU were more likely to have undertaken training within the last 6 months.

Figure 2.6: Proportion of participants who had engaged with training in the last 6 months by Union



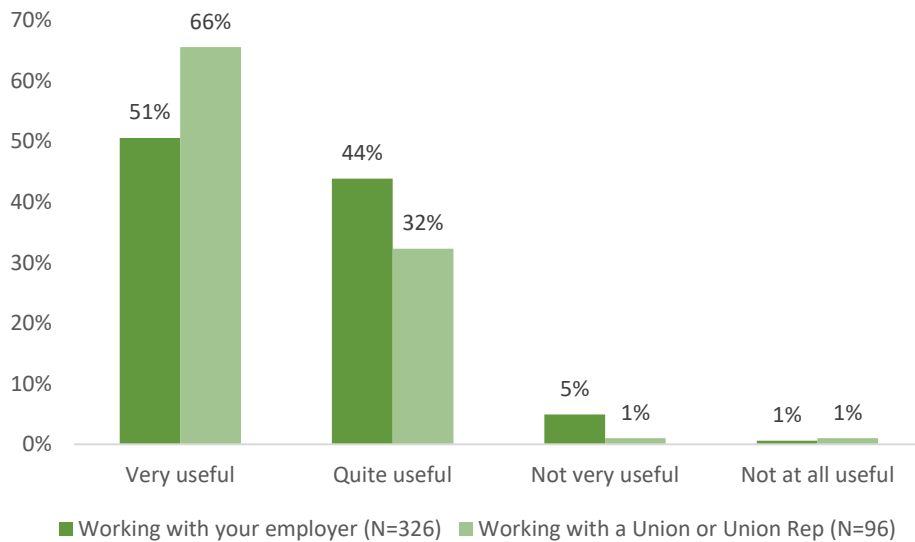
2.2 Getting involved

2.2.1 Working with Employers and Union reps

70% of survey respondents said that they had worked with an employer to identify their learning needs whilst 27% said that they had worked with a union representative. It is important to note that responses to the question ‘do you recall working with a union rep’ were discounted if the respondent had previously stated that they did not know who their union representative is or was.

Overall respondents were very positive about working with either their employer or their union rep, with 95% and 98% finding the experiences useful or very useful respectively.

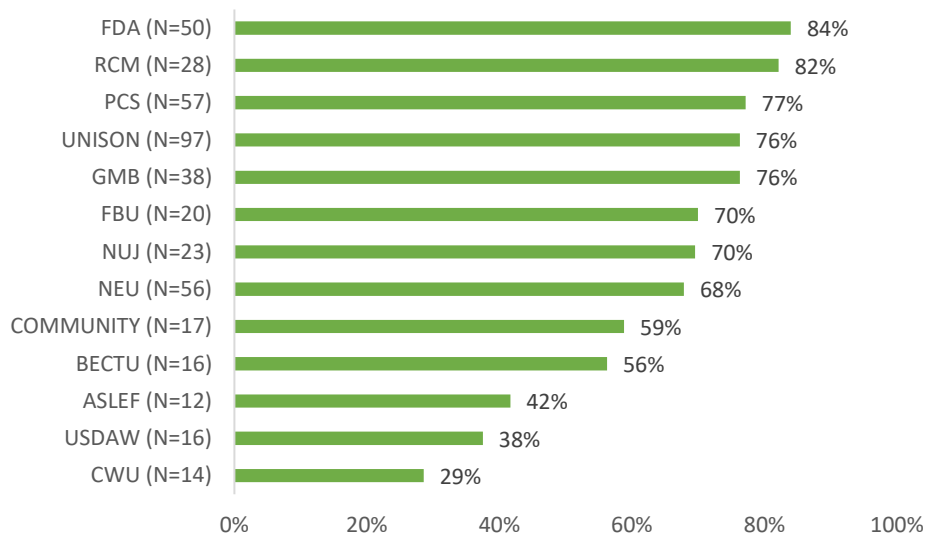
Figure 2.7: Perceptions of the usefulness of working with their employer or union / union rep



Working with their employer or union/union rep had also been impactful. 74% of those who worked with an employer said that working them had influenced the nature of the learning/training support that they accessed, whilst 82% said that working with a union representative said that it had had influenced the nature of the learning/training support that they accessed.

Breaking these responses out, individuals represented by FDA were most likely to work with their employer with 84% saying that they did so.

Figure 2.8: Responses to the question ‘Can you recall... - Working with your employer to identify your learning needs?’ by Union



In contrast, individuals supported through CWU were most likely to work with their union representative (15/16; 94%) and all respondents who did found the experience ‘very useful’ and said that it influenced the training that they accessed.

Employee-led learning

When asked who decided the type of training they accessed would be good for them, 57% of respondents said that it was their decision. This is lower than previous survey rounds where around 70% of respondents stated that they had made this decision. Respondents were also less likely to have made a joint decision with their line manager suggesting that overall respondents to the 2020 survey had less autonomy. Interestingly, the percentage of respondents who said that their Union had decided the training was beneficial for them was much higher than in previous years. When broken down by union, the number of respondents who said that their Union had decided the training was beneficial for them was broadly similar across all. CWU and USDAW supported participants were most likely to say that the Union had made the decision (38%; 6/16 for both).

Table 2.2 Who decided that this type of training would be beneficial to you?

Answer	16/17 Survey	17/18 Survey	18/19 Survey	Total 17-19	2020 Survey
I did	80%	66%	67%	70%	57%
Joint decision between myself and my line manager	18%	21%	19%	19%	14%
My line manager/ supervisor	0%	12%	12%	9%	14%
The Union Learning Rep	3%	1%	2%	2%	10%

Base: 2016-17 Survey (n=108), 2017-18 Survey (n=138), 2018-19 Survey (n=150) 2020 Survey (n=522). Please note that not all learners responded to this question.

It is also interesting to note that 23% of respondents had previously taken part in a WULF learning opportunity and that respondents who had previously taken part in a WULF learning opportunity were more likely to have decided that the course was relevant to them (69%, 75/109). This is higher than for respondents who had undertaken a different union learning opportunity (61%, 46/71) and those who hadn't previously undertaken a learning opportunity (49%, 128 / 262).

Line managers / supervisors were far more likely to decide the training would be beneficial to respondents who had not undertaken a union learning opportunity before (21%, 56/262). For those who had participated in a union learning opportunity before (either through WULF or another scheme), a line manager / supervisor decided the training would be beneficial in only 3% of cases (7/219).

Support from Union Rep to access training once it was booked

22% of survey respondents (113/524) said that they had received support from their Union Learning Rep once their training had been booked. When asked about the support that they had been given, this was mostly in the form of reminders, information about how to access the course and any updates or changes to course delivery. It was also noted that Union Learning Reps were there if respondents had any further questions and were able to also provide support and encouragement throughout the duration of the training course.

100% of those who had accessed this support said that it was useful with 76% describing the support as very useful (84/110). When asked to expand on this, respondents explained that having this point of contact meant that they felt supported and therefore more confident about accessing the training.

“The Union Learning Rep gave me contact details and offered to help with any questions about the course or anything else. I felt reassured there was someone I could contact if I needed any help.”

2.2.2 Type of Training Accessed

Wavehill’s evaluation report for the 2016-19 round of the WULF programme identified an increase in the prominence of mental health and wellbeing provision in the 2018-19 contract. This trend has continued into 2020 with just under a quarter (23%, 84/360)² of participants opting to undertake mental health training.

Table 2.3 The 10 most popular courses that participants accessed

Course Name	%	N
Mental Health training	23	84
Mindfulness	6	22
British Sign Language	3	11
Success Profiles	3	10
Autism / Asperger's Awareness	2	7
Coaching and mentoring skills	2	7
Freelance Salon	2	6
CV Writing	1	5
Excel Training - Advanced	1	5
Introduction to Success Profiles	1	5

2.2.3 Welsh language provision

When asked what language their training was delivered in, 95% accessed their training in English (498/522), 3% Bilingually and 2% in Welsh.

² The name of the course was only requested who could recall the name of the course they had attended.

