

Appendix 3:

Framework to Evidence the Outcomes of Learning Funded Through the Adult Skills Fund in Cambridgeshire and Peterborough Combined Authority

Section 1: Introduction

1.1 What is the Outcomes Framework?

This Framework has been commissioned by Cambridgeshire & Peterborough Combined Authority (CPCA) to demonstrate the outcomes of learning funded through the Adult Skills Fund (ASF), formerly the Adult Education Budget.

The Framework introduces a consistent approach for stakeholders to work together to collect, analyse, report and use evidence on the outcomes of learning. The resulting data will provide insights into the difference that ASF-funded learning makes to the lives of residents and businesses in the combined authority area.

The Framework is jointly owned by CPCA and its commissioned providers of adult learning. In its pilot year 2024/25, the Framework applies to all CPCA-funded Community Learning, including that delivered by sub-contractors. It is the joint responsibility of CPCA and providers to implement the Framework.

In this document the pronouns 'we' and 'us' are used to describe how the CPCA and its providers will work together to deliver a system that benefits learners.

For CPCA, the Framework will:

- strengthen understanding across the combined authority of the ways in which the devolved ASF supports delivery of its wider strategic priorities.
- contribute to the development of a robust evidence base to inform and underpin future commissioning decisions.
- help to show the value of place-based approaches to the funding and planning of adult education and skills.
- enable performance to be benchmarked against national data and potentially against that of other Combined Authorities.

For education and training providers, the Framework sets out what outcomes data needs to be collected and reported to CPCA, and when and how that is to be done. The evidence collected can also feed into and enhance providers' existing planning and quality improvement processes.

For learners the Framework encompasses a range of data collection methods that will support them to recognise and articulate how learning has helped them in different aspects of their lives.

1.2 What does the Outcomes Framework cover?

The Framework consists of five sections

- **Section 1: Introduction, design process and principles**
- **Section 2: CPCA strategic intent**
- **Section 3: CPCA model—logic chain, indicators, and evidence sources**
- **Section 4: Data collection, collation, analysis and reporting**
- **Section 5: Timescales and lead responsibilities**

1.3 How was the Outcomes Framework developed?

The Framework was created through a collaborative staged process involving: CPCA officers and elected members; ASF-funded providers in the region; national stakeholders including Department for Education and Learning & Work Institute; other devolved authorities; sector specialists; academics; and current learners. It draws on evidence from:

Phase One: Scoping (November 2023 – March 2024)

- A rapid review of published and grey literature on measuring the outcomes of adult learning, and of CPCA policy documents and ASF data.
- Semi-structured interviews with ASF-funded providers and regional and national stakeholders.
- Report of findings including: analysis of the strategic context (nationally and regionally); current approaches to outcomes measurement (in CPCA, other Combined Authorities, and nationally); systems for in the process of development; and recommendations for taking the work forward.

Phase Two: Framework development (April 2024 – August 2024)

- Insights from a strategic External Reference Group (ERG) of national and regional experts (including other devolved areas) and an operational Internal Working Group (IWG) of ASF-funded providers and CPCA officers, which were convened to provide on-going support and advice throughout the development process.
- Learner focus groups to identify the outcomes of learning that are most relevant and meaningful for learners in the CPCA area.
- Provider consultation workshops focusing on practical aspects of Framework implementation, including roles and responsibilities, data collection methods, timings of data collection, data analysis and reporting processes, and support needs.

Through these activities, the structure and content of the Framework was developed, reviewed and agreed. For the academic year from September 2024, the Framework will be implemented and tested in ASF-funded Tailored Learning provision. This phase will include formative evaluation, and the Framework will be reviewed in preparation for roll-out across all ASF-funded provision from September 2025.

1.4 How does the Framework define the ‘outcomes of learning’?

The outcomes of learning that this Framework is designed to evidence can be defined as:

The changes that are experienced by individuals as a consequence of taking part in learning funded through the ASF.

These are distinct from, but can contribute to, the longer term economic and social changes, or **impact**, that CPCA aims to achieve for the region. Understanding this relationship between outcomes and impact is important, because it describes how the commissioning of provision and delivery of front line services to residents is intended, over time, to secure strategic policy objectives.

Capturing the outcomes of learning requires data that derives directly from learners’ subjective experience of how learning has made a difference to their lives. The commissioning decisions made by CPCA policymakers, and adult learning providers’ approaches to delivery, are critical for creating the conditions in which outcomes can be realised, but ultimately they are ‘owned by’ the learner.

