

# Research Paper

Acas training services, 2005-6 – National evaluation

Ref: 05/06

2006  
Prepared by:  
Alex Dawe  
Acas Research and Evaluation Section

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## Acas Training Services, 2005-6 – Executive Summary

This report presents national results from the 2005-6 evaluation of Acas Training Services. Findings are presented in respect of three kinds of training service. These are Open Access events – an advertised programme of training open to all; Workplace Training, which are bespoke training events provided for a particular organisation; and e-learning – a free on-line service.

### Open Access Events

#### Delegate Views

- **Satisfaction** - Remains high with 97% satisfied/ very satisfied (see section 10.1).
- **Worthwhile** - 98% thought attending Acas training was very/fairly worthwhile, 3-9 months after attending (see section 18).
- **Recommendation** – 97% of delegates would be very likely or likely to recommend Acas training to a colleague or business associate (see section 10.2).

#### How delegates found out about Acas training (see section 8)

- **Word of mouth** – 30% of delegates came on Acas training as a result of a personal recommendation.
- **Acas staff** – Few delegates found out about Acas training from Acas staff.
- **Website** – Increasing numbers of delegates found out about Acas training via the website (18% in 2005-6, 11% in 2004-5, 7% in 2003-4) but levels were variable round UK.

**Booking** – 12% of delegates booked and paid for the course via the website (see section 9).

#### Reasons for attending

- **Knowledge** – Improving their knowledge of the subject was the most common reason given for attending Acas training (see section 7.1.1).
- **Legal compliance and good practice** – When listing all reasons for attending there was little difference in the proportions of delegates who selected good practice and legal compliance. However, when the most important reason was discussed legal compliance was far more commonly given (see section 7.2.3).
- **Specific situations** – 39% had a specific situation in mind when they decided to come on Acas training, however it was only the most important reason for 8% of delegates (see section 7.1.4).
- **Employer request** – Delegates tended to come on the course of their own volition, with only 1% giving a request from their employer as their most important reason for attending (see section 7.1.3).

#### Relevance (see section 11)

- **To organisations** – 81% of delegates considered Acas training to be relevant to their organisation 'to a large extent'. Courses on Discipline and Grievance and Employing People were particularly likely to be classed as relevant.
- **To delegates** – 81% said that Acas training was relevant to their jobs 'to a large extent' with the remaining 19% classing it as 'partly' relevant.
- **Subjects** – Courses offered by Acas have closely followed key developments in Employment Law such as the introduction of legislation on Age, Discipline and Grievance and Equality (see 5.1.2).

#### Impact of Acas Training

- **On Organisation** (see section 16.2) - 88% of delegates noted one of five impacts regarding a change in or review of policy or practice.

- **On Delegate** (see section 16.1)
  - Effectiveness - 72% of delegates had dealt more effectively with a relevant situation in the workplace as a result of Acas training at the time of the survey.
  - Prevention - 81% feel they could prevent problems as a result of attending Acas training. This was higher among Owner/ Managers and small organisations.

## Workplace Training

**Delegate Satisfaction** – 97% of delegates were satisfied or very satisfied with the training they received (see section 23).

**Knowledge of Trainer** – Delegates were particularly impressed with the knowledge of Acas trainer with 82% describing it as 'very good' and a further 18% classing it as 'good' (see section 26.1).

**Relevance to organisations** – Workplace Training was more likely to be seen as relevant to organisations that to delegates, with 88% of delegates considering Acas training to be relevant to their organisation 'to a large extent, compared to 79% who said that Acas training was relevant to their jobs 'to a large extent' (see section 25).

**Future Working** – 69% felt that having managers and employees learning together in workplace training would make working together in the future easier 'to a large extent'. 29% partly agreed with this (see section 28).

**Evaluation** – Limited evaluation information is available on Workplace Training due to problems obtaining details for a sample (see sections 20 and 21).

## E-learning

**Views of Users** (see section 34)

- **Satisfaction** – This was lower (85% were satisfied/ very satisfied) among users of e-learning than those taking part in face-to-face training.
- **Recommendation** – More than half of users (51%) said that they were 'very likely' to recommend e-learning to colleagues or business associates; a further 36% said they were likely to do so.
- **Worthwhile** – 47% of users described e-learning as 'very worthwhile' and a further 46% classed it as 'fairly worthwhile'.

**Subjects registered for** (see section 31.2)

- 70% of users registered for more than one e-learning course.
- Discipline and Grievance was the most popular course (76% of registrations included this course).

**Who registered?**

- People with a long term illness or disability were more likely to register for e-learning than for Open Access training (see section 31.3).

**Relevance**

- E-learning tended to be more likely to be seen as relevant to users themselves rather than to their organisations.
- Almost two thirds (63%) considered that e-learning met their learning needs 'to a large extent' (see section 35).



## Usage

- **Ease** - Users found e-learning easy to use in terms of content, language and finding what they wanted (see section 36).
- **Amount** - Not everyone who registered went on to use e-learning and those that did tended to use the section that was relevant to them rather than complete the entire course from start to finish (see section 32).
- **Future** - Almost all (90%) intend to use e-learning as a reference tool in the future (see section 37.1.5).