Figure 2.9: Was the training delivered in Welsh, English or bilingually?

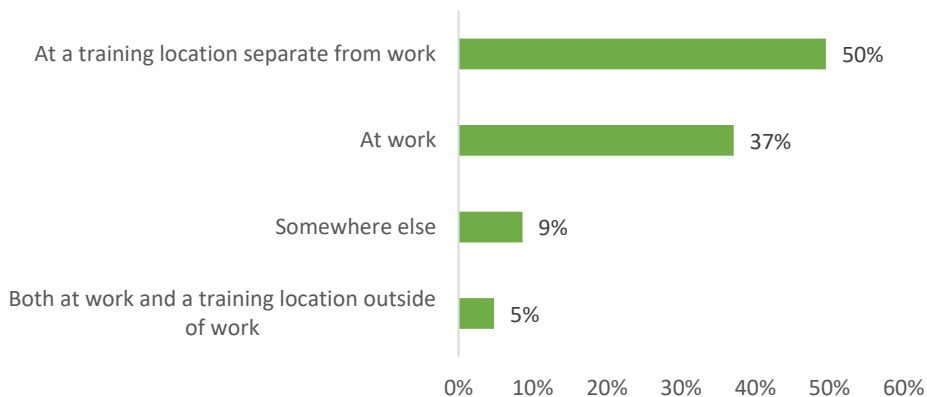
Language	16/17 Survey	17/18 Survey	18/19 Survey	17-19 total	2020 survey
Welsh	2%	2%	6%	4%	2%
English	81%	89%	87%	86%	95%
Bilingually	15%	9%	7%	10%	3%

Of those who accessed English training, when asked what their language preference was, 93% (463/497) stated that they were happy with the training being delivered solely in English with 5% expressing a preference for bilingual training and 2% for training in Welsh.

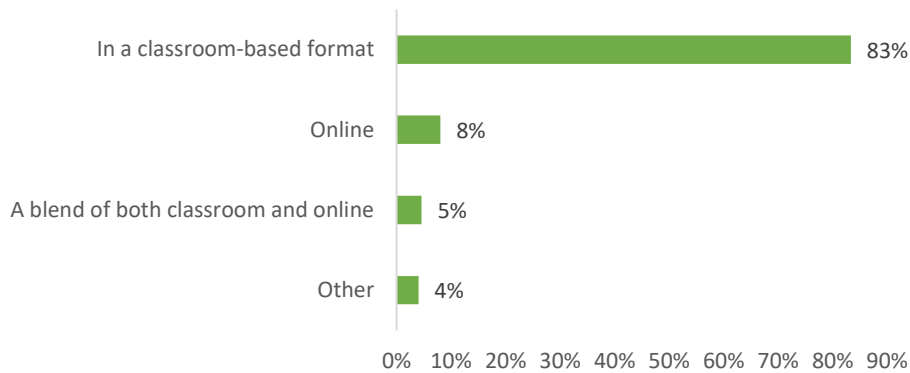
2.2.4 Where training took place and how it was delivered

Consistent with participant experiences across the 2017-2019 period, 50% (259/523) of participants undertook their training at a location separate from their work. Of the 9% (45) whose training took place elsewhere, 23 had undertaken their training at home online. It will be interesting to track this trend in future surveys due to the increased likelihood of remote working/training.

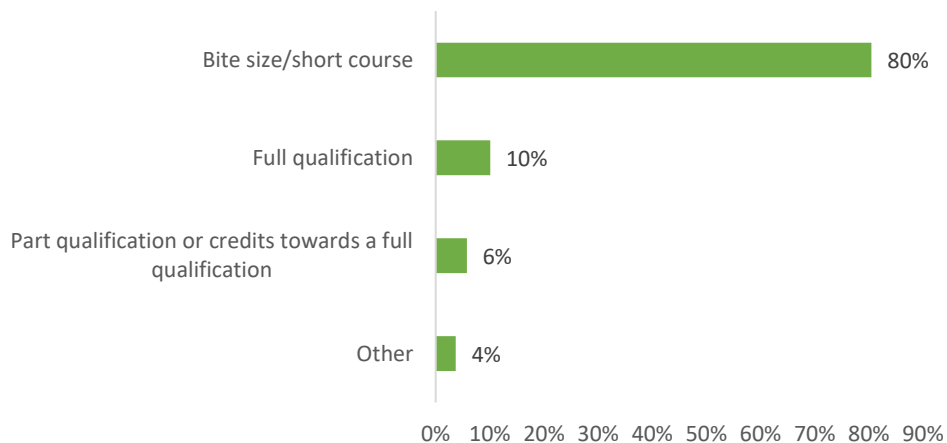
Figure 2.10: Locations where the training took place



The majority of participants experienced training that was delivered in a classroom-based format (83% 435/522), other methods of delivery included 1-2-1 sessions and in the style of a seminar/conference amongst others.

Figure 2.11: Method of training delivery

Participants were mostly likely to have undertaken a bite-sized or short course (80% 392/487) as opposed to a part or full qualification. The likelihood of undertaking a full or part time qualification does not have been impacted on by whether participants were employed or self-employed, who decided the training was most relevant to them or the union they were a member of.

Figure 2.12: Nature of training course

When this information was cross tabbed with the perceived relevance of the training, participants who had undertaken a full or part qualification were more likely to feel that the course had greater relevance to their work.

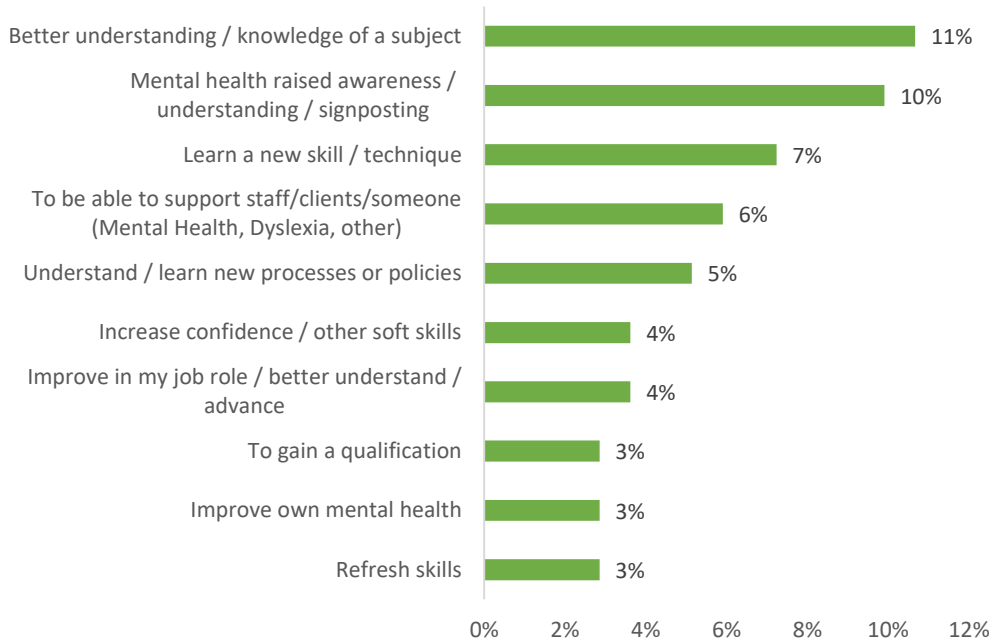
Table 2.4: Nature of training course cross tabbed with perceived relevance of training

	Bite size/short course (N=384)	Full qualification (N=48)	Part qualification or credits towards a full qualification (N=28)	Other (N=17)
Very relevant	50%	73%	68%	53%
Quite relevant	41%	23%	29%	41%
Not very relevant	8%	4%	4%	6%

2.3 Aims and Outcomes

Respondents were asked what they were hoping to get out of the training and their responses were subsequently coded. Whilst most respondents were hoping to develop a better understanding or improve their knowledge on a particular subject (11%, 56/535), skills around mental health awareness and support was also prevalent.

Figure 2.13: Coded responses to ‘What were you hoping to get out of the training?’