The Framework divides the outcomes of learning into two categories:

- **Progression outcomes:** changes in general personal attributes, such as confidence to learn, personal resilience and ability to speak out.
- **Wider benefits:** changes in attitudes and behaviours related to specific areas of life.

The wider benefits of learning are further categorised into the following three domains:

Health

Health and wellbeing is a broad concept, embracing our bodies, our minds, our feelings about ourselves and where we live, as well as our ability to help ourselves and others. Outcomes often address the ‘causes of the causes’ of ill-health and poor well-being.

Work

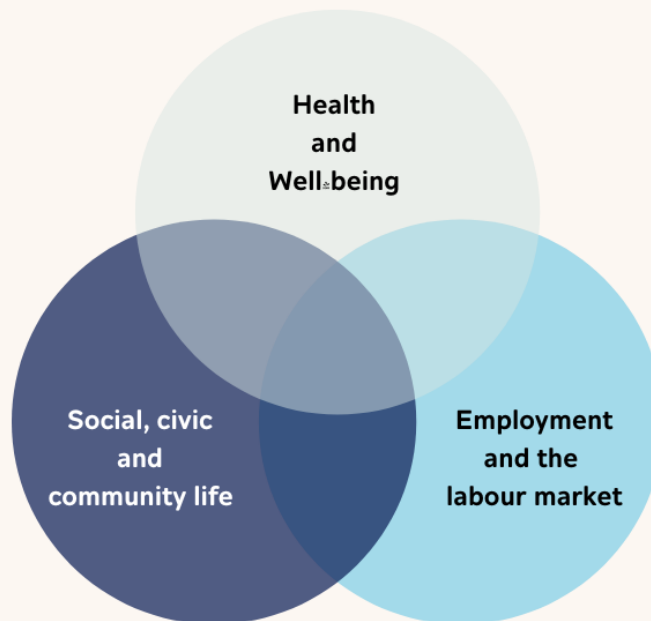
‘Work’, in this context, is a term that encompasses employment, self-employment, and volunteering. Work benefits include levels of remuneration, work-life balance, the motivation to start a new business, gain new employment, or progress at work.

Communities

Community is a broad and inclusive term that encompasses: place, interest, identity and need. Increasingly communities are global, virtual or involve a combination of physical engagement and online interaction. Community also relates to family life. How individuals engage with their communities is a key outcome of adult learning.

These domains are derived from the UNESCO *Global Report on Adult Learning and Education* (2016), which draws on the findings of international research that shows how the benefits of adult learning ‘overlap’ with and reinforce one another (see Figure 1 below). Benefits experienced in one of the three domains contribute to and strengthen those in the others.

The overlapping benefits of adult learning and education



Source: Third Global Report on Adult Learning and Education (UIL, 2016, p, 21)

Figure 1: The UNESCO Institute for Lifelong Learning model

Nationally and internationally there is broad consensus that these overlapping domains provide a credible and meaningful model for understanding the wider benefits of adult learning, and they align closely with CPCA's statements of strategic intent with regard to ASF.

UNESCO's work draws on a number of sources including national and international surveys on the impact of adult learning and education. Survey data is key to an understanding of the benefits of learning as it provides learners' and employers' perspectives. Occasionally this approach is criticised as being 'subjective' as it is based on perceptions of improved health, for example, rather than objective measures. Therefore it is important to choose measures of perceived benefits (such as greater ability to manage own health) over which individuals have agency. Such data needs to be looked at alongside other datasets linked to achievement of specific learning outcomes and destinations.

1.5 Design Principles

In summary, the Framework has been designed on the following five principles:

1. Joint ownership and responsibility

Our research has shown that outcomes frameworks are most effective when they are jointly developed, implemented and reviewed by commissioners and providers working in partnership.

2. Evidence-led approach

All aspects of the Framework's design and implementation demonstrate a commitment to using the best available evidence. In particular:

- The approach set out in the Framework is based on underpinning theory and effective practice derived from national and international research.
- Our approach will use valid and reliable methods of evidence-gathering in a consistent manner.
- The Framework will triangulate data from a range of sources to provide a broad view of the outcomes of adult learning.
- Baseline data on the outcomes of learning will be collected to enable benchmarking and inform judgements about the performance of CPCA ASF provision over time and in relation to the picture nationally and other devolved areas.

3. Continuous review and development

The Framework will be continually reviewed with stakeholders as circumstances change, to ensure that it remains fit for purpose. Its findings are aimed at supporting the future commissioning and delivery of adult learning in the CPCA area.

4. Proportionate

The Framework will not impose an excessive burden on providers and its application will be proportionate to the level of investment made.

