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Who were the students

76% of WEA students are women
 75% define themselves as White British
 54% are over the age of 60
 51% are retired
 53% are married or cohabiting
 53% are claiming state benefits or tax credits
 77% do not have children under the age of 18
 72% have a household income lower than £20,000.
 WEA has students in every English region with a quarter of students coming from the Yorkshire and Humber region.
 25% of students identify themselves as Black, Asian and Minority Ethnic and Refugee (BAMER)
 18% have English as a second language
 14% have a mental health condition or illness
 32% have a physical health condition or illness expected to last for more than 12 months
 25% regularly care for people who are ill, have disabilities or are elderly.
 14% of students are employed
 10% being unemployed and looking for work.
 10% are temporarily or permanently sick and disabled
 11% are looking after their family or home
 13% of students hold no qualifications and approximately 40% have some sort of qualifications below degree level.



What context(s) were they involved in learning and for what purposes?

81% did the course to improve knowledge or skill in a subject
 69% attended to keep mind and body healthy
 67% to do something fun in their spare time (rising to 84 percent for retired learners)
 65% of the unemployed and 43% of those looking after the family took up a course to improve their job prospects.
 42% of unemployed learners also wished to improve their numeracy, reading, writing, speaking or personal finance skills.
 51% of parents with children under 88 took a course to become a better parent.
 77% of retired and 70% of unemployed learners attended courses to improve their confidence.
 42% attended to further their learning
 57% of employed students (14% of all students) attended because they thought it would help them with their work
 31% employed students said the course was related to work they were doing at the time.
 21% did a course to help them with voluntary work they were doing or were thinking of doing
 84% of learners said the course met or exceeded all of their expectations
 97% enjoyed all or most of the course
 99% of those paying for their course agreed it was good value for money

WEA approach to measuring impact and how it supports WEA objectives and KPI's

- 1) Telephone interviews with a representative sample of the entire WEA student population (650 students). Survey adapted from BIS research in 2013
- 2) A longitudinal (follow up) telephone survey with learners 12 months after initial 6 month impact survey
- 3) Collation of detailed impact case studies on a nationally accessible database.



Summary of key impact revealed in 2014 Impact Research

- developing the employability of students through giving people the confidence, skills and knowledge to use in a job, to find a job or to progress their careers;
- helping to develop various skills relevant to students' needs, such as communication, creative, practical, literacy and language skills.
- impacting on the health and wellbeing of students; leading to healthier, happier and more self-sufficient communities who are able to contribute positively to society;
- broadening the horizons of students through personal development by encouraging and promoting independent learning, and by nurturing tolerant, creative and critical minds;
- impacting positively on the lives of some of the most disadvantaged groups in society, including those on low incomes, BAMER, elderly isolated people as well as those with disabilities;
- supporting families to improve relationships and helping parents to better support their children with schooling and social issues; and
- acting as a catalyst to building stronger and more connected communities by increasing volunteering, social integration and active citizenship.



Long term impact and accumulating impact of adult learning

- considerable impact and progression in many areas for disadvantaged students including those from Black, Asian, Minority Ethnic and Refugee (BAMER) groups, those on means tested benefits, those with long standing physical or mental health conditions and unemployed students;
- significant impact on employed students being able to do their job better (68 percent compared to 28 percent in 2013);
- better economic prospects for over a third of the employed students who have had an increase in pay since 2013;
- increase in confidence and subjective wellbeing compared to 2013 and higher wellbeing rate compared to the national average for the UK;
- improvements and maintenance of improvements in health since 2013, particularly for those with long term health conditions, those with dependent children and BAMER communities;
- a substantial increase in the number of students taking part in voluntary activities compared to 2013 (44 percent compared to 26 percent in 2013);
- a notable increase in cultural involvement and cultural activities by students compared to 2013; and
- stronger families through parents (especially BAMER parents and those on benefits) helping their children more with school work and social issues compared to 2013;



How Impact Research feeds into WEA Mission and Objectives		
Educational Excellence	Sustainability	ProfileBuilding
Analysis of MIS data to understand student profiles and learning patterns	Wider and unintended outcomes data used for income generation in bids and partnership development	Telling a story via student, volunteer and tutor case studies- providing human dimension to impact data
Ofsted and SFA surveys feedback to understand satisfaction feedback	Long term impact research to show sustained and accumulated impact to support the case for adult learning made by WEA's SMT.	Providing headline statistics from impact research on specific focus areas in a timely manner to link with wider campaigns and consultations.
Learner case studies and statistics to help with student recruitment	Showing Pound Plus value of inkind contributions through volunteering and partnership work to show policy makers that WEA is value for money	Impact data used for media appeals, reporting and general profile building.

For more information:

WEA Impact Reports are available to download at:
<http://www.wea.org.uk/about/whatwedo/Impact/Impact-of-WEA-Adult-Education.aspx>

You can also watch a short animation highlighting some wider impact statistics from the WEA impact research 2013
<https://youtu.be/ykQqHrs0YCK>

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