Respondents were positive about the value of the training they received with 95% saying that they found it either quite or very useful. This is on a par with the 2019 survey. A high percentage of participants also stated that the training was either ‘very’ or ‘quite’ relevant to their work is broadly similar (92% compared to 91% for 2017-2019 combined responses).

Table 2.5 Responses to the question ‘How relevant did you find the training for your work?’

Answer	17-19 total	2020 survey
Very relevant	56%	53%
Quite relevant	35%	39%
Not very relevant	7%	7%
Not at all relevant	2%	2%

Base: 2016-17 Survey (n=123), 2017-18 Survey (n=138), 2018-19 Survey (n=148), 2020 Survey (n=514). Please note that not all learners responded to this question.

Perceptions of the usefulness and relevance of training undertaken was cross tabulated by responses to ‘Who decided that this type of training would be beneficial to you?’. It is interesting to note that participants were least likely to say that the training was useful or relevant if line managers had determined the type of training that would be useful. By contrast, instances where the union had determined the type of training were perceived as being more useful and more relevant.

Figure 2.14: Responses to ‘How useful did you find the training for your work?’ cross tabulated by ‘Who decided that this type of training would be beneficial to you?’

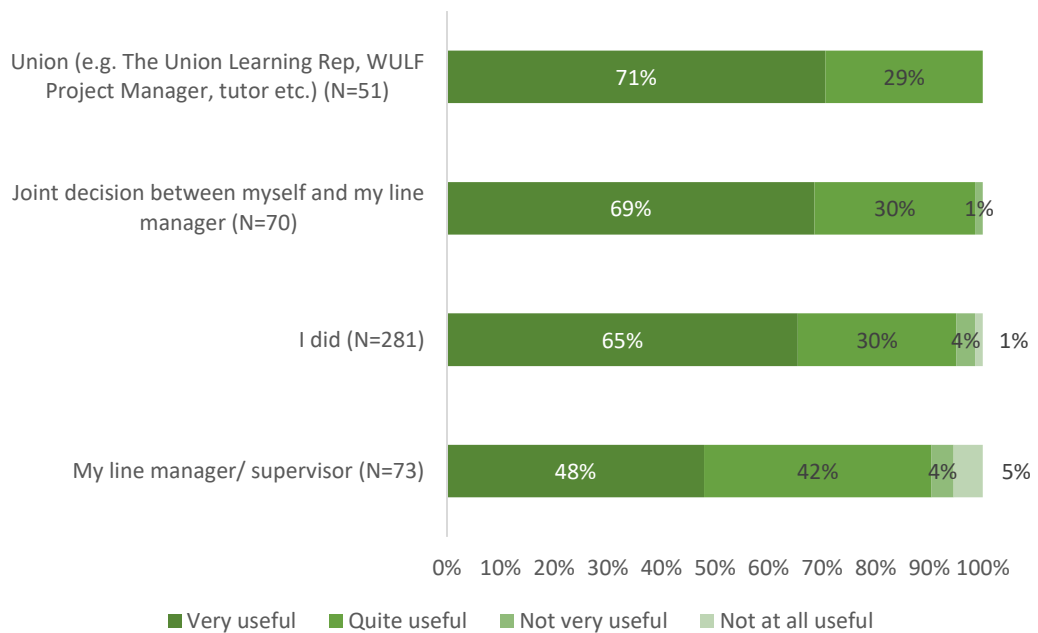
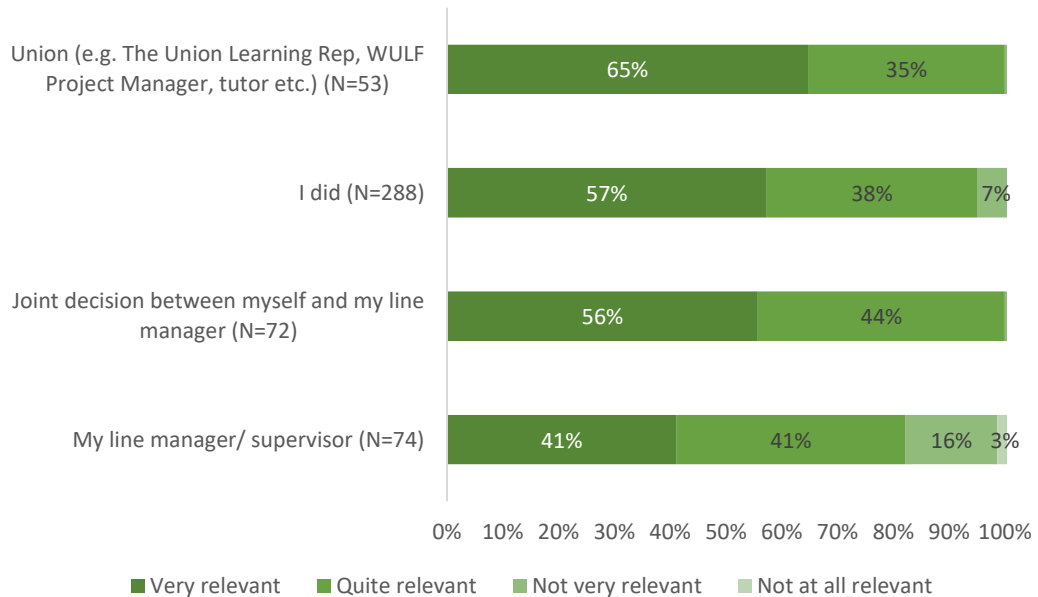


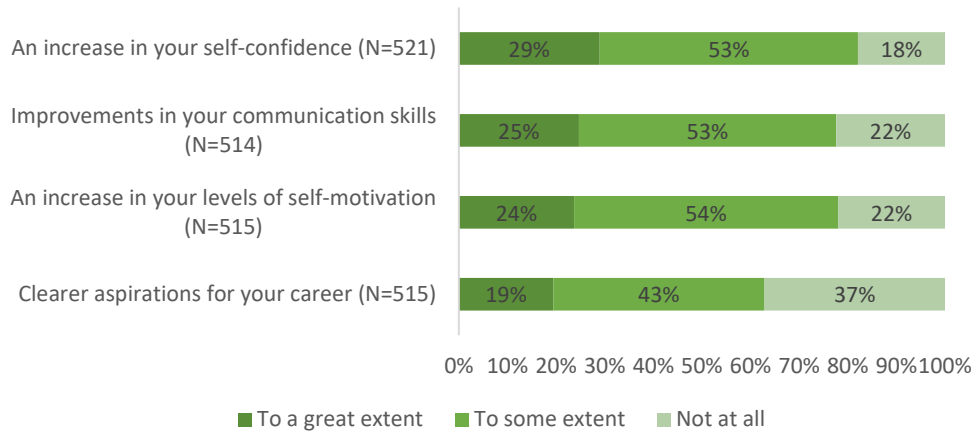
Figure 2.15: Responses to ‘How relevant did you find the training for your work?’ cross tabulated by ‘Who decided that this type of training would be beneficial to you?’



Softer outcomes

Respondents were asked to what extent the training they received through WULF had led to any change in terms of their self-confidence, communication skills, self-motivation, and clarity in terms of their aspirations for their career. Overall, they were most likely to report increases in their self-confidence, at least to some extent (82%, 428/521) and least likely to have felt that they had clearer aspirations for their career. The increases in self-confidence and communication skills were broadly similar to those reported in the 2019 survey where 28% reported an increase in their self-confidence and 30% in their communication skills to a great extent.

Figure 2.16: To what extent has the training you received through WULF led to:



As with the relationship between the usefulness and relevance of training and who decided the training would be relevant to them, those whose line managers had made the decision were least likely to have experienced any of these outcomes to a great extent. Those who decided on the training themselves were considerably more likely to say that the training they attended led to these outcomes to a great extent.