5. Transparent

Findings on the outcomes of adult learning in the combined authority area will be published annually and reviewed by CPCA's Skills and Employment Committee.

Section 2: CPCA strategic intent for the Adult Skills Fund (ASF)

As CPCA's largest devolved funding stream, the ASF has an important role to play in supporting delivery of its strategic objectives.

2.1 Key policy challenges

Cambridgeshire and Peterborough is characterised as an area of contrasts, with three distinct sub-economies in Greater Cambridge, Greater Peterborough and Fenland.¹ Its different communities experience diverse needs and opportunities, and a range of skills, employment and wider policy challenges have been identified

- There are geographical disparities in relation to residents' skills, employment, income and health, with Fenland and Peterborough experiencing clusters of multiple deprivation.
- Within the Indices of Multiple Deprivation, Fenland is ranked third most deprived of all 316 local authorities nationally for Education, Skills and Training need and Peterborough is ranked 31st. These two areas show much higher levels of deprivation compared to other districts in the area. East Cambridgeshire also shows higher levels of relative deprivation for Education, Skills and Training relative to its overall deprivation rank.²
- Due to lower skill levels, strong productivity performance in Peterborough has not led to higher wages for residents. Meanwhile lower skill levels in Fenland mean that the district is struggling to benefit from the region's growth.³
- Employers report skills gaps in both technical and generic transferable skills, and the offer of workplace training is limited in its range.⁴
- The region's ambitions around the transition to net zero are hampered by unmet skills and recruitment needs related to green jobs. The local areas with the most education access cold-spots are also those where the economic profile suggests the greatest levels of need for upskilling for green jobs.⁵
- There is a shift to longer working lives and a tendency towards employment trajectories that are less linear and involve multiple career changes. Managing transitions between jobs, employers, occupations and roles will become more important, as with structural changes in the economy and labour market.⁶
- Health inequalities are apparent and an increase in economic inactivity rates linked to poor mental and physical health. Healthy life expectancy in Fenland and Peterborough are below the national average.⁷
- In common with most parts of the UK, the CPCA area has high levels of economic inactivity, particularly for the over 50s age cohort and in some geographic areas. The most common reasons for this are health and wellbeing issues and the nature of the local employment market.

¹ CPCA (2022) *Economic Growth Strategy*; CPCA (2022) *Employment and Skills Strategy*.

² CPCA (2022) *Cambridgeshire and Peterborough Local Skills Report: Skills Advisory Panel*.

³ CPCA (2022) *Employment and Skills Strategy*.

⁴ CPCA (2022) *Employment and Skills Strategy*.

⁵ CPCA (2022) *Employment and Skills Strategy*.

⁶ CPCA (2022) *Employment and Skills Strategy*.

⁷ CPCA (2022) *Employment and Skills Strategy*; CPCA (2022) [Work and Health Strategy](#).

National survey research by Learning and Work Institute showed the link between the ability to manage one's own health, work status and community learning.⁸

2.2 How the ASF will make a difference

Through a range of regional strategies and policies,⁹ CPCA has made explicit its intentions when commissioning learning through the ASF.

Since devolution, priority has been given to aligning provision with regional skills needs as articulated by employers, and to promoting a culture of “lifewide learning and training”¹⁰. The combined authority recognises the potential of ASF-funded learning to engage learners from a range of personal circumstances with regard to prior educational attainment and employment status, including those who are furthest from learning and work. It has committed to:

- Using ASF funding to focus skills improvements for residents in Fenland, Peterborough and those wards in Cambridgeshire that are within the top 20 per cent most deprived in England.
- Increasing the number of adults qualified to Level 2 and 3, reflecting evidence which suggests that the gains for a Level 3 qualification equate to a 20 per cent increase in average wages and a 14 per cent increase in employment prospects.
- Supporting employers to invest in upskilling their workforce.
- Working in partnership with providers and stakeholders to tailor the skills offer to local employers.¹¹

As part of this orientation towards meeting employer needs, CPCA aims to achieve an 80/20 percentage funding split between Adult Skills and Tailored Learning (formerly Community Learning¹²). It applies disadvantage uplift to funding for residents living in the most relatively deprived areas of the region. CPCA's devolved funding rules set out the purposes – or intended outcomes – of the learning that it funds, stating:

- *The purpose of the ASF is to support adult learners to gain skills which will lead them to meaningful, sustained, and relevant employment, or enable them to progress to further learning which will deliver that outcome.*
- *Within the ASF, further provision for learning is available that supports wider outcomes such as to improve health and wellbeing, equip parents/carers to support their child's learning, and develop stronger communities (Tailored Learning/Community Learning).*

2.3 Using naturally occurring data and national datasets

⁸ For example, *Learning Work and Health* (2018) available at: <https://learningandwork.org.uk/resources/research-and-reports/learning-work-and-health-the-next-70-years/>

⁹ In particular – Business Plan, Economic Growth Strategy, Employment and Skills Strategy, ASF Commissioning Strategy.