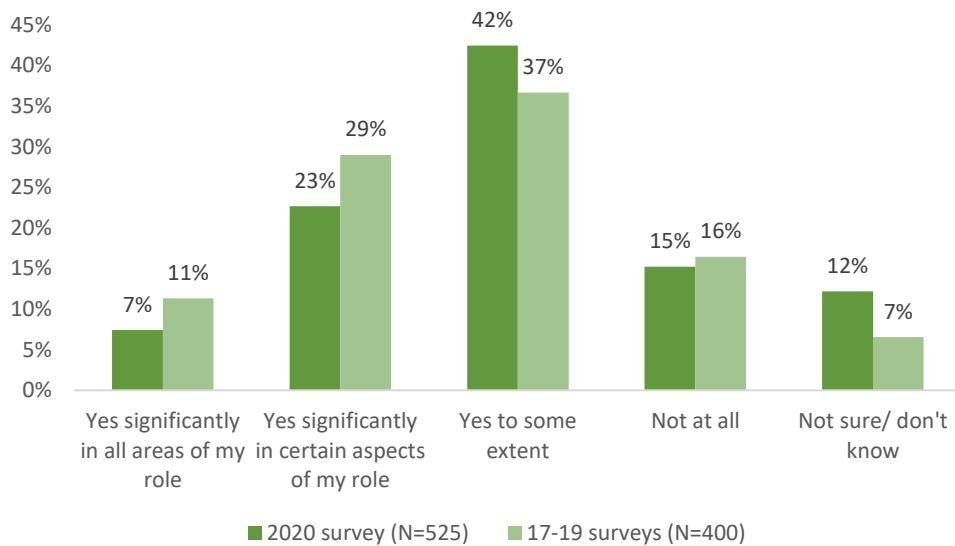
Table 2.6 Responses to the question ‘To what extent has the training you received through WULF led to’ cross tabulated by ‘Who decided that this type of training would be beneficial to you?’

	An increase in your self-confidence	Improvements in your communication skills	An increase in your levels of self-motivation	Clearer aspirations for your career
I did (N=300)	31%	24%	25%	20%
Union (e.g. The Union Learning Rep, WULF Project Manager, tutor etc.) (N=85)	8%	8%	6%	6%
Joint decision between myself and my line manager (N=55)	5%	5%	4%	4%
My line manager/supervisor (N=39)	4%	3%	3%	3%

Work performance

73% said that the training they had received improved their work performance in all or some areas of their role, with 7% reporting significantly so. This is slightly lower than figures for 17-19.

Figure 2.17: Has the training you have received improved your work performance? (17-19 surveys and 2020 survey)



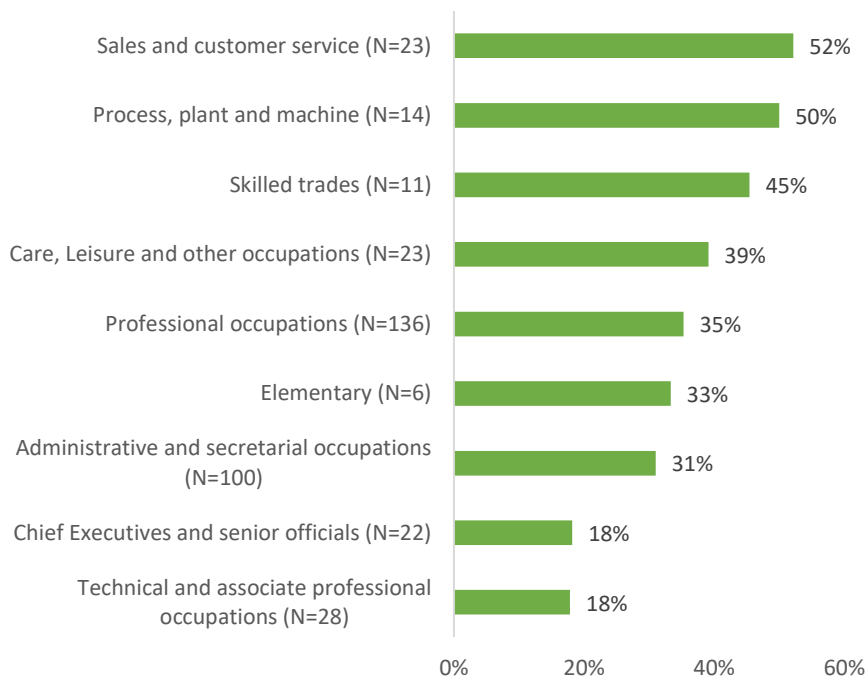
Responses where participants said that the training had improved wither work significantly in either part or all areas of their role were combined and cross tabulated by who decided the training would be beneficial for them. Participants were more likely to report improvements in work performance where the decision regarding training suitability had been made by the union.

Table 2.7 'Has the training you have received improved your work performance?' vs 'Who decided the training would be beneficial to you?'

	I did (N=295)	Union (N=53)	Joint decision (with line manager) (N=73)	My line manager/ supervisor (N=74)	I don't know (N=27)
Yes, significantly in all areas or certain aspects of my role (N=158)	32%	43%	26%	22%	26%

Looking at which occupation groups (roles) the training had most perceived impact, it appears that occupations that are categorised as Sales and customer service, Process plant and machinery, Care and leisure and Administrative occupations appear to have benefitted the most from training (although it is important to note the small sample size).

Figure 2.18: Where training has benefitted respondents significantly in all areas or certain aspects of their role by occupation



Learners were then asked to give an example of how the training had improved their performance at work. Their responses demonstrate how the training not only improved their own skills and knowledge which in turn they felt led to an improvement in their own roles, but also shaped working practices and how they could support or assist other colleagues.

7% (N=19) felt that they were able to better communicate with colleagues and clients with a further 4% having improved their ability to communicate in different languages (BSL or Welsh). 5% (N=14) spoke of improved work practices such as improvements to their strategic decision making and better time management.

Given the high level of respondents who had engaged in mental health related training, it is unsurprising that this was reflected in their examples of improved performance. These responses can broadly be split into those who were more aware of their mental health and were able to implement practices to maintain it (8% 21/269), and staff who said that they were better able to support or signpost staff who were experiencing poor mental health (14%, N=37). A better understanding or awareness of topics such as inclusivity, disability, equality and diversity were also mentioned by 4% of respondents.

Learning new skills or improving existing skills led to 17% of respondents to feeling more confident or competent at their role. Respondents also felt that they had improved their knowledge of particular subjects and came away with ideas to implement within their work. It is also interesting to note that three respondents said that they were now able to work more independently as a result.

Nineteen respondents (7%) said that they were able to either share information and resources from the training with other colleagues and, in some cases, were able to then support or informally train their colleagues on these topics. Other respondents mentioned that their training had helped to improve their line-management or mentoring skills (4%).

Four respondents (1%) mentioned that the training had helped them adapt to new working patterns as a result of the COVID-19 pandemic.

Where learners described training as having a positive impact on their work, they were asked a series of statements to determine what that positive impact led to. Results were broadly on par with outcomes from previous surveys with the exception that respondents to the 2020 survey were less likely to say that that the improvement in their performance had resulted in more recognition from their line manager. Other improvements mentioned were improving in their current role, increased confidence in their role, recognition from their peers, a better work life balance, the ability to support others and more awareness of topics.

Table 2.8 Which of the following (if any) did that change in performance lead to?

Answer	17-19 Total	2020 survey
Recognition from your line manager	47%	37%
More responsibility in the workplace	26%	24%
Any other	21%	12%
Securing a new job role	15%	9%
Recommendation for a promotion	8%	6%
A pay rise	3%	4%

Base: 2016-17 Survey (n=66), 2017-18 Survey (n=86), 2018-19 Survey (n=98), 2020 Survey (n=335). Please note that not all learners responded to this question.

When breaking out these benefits by who chose the training, this seemed to have a slight impact on some of the benefits a respondent's change in performance led to. Unsurprisingly, those who attended a type of training recommended to them by their line manager were more likely to have experienced recognition from their line manager (31%), whilst those whose union recommended the type of training were more likely to have experienced increased responsibility in the workplace (26%).

Table 2.9 'Which of the following (if any) did that change in performance lead to?' by 'Who decided the training would be beneficial to you?'