¹⁰ CPCA (2022) *Employment and Skills Strategy*

¹¹ CPCA (2024) *Priorities for AEB*. available at: <https://cambridgeshirepeterborough-ca.gov.uk/what-we-deliver/skills/adult-education-budget/>

¹² For AY2024/25 CPCA will use a narrower definition of Tailored Learning than ESFA, focussing the entirety of funding on Community Learning.

With regard to Tailored Learning, CPCA has adopted the nationally-developed ‘seven purposes’ model for reporting courses through the Individualised Learner Record¹³.

Nationally all providers of Tailored Learning are required to record all individual learners’ primary purpose or intent for learning. CPCA’s Wider Outcomes Framework maps these seven purposes against the wider outcomes / benefits we seek to commission for our residents. Table 1. below shows how the purposes, numbered 1 to 7, map across to the general outcomes and three outcome domains for the wider benefits of learning described in the Framework introduction:

Progression outcomes	Wider outcomes / benefits:		
	Health	Work	Community
1. Engaging and/or building confidence	6. Health and wellbeing	3. Preparation for employment	5. Equipping parents and carers to support children’s learning 7. Developing stronger communities
2. Preparation for further learning			
4. Improving Essential Skills (English, maths, ESOL, digital)			

Table 1. Seven national purposes of Tailored Learning mapped to wider outcome areas.

At the end of a course, providers are required to record on the Individualised Learner Record one of ten outcomes of Tailored Learning (or ‘no outcome’). Table 2. below shows how these outcomes, numbered 1 to 10, map across to the progression outcomes and three outcome / benefits domains.

¹³ See ILR Spec for AY2024/25 available at: <https://guidance.submit-learner-data.service.gov.uk/24-25/ilr/entity/LearningDeliveryFAM/field/LearnDelFAMType/attribute/ACL>

Progression outcomes	Wider outcomes / benefits		
	Health	Work	Community
<p>1: Increased confidence: <i>learners demonstrate improved belief or reduced doubt in their abilities.</i></p> <p>2: Improved skills for progressing to further learning: <i>learners have new skills to enable progression to further learning, including generic, and/or technical skills</i></p> <p>4: Improved essential skills: <i>learners demonstrate new skills in English, and /or maths, and / or digital skills.</i></p> <p>10: Improved Skills for Independent Living: <i>learners gain the skills to live a life with agency usually with a focus on life outside of work.</i></p>	<p>6: Improved physical health: <i>learners cite improved physical health leading to active citizenship or work</i></p> <p>7: Improved mental health and well-being: <i>learners cite improved mental health and well-being that leads to further participation or engagement.</i></p>	<p>3: Improved skills for work: <i>learners develop skills to gain and / or sustain employment, including generic or technical skills.</i></p>	<p>5: Improved ability to support a child's learning: <i>parents / carers are more active in supporting children's learning / development, and / or better equipped to encourage their children's learning.</i></p> <p>8: Improved skills to participate in community life: <i>learners have the knowledge and skills to take an active role in their local community in work or through volunteering.</i></p> <p>9: Increased understanding of democratic values: <i>learners understand and demonstrate the fundamentals of British values.</i></p>

Table 2. Ten outcomes of Tailored Learning mapped to Framework outcome areas¹⁴.

2.4 Further development work in the pilot year

In the development of this Framework we have been conscious of other work nationally and within other Combined Authorities. Our External Reference Group has kept us briefed on work in WMCA, the GLA and Central London Forward on transferable or fusion skills. Significant national work has mapped the transferable skills that employers value (as mapped in the Department for Education's analysis of Local Skills Improvement Plans¹⁵).

Further development work is being undertaken nationally on how providers measure and report on elements/gradations within these outcomes, alongside how learners self-report and 'own' them.

¹⁴ DfE (2024) Tailored Learning Outcomes Areas available at: <https://guidance.submit-learner-data.service.gov.uk/24-25/ilr/entity/LearningDelivery/field/TLOut> [NB this is Version 2. July 2024]

¹⁵ Department for Education (November 2023). Available at: https://assets.publishing.service.gov.uk/media/655f663a3d774100124200dd/AI_analysis_of_local_skills_improvement_plans.pdf

This will be considered for incorporation in the Framework in the pilot year so that it can be used for the whole of the ASF for AY25/26.

Section 3: The CPCA model—logic chain, indicators, and evidence sources

At CPCA, our focus is on our residents and businesses. The positive change we aim to enable puts learners and employers at its heart. As we have seen, positive health and wellbeing influences economic activity and productivity. Likewise, there are positive benefits that accrue to wider society in terms of civic engagement. All are linked. The challenge is to measure all aspects of the change we enable. The impact of adult learning extends beyond the people who take part: it affects their families, communities, employers, and public services in health, social care, and housing for example.

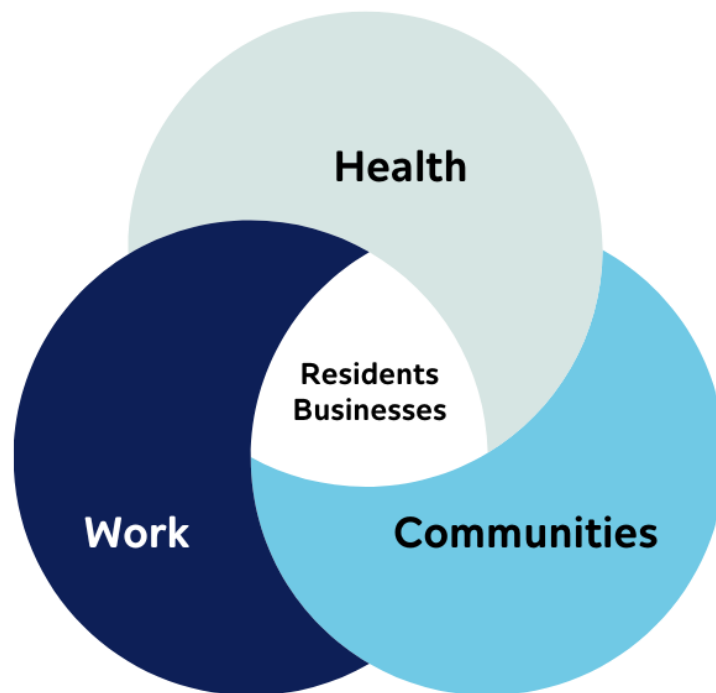


Figure 2: Residents/businesses at the heart of the Framework¹⁶

3.1 The logic chain model

Given that we are working together to achieve positive change, our approach is based on a logic chain. This approach—often called a ‘theory of change’ model—looks at the relationship between what we spend, the type of learning we commission, its outputs, outcomes and benefits, in order to establish a sense of longer-term impact on residents. Adult education does not just impact on those who take part, but also on their families, communities, employers and public services such as health. For example, if learners experience health benefits then there are potentially savings to the NHS as well as economic activity rates in the region.

The following diagram briefly outlines how we apply this model in the CPCA area.

Inputs	Activities	Outputs	Outcomes	Benefits	Impact
What financial resource will we commit in the region?	How will we achieve change?	What do we expect from our provision?	What are the general outcomes learners will get?	What are the benefits to learners' health, working life, and community participation?	How will the CPCA region and wider community benefit?

3.2 The logic chain within Tailored Learning

For 2024/25, there will be one row for Tailored Learning.

Intent					
<ul style="list-style-type: none"> The purpose of the ASF is to support adult learners to gain skills that will lead them to meaningful, sustained, and relevant employment, or enable them to progress to further learning which will deliver that outcome. Within the ASF, further provision for learning is available that supports wider outcomes such as improving health and well-being, equip parents/carers to support their child’s learning, and developing stronger communities (Tailored Learning/Community Learning). 					
Tailored Learning					
Inputs	Activities	Outputs	Outcomes	Benefits	Impact
<i>N = level and breakdown of investment in TL</i>	<i>What will CPCA fully- and co-fund, settings, reach etc?</i>	<i>What does CPCA expect to see as a direct result of this investment?</i>	<i>What outcomes will providers report directly or via ILR?</i>	<i>What wider benefits do we expect learners to report on course and end of course?</i>	<i>How will the investment impact on needs identified?</i>

3.3 Indicators within the logic chain for Tailored Learning

In 2024/25 we shall use the following indicators to measure each stage of the process.