	Recognition from your line manager (N=127)	More responsibility in the workplace (N=82)
I did (N=295)	22%	14%
Union (e.g. The Union Learning Rep, WULF Project Manager, tutor etc.) (N=53)	25%	26%
Joint decision between myself and my line manager (N=73)	26%	15%
My line manager/ supervisor (N=74)	31%	12%

Other benefits included 4% (18/511) who said that the training had helped them to secure employment with another employer, and 3% of respondents who reported that the training (16/501) had helped them to set up their own business.

Organisation loyalty

When respondents were asked whether participating in the training increased the likelihood of them staying with your current employer 46% (207/451) said that it had. Of the 244 respondents who said that it hadn't, 54% (127) said that this was because they would have stayed anyway and 64 (27%) said that it had no impact. Only 16 (17%) individuals said they were looking to leave, and that the training had assisted with this.

Attitudes to training

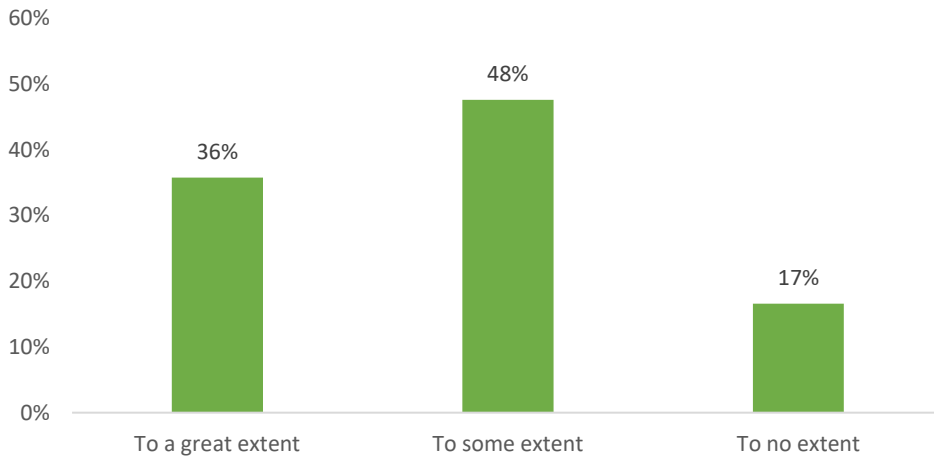
A key area of importance for the WULF contractual period is understood to be its effect on the attitudes of employees toward training. As with previous surveys, the majority felt that they already had a positive attitude to training, although just under a third (27%, 141/523) said that it had a positive impact.

Table 2.10 Has your attitude to training changed as a result of the support you have received?

	16/17 Survey	17/18 Survey	18/19 Survey	17-19 survey average	2020 survey
No, I have always enjoyed training	51%	53%	59%	55%	63%
Yes, it has had a positive impact	39%	36%	29%	35%	27%
Yes it has had a negative impact	0%	0%	1%	0%	1%
No, no impact at all	10%	11%	11%	10%	10%

Nearly a third of participants (31%) had already progressed onto further learning since the course with a further 43% reporting that they are likely to progress to further learning. This uptake may be influenced by the current pandemic as for some staff the furlough period has provided opportunities for upskilling and professional development. Furthermore, the reduction in job security arising from the recession may have also impacted on the likelihood of pursuing training opportunities. When asked to what extent participating in the course funded by WULF had encouraged them to progress on to further learning 84% said that it had to some or a great extent.

Figure 2.19: To what extent did participating in the course funded by WULF encourage you to progress on to further learning?



N=380

Contributing to costs of training

11% of respondents contributed towards their training (c. £50 per person on average with the maximum contribution £500). On average this represented 51% of the training cost (mean average although there was an uneven distribution of responses with the median (mid-point) 27%).

Unsurprisingly, the self-employed were far more likely to have contributed towards their training (with 48% of those describing themselves as self-employed financially contributing to their training).

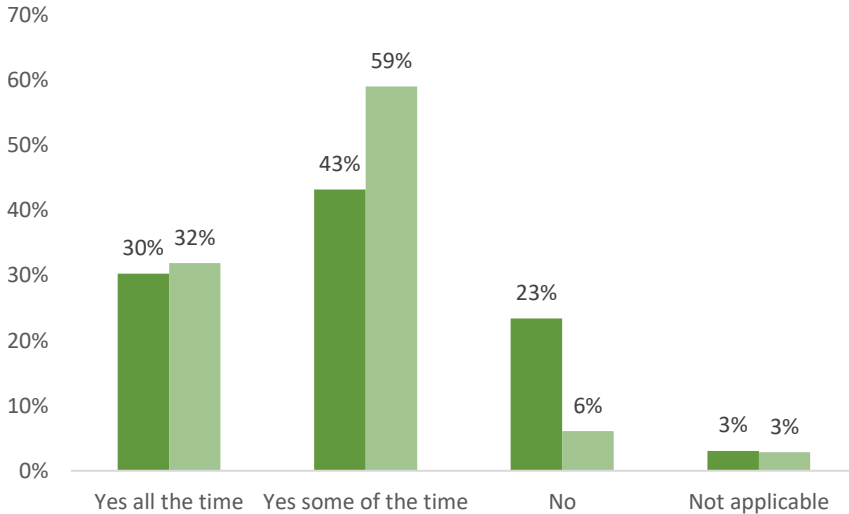
Recommendation to Others

When asked whether they would recommend participating in training to their colleagues, 36% (180/500) said they would and 66% (329/500) said that they had already done so.

2.4 Ability to work or train from home

When asked whether they were able to work from home, 30% of respondents (159/525) said that they were able to all of the time, whilst 43% said they were able to most of time. However, a greater percentage of respondents were able to undertake learning or training from home at least some of the time if not all.

Figure 2.20: Responses to the questions ‘Are you able to work from home?’ and ‘Are you able to undertake learning/training from home?’



Broken down by union the trends are as expected, given the nature of the sectors they represent, participants supported by NUJ and FDA were most likely to be able to work from home whilst those supported by USDAW, Community, CWU, RCM and ASLEF were less likely to be able to work from home.

Table 2.11 Responses to the questions ‘Are you able to work from home?’ broken down by union

	Yes all the time	Yes some of the time
NUJ (N=37)	68%	27%
FDA (N=50)	56%	40%
PCS (N=57)	49%	44%
UNISON (N=97)	36%	49%
GMB (N=38)	34%	55%
BECTU (N=41)	20%	66%
FBU (N=20)	15%	50%
NEU (N=63)	13%	40%
ASLEF (N=12)	8%	17%
RCM (N=29)	7%	24%
CWU (N=16)	6%	63%
COMMUNITY (N=18)	6%	44%
USDAW (N=16)		13%

However, in terms of training there is a less obvious trend in terms of which unions were able to undertake training and learning from home.

	Yes, all the time	Yes, some of the time
FBU (N=20)	65%	30%
COMMUNITY (N=18)	39%	60%
CWU (N=16)	39%	58%
RCM (N=29)	38%	56%
FDA (N=50)	31%	69%
ASLEF (N=12)	29%	61%
USDAW (N=16)	27%	61%
NEU (N=62)	26%	66%
GMB (N=38)	25%	70%
NUJ (N=37)	17%	58%
UNISON (N=96)	17%	56%
BECTU (N=41)	10%	83%
PCS (N=57)	6%	69%

Digital Skills Needs – Now and in the Future

Finally, learners were asked about perceived digital skills needs, now and in the future. The table illustrates below an anticipated shift in digital skills needs towards advanced digital skills and illustrates an area of focus for future upskilling.