Inputs	Activities	Outputs	Outcomes ¹⁷	Benefits	Impact
Total spend (inc. co-investment)	Engagement	Enrolment rate	Confidence	Health and wellbeing	Benchmarks against regional indicators in health, working life, and community
Spend per resident	Learner support	Completion rate	Progression	Employment and labour market	National benchmarks
Spend per participant	General community learning	Achievement rate	Employment	Civic and community	
Spend per district	Targeted community learning	Satisfaction rate	Essential skills		
Spend per delivery strand		Qualifications /credentials	Parenting		
		RARPA rate	Physical health		
		ILP completed	Mental health		
			Community participation		
			Democratic values		
			Independent living		

¹⁷ Taken from the Outcomes of Tailored Learning in the ILR, available at: <https://guidance.submit-learner-data.service.gov.uk/24-25/ilr/entity/LearningDelivery/field/TLOut>

3.4 Indicators and evidence sources

Part of the logic chain	Indicators	Evidence Source
Inputs		
Total spend	<ul style="list-style-type: none"> • £ investment across CPCA • £ investment across sub-regions • £ co-investment by beneficiaries 	<ul style="list-style-type: none"> • CPCA commissioning plans • Provider delivery plans
Spend per resident	<ul style="list-style-type: none"> • £ / residents 19+ 	<ul style="list-style-type: none"> • CPCA commissioning plans
Spend per participant	<ul style="list-style-type: none"> • £ / participants (16-18) fully-funded • £ / participants (19+) fully-funded • £ / participants (19+) co-funded 	<ul style="list-style-type: none"> • CPCA commissioning plans
Spend per district	<ul style="list-style-type: none"> • £ / Peterborough • £ / Fenland • £ / Huntingdon • £ / Cambridge City • £ / East Cambridgeshire • £ / South Cambridgeshire 	<ul style="list-style-type: none"> • CPCA commissioning plans • Provider delivery plans
Spend per delivery strand	<ul style="list-style-type: none"> • £ / Engaging and/or building confidence • £ / Preparation for further learning • £ / Preparation for employment • £ / Improving Essential Skills (English, maths, ESOL, digital) • £ / Equipping parents and carers to support children's learning • £ / Health and wellbeing • £ / Developing stronger communities 	<ul style="list-style-type: none"> • Provider plan / data profile spreadsheet • ILR

Part of the logic chain	Indicators	Evidence Source
Activities		
Engagement per delivery strand	<ul style="list-style-type: none"> • N / Engaging and/or building confidence • N / Preparation for further learning • N / Preparation for employment • N / Improving Essential Skills (English, maths, ESOL, digital) • N / Equipping parents and carers to support children's learning • N / Health and wellbeing • N / Developing stronger communities 	<ul style="list-style-type: none"> • Provider plan / data profile spreadsheet • ILR
Learner / learning support	<ul style="list-style-type: none"> • £ planned and spent on supporting learners / learning 	<ul style="list-style-type: none"> • Provider plan / data profile spreadsheet
General community learning	<ul style="list-style-type: none"> • N / Engaging and/or building confidence • N / preparation for further learning • N / health and well-being • N / developing stronger communities 	<ul style="list-style-type: none"> • ILR
Targeted community learning	<ul style="list-style-type: none"> • N / improving essential skills (English, ESOL, maths, digital) • N / equipping parents / carers to support children's learning • N / preparation for employment 	<ul style="list-style-type: none"> • Provider plan / data profile spreadsheet • ILR

Outputs		
Enrolment rate per delivery strand	<ul style="list-style-type: none"> • % / Engaging and/or building confidence • % / Preparation for further learning • % / Preparation for employment • % / Improving Essential Skills (English, maths, ESOL, digital) • % / Equipping parents and carers to support children's learning • % / Health and wellbeing • % / Developing stronger communities 	<ul style="list-style-type: none"> • Provider plan / data profile spreadsheet • ILR
Completion rate per delivery strand	<ul style="list-style-type: none"> • % / Engaging and/or building confidence • % / Preparation for further learning • % / Preparation for employment • % / Improving Essential Skills (English, maths, ESOL, digital) • % / Equipping parents and carers to support children's learning • % / Health and wellbeing • % / Developing stronger communities 	<ul style="list-style-type: none"> • Provider plan / data profile spreadsheet • ILR
Achievement rate per delivery strand	<ul style="list-style-type: none"> • % / Engaging and/or building confidence • % / Preparation for further learning • % / Preparation for employment • % / Improving Essential Skills (English, maths, ESOL, digital) • % / Equipping parents and carers to support children's learning 	<ul style="list-style-type: none"> • Provider plan / data profile spreadsheet • ILR

	<ul style="list-style-type: none"> • % / Health and wellbeing • % / Developing stronger communities 	
Satisfaction rate per delivery strand	<ul style="list-style-type: none"> • % / Engaging and/or building confidence • % / Preparation for further learning • % / Preparation for employment • % / Improving Essential Skills (English, maths, ESOL, digital) • % / Equipping parents and carers to support children's learning • % / Health and wellbeing • % / Developing stronger communities 	<ul style="list-style-type: none"> • Provider plan / data profile spreadsheet • Provider survey
Qualifications / credentials	<ul style="list-style-type: none"> • Certification / units / microcredentials 	<ul style="list-style-type: none"> • ILR
RARPA rate per delivery strand	<ul style="list-style-type: none"> • % / Engaging and/or building confidence • % / Preparation for further learning • % / Preparation for employment • % / Improving Essential Skills (English, maths, ESOL, digital) • % / Equipping parents and carers to support children's learning • % / Health and wellbeing • % / Developing stronger communities 	<ul style="list-style-type: none"> • Provider Quality Improvement / Quality Assurance
ILP completed (if applicable)	<ul style="list-style-type: none"> • Specific / detailed learning aims 	<ul style="list-style-type: none"> • Provider Quality Improvement / Quality Assurance

Outcomes		
Confidence	<ul style="list-style-type: none"> • Outcome area 1: Increased confidence / Improved belief, or reduced doubt • CPCA outcome statements 	<ul style="list-style-type: none"> • ILR • Learner Survey
Progression	<ul style="list-style-type: none"> • Outcome area 2: Improved skills for progressing to further learning • CPCA outcome statements 	<ul style="list-style-type: none"> • ILR • Learner Survey
Employment	<ul style="list-style-type: none"> • Outcome area 3: Improved skills for work • CPCA outcome statements 	<ul style="list-style-type: none"> • ILR • Learner Survey
Essential skills	<ul style="list-style-type: none"> • Outcome area 4: Improved essential skills • CPCA outcome statements 	<ul style="list-style-type: none"> • ILR • Learner Survey
Parenting	<ul style="list-style-type: none"> • Outcome area 5: Improved ability to support a child's learning • CPCA outcome statements 	<ul style="list-style-type: none"> • ILR • Learner Survey
Physical health	<ul style="list-style-type: none"> • Outcome area 6: improved physical health • CPCA outcome statements 	<ul style="list-style-type: none"> • ILR • Learner Survey
Mental health	<ul style="list-style-type: none"> • Outcome area 7: improved mental health and wellbeing • CPCA outcome statements 	<ul style="list-style-type: none"> • ILR • Learner Survey
Community participation	<ul style="list-style-type: none"> • Outcome area 8: improved skills to participate in community life 	<ul style="list-style-type: none"> • ILR • Learner Survey

	<ul style="list-style-type: none"> • CPCA outcome statements 	
Democratic values	<ul style="list-style-type: none"> • Outcome area 9: Increased understanding of democratic values • CPCA outcome statements 	<ul style="list-style-type: none"> • ILR • Learner Survey
Independent living	<ul style="list-style-type: none"> • Outcome area 10: Improved skills for Independent Living • CPCA outcome statements 	<ul style="list-style-type: none"> • ILR • Learner Survey
Wider benefits		
Health and wellbeing	<ul style="list-style-type: none"> • 7 purposes: health and well-being • Outcome area 6: improved physical health • Outcome area 7: improved mental health and wellbeing • Benefits statements: 'health' 	<ul style="list-style-type: none"> • ILR • ILR • ILR • Learner Survey • Case studies
Employment and labour market	<ul style="list-style-type: none"> • 7 purposes: preparation for employment • Outcome area 3: Improved skills for work • Benefits statements: 'work' • Destinations statements 	<ul style="list-style-type: none"> • ILR • ILR • Learner Survey • Case studies
Civic and community	<ul style="list-style-type: none"> • 7 purposes: developing stronger communities • Outcome area 5: Improved ability to support a child's learning • Outcome area 8: improved skills to 	<ul style="list-style-type: none"> • ILR • ILR • ILR • ILR

	participate in community life <ul style="list-style-type: none"> • Outcome area 9: Increased understanding of democratic values • Benefits statements: 'communities' 	<ul style="list-style-type: none"> • Learner Survey • Case studies
Impact		
Benchmarks against regional indicators	<ul style="list-style-type: none"> • Learner profile data 	<ul style="list-style-type: none"> • ILR
National benchmarks	<ul style="list-style-type: none"> • Learner profile data 	<ul style="list-style-type: none"> • ILR

3.5 Evidence sources (summary)

Each stage of the process will have a range of possible sources of evidence.