Table 2.12: Perceived Level of Digital Skills Required for learner job roles, now and in the future

	Which of the following skills would be required by you in your current position?	Which of the following skills do you think may be required by you in the future?
Basic digital skills	25%	15%
General digital skills	52%	43%
Advanced digital skills	30%	46%

Appendix 1: Overview of Participant Unions

Table A.1: An Overview of Participant Unions

Union	Number of survey responses	Full name	Union for	Membership Number
NAPO	3	National Association of Probation Officers	Represents probation staff including probation officers and other operational and administrative staff and Children and Family Court Advisory and Support Service staff in England.	4,996
POA Learning	9		Prison, Correctional and Secure Psychiatric Workers	30,011
UNITE	9	Unite the Union	Members across the private, public and voluntary sectors including manufacturing, public services, transport, food, finance and construction	1,233,646
BFAWU	10	Bakers, Food and Allied Workers Union	Workers in the food industry.	17,595
ASLEF	12	The Associated Society of Locomotive Engineers and Firemen	Train drivers. Its 19,500+ members are employed in the train operating companies, the freight companies, London Underground and some Light Rapid Transport.	22,078
CWU	16	Communication Workers Union	People working for telephone, cable, digital subscriber line (DSL) and postal delivery companies. It has 110,000 members in Royal Mail as well as more in many other communication companies.	191,437

Union	Number of survey responses	Full name	Union for	Membership Number
USDAW	16	Union of Shop, Distributive and Allied Workers	USDAW members work in a variety of occupations and industries including: shopworkers, factory and warehouse workers, drivers, call centres, clerical workers, milk round and dairy process, butchers and meat packers, catering, laundries, chemical processing, home shopping and pharmaceutical	433,260
COMMUNITY	18		Union representing members in all industries and sectors within the UK, from steel & wire to footwear & textiles; from social care to betting shops; from NSPCC to the National League of Blind & Disabled; and from logistics & distribution to the football league.	31,886
FBU	20	Fire Brigades Union	Wholetime Firefighters (including Officers up to Chief Fire Officer/Firemaster), Retained Duty System (RDS – part-time) and Emergency Control Room staff	33,042
RCM	29	Royal College of Midwives	Dedicated to serving midwifery and the whole midwifery team.	35,428
NUJ	37	The National Union of Journalists	Represents people working across the media – as staff, casuals and freelancers at home and abroad.	30,261
GMB	38		General union to which anyone can belong.	614,494
BECTU	41	Broadcasting, Entertainment, Communications and Theatre Union	Media and entertainment sectors, including in broadcasting, film, independent production, theatre and the arts, live events, leisure and digital media.	NOT AVAILABLE

Union	Number of survey responses	Full name	Union for	Membership Number
FDA	50		UK senior and middle management civil servants and public service professionals e.g. managers, policy advisors, diplomats, tax professionals, economists, solicitors, prosecutors and other professionals work across Government and the NHS, from HEO grade and above.	16,744
PCS	57	Public and Commercial Services Union	Most of its members work in UK government departments and other public bodies.	177,750
NEU	63	National Education Union	represents the majority of teachers and educational professionals in the UK	450,154
UNISON	97		The majority of people joining UNISON are workers within sectors such as local government, education, the National Health Service Registered Nurses, NHS Managers and Clinical Support Workers	1,193,991

Table A2: Top 5 most popular motivations for undertaking training

	Most popular	2nd most popular	3rd most popular	4th most popular	5th most popular
FBU (N=20)	Improve existing skills / techniques	Learn a new skill / technique	Better understanding / knowledge of a subject	Improve in my job role / better understand / advance	To gain a qualification
USDAW (N=16)	Mental health raised awareness / understanding / signposting	Improve existing skills / techniques	To be able to support staff/clients/someone (Mental Health, Dyslexia, other)	Better understanding / knowledge of a subject	To be able to support staff/clients/someone (Mental Health, Dyslexia, other)
ASLEF (N=12)	Mental health raised awareness / understanding / signposting	Improve existing skills / techniques	Improve existing skills / techniques	Better understanding / knowledge of a subject	Improve in my job role / better understand / advance
GMB (N=38)	Mental health raised awareness / understanding / signposting	Improve existing skills / techniques	Other	To be able to support staff/clients/someone (Mental Health, Dyslexia, other)	Better understanding / knowledge of a subject
PCS (N=57)	Improve existing skills / techniques	Learn a new skill / technique	Increase confidence / other soft skills	Mental health raised awareness / understanding / signposting	Job finding skills / support to move into a new job e.g. improve CV
NEU (N=63)	Improve existing skills / techniques	Learn a new skill / technique	Better understanding / knowledge of a subject	Understand / learn new processes or policies	Improve own mental health
BECTU (N=41)	Better understanding / knowledge of a subject	Improve existing skills / techniques	Learn more about funding	Learn a new skill / technique	Advice / Information

	Most popular	2nd most popular	3rd most popular	4th most popular	5th most popular
RCM (N=29)	Improve existing skills / techniques	Refresh skills	Improve own mental health	Learn a new skill / technique	Better understanding / knowledge of a subject
NUJ (N=37)	Better understanding / knowledge of a subject	Learn a new skill / technique	Refresh skills	Networking	Other
UNISON (N=97)	Mental health raised awareness / understanding / signposting	To be able to support staff/clients/someone (Mental Health, Dyslexia, other)	Better understanding / knowledge of a subject	Improve existing skills / techniques	Improve own mental health
CWU (N=16)	Job finding skills / support to move into a new job e.g. improve CV	To be able to support staff/clients/someone (Mental Health, Dyslexia, other)	Improve in my job role / better understand / advance	Improve existing skills / techniques	Learn a new skill / technique
COMMUNITY (N=18)	Mental health raised awareness / understanding / signposting	Better understanding / knowledge of a subject	Improve existing skills / techniques	Learn a new skill / technique	Understand / learn new processes or policies
FDA (N=50)	Understand / learn new processes or policies	Better understanding / knowledge of a subject	Job finding skills / support to move into a new job e.g. improve CV	Increase confidence / other soft skills	Improve existing skills / techniques

Appendix 2: Learner Survey

WULF – Learner Survey

If you would like to answer the questions in Welsh, please select ‘Cymraeg’ from the box above

In order to fulfil its public task (in accordance with section 60 of the Government of Wales Act 2006) to improve economic and social well-being in Wales, the Welsh Government is asking you to contribute to the evaluation of the Wales Union Learning Fund by seeking your views and experiences of the fund. **How WULF operates** WG funded WULF projects are delivered by a lead Union, Managed by a WULF Project Manager / team, and can be supported by union learning reps. The project aims to assist and encourage a wide range of learning, supporting both Union and non-Union members in Unionised workplaces.

We understand that you participated in the training course/session **#{e://Field/Course%20Title}** through your employer which took place/commenced on **#{e://Field/Date}**. This was supported by the Welsh Government through the Wales Union Learning Fund (WULF). Please note, if you have participated in more than one course over the last 12 months supported by the WULF programme you may be asked to complete this survey for each part funded course you participated in.

The information we will collect will include some background information about you and your organisation as well as how you have participated in the fund and any impact it may have had on you or on your organisation. Wavehill will collect this information through an online survey. The data collected will be analysed to inform the assessment of the success of the WULF programme. We would very much welcome your feedback by completing the following survey. **It should take less than 10 minutes to complete.**

Please note: if you would like further information regarding this project, how your data will be used and your rights under data protection laws please [click here](#)

Your answers will be saved as you go along, and you can go back to carry on with the questionnaire at any point via the link that you used to get here to

begin with. **Please note however that ‘cookies’ must be on for this to work and you must be using the same computer and browser when you want to carry on completing the questionnaire.***

*Cookies are files created by websites you visit designed to make your online experience easier by saving browsing information. Find out more here: www.whatarecookies.com/

The data collected will be stored securely on our (Wavehill’s) systems until September 2020. Any comments that you make will be confidential and the information you provide will only be used for the purposes of this evaluation. Comments that you make will not be attributed to you. This means it will be impossible for anyone to identify you from any published reports because information will be anonymised.

It is also important to note that the team undertaking the evaluation do not work for the Welsh Government, your employer (if you have one) or any of the organisations that are involved in the delivery or funding of this project. This is an independent evaluation.

Are you happy to continue with the questionnaire?

Please note you can stop completing the questionnaire at any time if you decide you do not want to continue.

- Yes
- No

Display This Question:

If Are you happy to continue with the questionnaire? Please note you can stop completing the questi... = No

JS

Thank you for your time.

To exit this survey, you can close this tab in your browser.