Inputs	Activities	Outputs	Outcomes	Benefits	Impact
CPCA budget(s)	Commissioning plans	Provider returns	Provider returns	Learner Survey	Local data
Individual fees	Provider plans	RARPA analysis	Learner Survey	Case studies	Regional data
	Sub-contracting agreements	Learner Survey	Case studies (individual and group)		National datasets
	ILR data	Destinations survey(s)	ILR data		
		ILP analysis			
		ILR data			

3.6 New data collection method for 2024/25

During 2024/25 CPCA will take the lead in collecting and collating naturally occurring data from providers (indirectly from sub-contractors). CPCA, in consultation with providers, will develop a common set of questions to collect evidence from learners about the wider outcomes of learning, for providers to administer and make returns on. The questions will be completed online with support for learners enabled by provider staff. Support will be available for providers with implementation, setting out expectations and recommended approaches to data collection, with the aim of ensuring consistency and maximising response rates.

The following agreed common areas for surveying learners have been agreed by providers. These will be developed further in the early part of AY2024/25 in order to develop the survey instrument and supporting guidance.

A. Learner profile

- anonymised demographic and location details (postcode)

B. Outcome statements

For example:

- I am more motivated to learn new things
- I have greater self-confidence
- I am more confident as a learner
- I feel I have more influence over my life

C. Health benefits statements

For example:

- I am less anxious / stressed
- I take greater responsibility for my health
- I am feeling less depressed or unhappy

D. Work benefits statements

For example:

- I am more interested in getting a better job
- I am more interested in starting my own business
- I am better prepared for seeking (new) employment / volunteering opportunity

E. Communities benefits statements

- I have greater satisfaction with my social life
- I am more involved in my local community
- I have a better relationship with my children / family
- I am more involved in my children's education
- I am more likely to take part in voluntary activity in future

Section 4: Data collection, collation, analysis and reporting

Evidence source	What it will tell us	Key data collected	Responsibility
CPCA commissioning plans and budgets	Investment level, what it is intended to achieve, and where allocated	<ul style="list-style-type: none"> • Level investment by provider, area and type of learning 	CPCA
Provider plans, inc. sub-contracting plans	How the provider intends to use CPCA funding and attract further income from learners and employers	<ul style="list-style-type: none"> • Delivery plan data, co-funding data, planned learning hours 	Providers
ILR data	Individual-level data that is benchmarkable nationally / in-region	<ul style="list-style-type: none"> • completion rate • primary stated purpose • progress to learning or employment • achievement of ILR TL outcomes • participation by demographic factors 	Providers
Provider returns	Course- and individual-level data	<ul style="list-style-type: none"> • curriculum balance • GLH analysis • participation / completion analysis • fee income data 	Providers
RARPA analysis	Course-level data	<ul style="list-style-type: none"> • achievement rate (learner / course) • course / curriculum data 	Providers
Learner Survey	Individual-level data from a structured sample of current and recent students	<ul style="list-style-type: none"> • satisfaction rate • 5Cs outcomes statements • health benefit statements • work benefit statements 	CPCA / Providers

Evidence source	What it will tell us	Key data collected	Responsibility
		<ul style="list-style-type: none"> • community benefit statements • destinations / next steps 	
Destinations data / survey(s)	Where students go or intend to go after the course of study.	<ul style="list-style-type: none"> • Progression into further learning • Progression into new employment • Progression in current employment • Progression into volunteering 	Providers CPCA
ILP analysis	Individual-level data collated by curriculum staff	<ul style="list-style-type: none"> • Learning outcomes 	Providers
Case studies	Individual-level stories related to learners and / or their communities / community groups	<ul style="list-style-type: none"> • Individual testimony • Impact statements via 5Cs model UNESCO impact domains 	Providers CPCA

Section 5: Timescales and lead responsibilities

Timescale / activity	Collection	Collation	Analysis	Reporting
Quarter 1 24/25	ILR (provider)		CPCA	Performance management data / provider meeting November
Quarter 2 24/25	ILR (provider)	ILR (CPCA)	CPCA	Performance management data / provider meeting February
Quarter 3 24/25	ILR (provider) Case study identification	ILR (CPCA)	CPCA	Performance management data / provider meeting May Mid-year / interim report
Quarter 4 24/25	ILR (provider)	ILR (CPCA) Case study development	CPCA	Performance management data / provider meeting Sept
Quarter 1 25/26	ILR (provider)	ILR (CPCA)	CPCA	Performance management data / provider meeting November