Display This Question:

If Are you happy to continue with the questionnaire? Please note you can stop completing the questi... = Yes

Please note that by starting the survey that you confirm that you are happy for the information that you provide to be collected and used as described above. If you stop part way through the questionnaire the information that you have provided will be recorded. If you would like to delete any of the information that you have provided, please contact surveys@wavehill.com.

Background

Q1 Are you...?

If you are employed in an organisation as well as operating on a self-employed basis, please choose your main activity.

- Self-employed/freelance
- Employed by a business or organisation
- Currently on Furlough
- Recently made redundant and currently unemployed

Display This Question:

If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Self-employed/freelance

Q2 How long have you been self-employed?

Please provide a number figure

- Number of Years

- Number of Months

Display This Question:

If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Employed by a business or organisation

Q3 How long have you been working for that organisation? *Please provide a number figure*

- Number of Years

- Number of Months

Q6c At the time you received support from the WULF programme were you...

- Self-employed
- Employed by a business or organisation
- I can't remember

Display This Question:

If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Employed by a business or organisation

Or At the time you received support from the WULF programme were you... = Employed by a business or organisation

Q4 What sector does your organisation operate in? / What sector did the organisation you worked for at the time you accessed WULF support operate in?

- Agriculture, forestry & fishing
- Mining, quarrying & utilities
- Manufacturing
- Construction
- Motor trades
- Wholesale
- Retail
- Transport & Storage
- Accommodation & food services
- Information & communication
- Financial & insurance
- Property
- Professional, scientific & technical
- Business administration & support services
- Public administration & defence
- Education
- Health
- Arts, entertainment & recreation
- None of the above

Display This Question:
If What sector does your organisation operate in? / What sector did the organisation you worked for... = None of the above

Q4a If none of the above- what does the organisation make or what services does it provide?

Display This Question:
If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Employed by a business or organisation
Or At the time you received support from the WULF programme were you... = Employed by a business or organisation

Q7 Please tick **one** of following categories which best describes your job role (or your job role at the time you received support from the WULF programme).

- Elementary (e.g. general, warehouse, and agricultural workers)
- Process, plant and machine (e.g. machine operatives, assemblers, forklift truck, train and coach drivers)
- Sales and customer service (e.g. sales assistants, customer service)
- Care, Leisure and other occupations (e.g. nursery workers, veterinary nurses, hairdressers and caretakers)
- Skilled trades (e.g. maintenance and telecom engineers, construction workers, butchers, chefs and farmers)
- Administrative and secretarial occupations (e.g. book-keepers, library assistants, and office workers)
- Technical and associate professional occupations (e.g. engineering technicians, IT support and taxation experts)
- Professional occupations (e.g. scientists, architects, IT specialists, medical practitioners, solicitors and journalists)
- Chief Executives and senior officials (e.g. division directors, production managers and practice managers)
- None of the above

Display This Question:
If Please tick one of following categories which best describes your job role (or your job role at t... = None of the above

Q7a Please write your job title below

Display This Question:
If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Employed by a business or organisation
Or At the time you received support from the WULF programme were you... = Employed by a business or organisation

Q8 Is this the only role you have been employed in at that organisation?

- Yes
- No

Display This Question:

If Is this the only role you have been employed in at that organisation? = No

Q8a How long have you been in your most recent job role with the organisation?

- Number of Years

- Number of Months

Display This Question:

If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Employed by a business or organisation

Or At the time you received support from the WULF programme were you... = Employed by a business or organisation

Q4b Is / was your organisation unionised?

- Yes
- No
- Don't know

Display This Question:

If Is / was your organisation unionised? = Yes

Q4c Do you know who your union representative is/was?

- Yes
 - No
-

Q5 Prior to engaging with the learning provision you accessed through WULF, can you recall how long it has been since you previously you took part in some sort of training?

- Less than 6 months
 - 6 months to 11 months
 - 1 to 2 years
 - 3 to 4 years
 - 5 years or more
 - Can't recall
 - Not applicable
-

Q6 Which of the following best describes your highest qualification to date:

- GCSE qualifications or equivalent
 - A-Level qualifications or equivalent
 - Undergraduate degree or equivalent
 - Postgraduate degree or equivalent
 - Postgraduate doctoral degree or equivalent
-

Q6a Are you able to work from home?

- Yes all the time
- Yes some of the time
- No
- Not applicable

Q6b Are you able to undertake learning/training from home?

- Yes all the time
- Yes some of the time
- No
- Not applicable

Q6d Have you been involved in a union learning opportunity before?

- Yes
- No
- Don't Know

Display This Question:
If Have you been involved in a union learning opportunity before? = Yes

Q6e How were you involved?

- WULF Learning Opportunity
- Union Activist Education Oppurtunity
- Other
- Don't know

Display This Question:
If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Employed by a business or organisation
Or At the time you received support from the WULF programme were you... = Employed by a business or organisation

Awareness

Display This Question:
If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Employed by a business or organisation
Or At the time you received support from the WULF programme were you... = Employed by a business or organisation

Q9 Can you recall...

	Yes	No	Don't know	Not applicable
Working with your employer to identify your learning needs?				
Working with a Union or Union Rep to identify your learning needs?				

Display This Question:
If Can you recall... [Yes] (Count) > 0

Q9a How useful did you find this process?

Display This Answer:
If Can you recall... = Working with your employer to identify your learning needs? [Yes]
Display This Answer:
If Can you recall... = Working with a Union or Union Rep to identify your learning needs? [Yes]

	<i>Display This Answer:</i> <i>If Can you recall... = Working with your employer to identify your learning needs? [Yes]</i> Working with your employer	<i>Display This Answer:</i> <i>If Can you recall... = Working with a Union or Union Rep to identify your learning needs? [Yes]</i> Working with a Union or Union Rep
Very useful		
Quite useful		
Not very useful		
Not at all useful		

Display This Question:
If Can you recall... [Yes] (Count) > 0

Q9b Did the identification of learning needs influence the nature of learning/training support that you accessed?

Display This Answer:
If Can you recall... = Working with your employer to identify your learning needs? [Yes]
Display This Answer:
If Can you recall... = Working with a Union or Union Rep to identify your learning needs? [Yes]

	<i>Display This Answer:</i> If Can you recall... = Working with your employer to identify your learning needs? [Yes] Working with your employer	<i>Display This Answer:</i> If Can you recall... = Working with a Union or Union Rep to identify your learning needs? [Yes] Working with a Union or Union Rep
Yes		
No		
Don't know		

Display This Question:
 If Awareness Is Displayed

Awareness

Q11 Can you recall how you first became aware of the training available?

- Through a union (e.g. Branch, Rep Network, Union Magazines)
- Through a Union Learning Rep
- Your Line Manager/Supervisor
- Word of mouth from other colleagues
- Don't know/can't remember
- Other

Display This Question:
 If Can you recall how you first became aware of the training available? = Other

Q11a If other, please specify

Q12 If applicable, can you recall receiving advice and information from your Union Learning Rep regarding the training support you *could* receive?

- Yes
- No
- Don't know
- Not applicable

Display This Question:

If applicable, can you recall receiving advice and information from your Union Learning Rep regar... = Yes

Q12a How useful was the advice and information you secured from a Union regarding the training support you could receive?

- Very useful
- Quite useful
- Not very useful
- Not at all useful

Training

Q13 Can you recall the name of the training course?

- Yes
- No

Display This Question:

If Can you recall the name of the training course? = Yes

Q13a If yes, please state the name of the training course.

Q14 Was the training delivered in Welsh or English?

- Welsh
- English
- Bilingually

Display This Question:

If Was the training delivered in Welsh or English? = English

Q14a Would you have preferred the training to be delivered in...

- Welsh
- Bilingually
- I was happy with English only

Q15 Did the training take place;

- At work
- At a training location separate from work
- Both at work and a training location outside of work
- Somewhere else

Display This Question:

If Did the training take place; = Somewhere else

Q15a If somewhere else, please specify.

Q16 What were you hoping to get out of the training?

Q16A Was the training delivered:

- In a classroom based format
- Online
- A blend of both classroom and online
- Other (please specify)

Display This Question:

If Was the training delivered: = Other (please specify)

Q16Ai If other, please specify

Q17 Who decided that this type of training would be beneficial to you?

- I did
- My line manager/ supervisor
- Union (e.g. The Union Learning Rep, WULF Project Manager, tutor etc.)
- Joint decision between myself and my line manager
- I don't know

Q18 How **useful** did you find the training that you received?

- Very useful
- Quite useful
- Not very useful
- Not at all useful

Q18A Which of the following would best describe the course you participated in:

- Bite size/short course
- Part qualification or credits towards a full qualification
- Full qualification
- Other (please specify)
- Don't know

Display This Question:

If Which of the following would best describe the course you participated in: = Other (please specify)

Q18Ai If other, please specify

Q19 How **relevant** did you find the training for your work?

- Very relevant
- Quite relevant
- Not very relevant
- Not at all relevant

Q20 Did you receive any support from a Union Learning Rep once the training had been booked?

- Yes
- No

Display This Question:

If Did you receive any support from a Union Learning Rep once the training had been booked? = Yes

Q20a What support did you receive

Display This Question:

If Did you receive any support from a Union Learning Rep once the training had been booked? = Yes

Q20b How useful was this support?

- Very useful
- Quite useful
- Not very useful
- Not at all useful

Display This Question:

If Did you receive any support from a Union Learning Rep once the training had been booked? = Yes

Q20c Why do you say that?

Q21 Did you contribute to the cost of the training?

- Yes
- No
- Don't know

Display This Question:

If Did you contribute to the cost of the training? = Yes

Q21a Roughly how much did you contribute? Please provide a number figure (£)


Display This Question:

If Did you contribute to the cost of the training? = Yes

Q21ai Do you know what proportion of the cost of the training this represented?

- Yes
- No

Display This Question:
If Do you know what proportion of the cost of the training this represented? = Yes



Q21aii Please state this proportion.

Please provide a percentage in numbers rather than words.
You do not need to add a % sign

Display This Question:
If Did you contribute to the cost of the training? = No

Q21b Would you have been willing to contribute to the training

- Yes
- No

Display This Question:
If Would you have been willing to contribute to the training = Yes
Or Would you have been willing to contribute to the training = No

Q21bi Why do you say this

Outcomes/Impacts

Q22 To what extent has the training you received through WULF led to....

	To a great extent	To some extent	Not at all
An increase in your self-confidence			
Improvements in your communication skills			
An increase in your levels of self-motivation			
Clearer aspirations for your career			

Q23 Has the training you have received improved your work performance?

- Yes significantly in all areas of my role
- Yes significantly in certain aspects of my role
- Yes to some extent
- Not at all
- Not sure/ don't know

Display This Question:
 If Has the training you have received improved your work performance? = Yes significantly in all areas of my role
 Or Has the training you have received improved your work performance? = Yes significantly in certain aspects of my role
 Or Has the training you have received improved your work performance? = Yes to some extent

Q23a Please provide an example of how it has improved your performance at work

Display This Question:
 If Has the training you have received improved your work performance? = Not at all

Q23b Please explain your answer

Display This Question:
 If Has the training you have received improved your work performance? = Yes significantly in all areas of my role
 Or Has the training you have received improved your work performance? = Yes significantly in certain aspects of my role
 Or Has the training you have received improved your work performance? = Yes to some extent

Q23c Which of the following (**if any**) did that change in performance lead to? (tick all that apply)

	Yes	No
Recognition from your line manager (e.g. during an appraisal or performance review or in general feedback)		
More responsibility in the workplace		
A pay rise		
Recommendation for a promotion		
Securing a new job role		
Any other		

Display This Question:
 If Which of the following (if any) did that change in performance lead to? (tick all that apply) = Any other [Yes]

Q23cc Any other, please specify below.

Display This Question:
 If Which of the following (if any) did that change in performance lead to? (tick all that apply) = Securing a new job role [Yes]

Q23d Did the new job role lead to an increased salary?

- Yes
- No

Display This Question:
 If Which of the following (if any) did that change in performance lead to? (tick all that apply) = A pay rise [Yes]
 Or Did the new job role lead to an increased salary? = Yes

Q23e What wage increase did you receive? *(Please select below whether you would prefer to answer this question per hour / day / week / month or year)*

- Per hour
- Per day
- Per week
- Per month
- Per Year

Display This Question:

If What wage increase did you receive? (Please select below whether you would prefer to answer this... = Per hour

Q23ei Please specify your wage increase

- Per hour £ _____

Display This Question:

If What wage increase did you receive? (Please select below whether you would prefer to answer this... = Per day

Q23eii Please specify your wage increase

- Per day £ _____

Display This Question:

If What wage increase did you receive? (Please select below whether you would prefer to answer this... = Per week

Q23eiii Please specify your wage increase

- Per week £ _____

Display This Question:

If What wage increase did you receive? (Please select below whether you would prefer to answer this... = Per month

Q23eiv Please specify your wage increase

- Per month £ _____

Display This Question:
 If What wage increase did you receive? (Please select below whether you would prefer to answer this... = Per Year

Q23ev Please specify your wage increase

- Per year £ _____

Q24 Has the training helped you to:

Display This Choice:
 If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Self-employed/freelance

	Yes	No
Secure employment with another employer		
Set up your own business		
<i>Display This Choice:</i> If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Self-employed/freelance		
Gain further work if self-employed/freelance		

Display This Question:
 If Are you.. If you are employed in an organisation as well as operating on a self-employed basis,... = Employed by a business or organisation
 Or At the time you received support from the WULF programme were you... = Employed by a business or organisation

Q25 Did participating in the training increase the likelihood of you staying with your current employer?

(please answer this question based on how you felt prior to the outbreak of the Covid-19 (Coronavirus) pandemic in the UK)

- Yes
- No

Display This Question:
 If Did participating in the training increase the likelihood of you staying with your current employ... = No

Q25a What are the reasons that it did not increase the likelihood?

- I would have stayed anyway
- It has had no impact
- I am looking to leave but the training has had no impact on this
- I am looking to leave and the training has assisted with this
- Don't Know
- Other

Display This Question:

If What are the reasons that it did not increase the likelihood? = Other

Q25b If other, please explain your answer:

Q26 Has your attitude to training changed as a result of the support you have received? *(please answer this question based on how you felt prior to the outbreak of the Covid-19 (Coronavirus) pandemic in the UK)*

- No, I have always enjoyed training
- Yes, it has had a positive impact
- Yes it has had a negative impact
- No, no impact at all

Display This Question:

If Has your attitude to training changed as a result of the support you have received? (please ans... = No, no impact at all

Q26a Please explain why your attitude to training has not changed

Q27 Having now completed the course, how likely is it that you will progress on to further learning?

- I already have progressed on to further learning since completing the course
- I am likely to progress on to further learning in the next 12 months
- I am unlikely to progress on to further learning in the next 12 months
- I am unsure if I will undertake any further learning in the next 12 months

Display This Question:

If Having now completed the course, how likely is it that you will progress on to further learning? = I already have progressed on to further learning since completing the course

Or Having now completed the course, how likely is it that you will progress on to further learning? = I am likely to progress on to further learning in the next 12 months

Q28 To what extent did participating in the course funded by WULF encourage you to progress on to further learning?

- To a great extent
- To some extent
- To no extent

Q20 Would you recommend participating in training to your colleagues? (*tick all that apply*)

- Yes I have done
- Yes I would do
- No I would not
- Don't know

Q29 Could you describe in no more than **two** sentences the experience and impact of gaining WULF funded support?

Future Learning

Q30 Finally, considering future learning/training for your current role...

	Which of the following skills would be required by you in your current position?	Which of the following skills do you think may be required by you in the future?
Basic digital skills (<i>e.g. the ability to carry out basic functions such as internet searches, basic proficiency in software such as Microsoft Word</i>)		
General digital skills (<i>Skills needed in a workplace and generally linked to the use of applications developed by IT specialists</i>)		
Advanced digital skills (<i>skills for specialist digital roles linked to the development of new technologies and new products and services</i>)		

Q31 What training, if any, does your organisation have planned to help improve your digital skills?

Thank you again for your time in completing this questionnaire

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