## Impacts

- **E-learning Users** (see section 37.1)
  - Dealing effectively with relevant situations – 63% agreed that they had dealt more effectively with a relevant workplace situation as a result of e-learning.
  - Preventing problems – 69% felt that they could prevent problems in the workplace as a result of e-learning.
- **Organisations** (see section 37.2)
  - Policy and Practice – Users of e-learning were more likely than Open Access delegates to change practices, while Open Access delegates were more likely to focus on policy change.

# Acas Training Services

## 1. Introduction

Over the past 30 years Acas has moved from its traditional and more famous role in dispute resolution, to one that also emphasises preventing workplace problems. Acas training forms a major part of this. Acas takes three main approaches to training both managers and employees and their representatives:

- **Open Access Training<sup>1</sup>**

This advertised programme of training that is open to anyone, is designed to meet the delegate's on-going training needs, such as how to employ people, as well as responding to new issues such as the introduction of new legislation (such as on Age Discrimination). The emphasis is on encouraging good practice in the workplace as well as ensuring an understanding of legal compliance.

- **Workplace Training**

Often, organisations will have specific training needs or wish to train a number of managers and employees. In these cases Acas can adapt its existing course content to the requirements of the organisation. This can be to support the introduction of a new or updated employment policy or to address a particular training need. The training aims to involve both management and employees where possible.

- **E-learning**

Free on-line training is available on the Acas website ([www.acas.org.uk](http://www.acas.org.uk)). Courses covering eight subjects were available in 2005-6. Each course aims to cover the subject from a basic level and so be accessible to everyone, and they also include tests and interactive exercises to reinforce learning.

Other training conducted by Acas staff but not covered by this report includes brief talks on employment issues and certified training on mediation, which is evaluated separately.

## 2. Evaluation

Acas runs a comprehensive programme of evaluation, providing feedback to policy officials (in Head Office), local and central management, and operational staff. The objective of the programme is to generate detailed information on all aspects of the service in order to seek improvements in the efficiency, effectiveness and impact of the Acas service.

The Research and Evaluation Section (RES) has developed a strategy for evaluating the Acas training programme. In 2005-6 this consisted of:

### 2.1 Training Delegate Feedback Survey

At the end of all Acas Open Access and Workplace Training events delegates are asked to fill in a 2 page questionnaire. There are two types of questionnaire. These both include core questions covering satisfaction, whether the course objectives and delegate needs were met, their views of the Acas Trainer, and demographic information (gender, age, race, disability and organisation size). The Open Access questionnaire has additional questions on the course venue, materials and where the delegates heard about the course. The Workplace Training version of the questionnaire asks about the effects of having management and employee representatives at the event.

Completed questionnaires are scanned by an independent research company (Continental) and results are fed back to training managers on a quarterly basis. This is so that delegates' view points can quickly be taken on board and future training can be adapted accordingly.

---

<sup>1</sup> Also referred to as 'Training Sessions and Conferences'

## **2.2 Open Access Training Impact Survey**

In early 2006, a postal survey was sent out by an independent research company (BMRB) to a sample of delegates who had attended Acas Open Access training in the previous 3-9 months. The survey asked about a range of issues, including reasons for attending the course and how worthwhile they felt it had been now they were back in the workplace. However, the main focus of the questionnaire was on how the delegate had used everything they had learned and what effect it had had on them and their organisation.

## **2.3 Survey of E-learning Users**

An e-mail was sent in January 2006 by an independent research company (BMRB) to a sample of people who had registered for Acas e-learning in the previous 3-9 months, inviting them to complete an on-line survey. They were asked about their usage of e-learning, what they thought about the course and how they had used the information they had learned. The survey contained questions which replicated those in the Training Delegate Feedback Survey and the Open Access Training Impact Survey.

## **2.4 Management Information Systems (MIS)**

Acas' internal event planning, delegate booking and invoicing database – 'the Events Database' – is regularly up-dated by Acas staff with information on each face-to-face (Open Access and Workplace Training) event, with contact details for Open Access delegates. Analysis of this data is used below. Where appropriate it has been linked at an event level (using the 'event number' and region/ 'compokey') to survey data to give details of the numbers of events and delegates, types of training, subjects covered and length of course. It also provided the basis of the sample used in the Impact Survey and to ensure high coverage of the Delegate Feedback Survey.

This information is supplemented by data provided by Open Access delegates who booked places through the Acas website and those who registered for e-learning.

## **2.5 Case Studies**

To gain a deeper understanding of Acas training and its effects on delegates and their organisations, case studies were undertaken. These involved in-depth interviews with Acas trainers, HR managers and delegates, concerning particular programmes of Workplace Training in particular organisations. Short versions of these are available on the research section of the Acas website ([www.acas.org.uk](http://www.acas.org.uk)). Longer versions were used internally to inform service development and development of impact evaluation questions.

## Open Access Training

### 3. Background

Acas utilises its knowledge of employment legislation and good practice to provide a national programme of open access training. Courses within the programme are aimed at different delegates ranging from those from very small businesses with little or no Human Resources (HR) experience to HR Professionals who want to explore issues and to be updated on latest developments in employment legislation.

The programme is centrally co-ordinated with all courses being based upon a national framework and places can be booked on-line through the Acas national website. However, the day-to-day delivery and administration of the training programme is organised through the network of Acas offices across the UK.

There are four main types of event covered in this section:

- **Key Points Sessions** – Short events which aim to cover the key issues on a particular subject in a clear, concise but brief way. These are intended to be most useful to small and medium sized organizations that do not have access to a HR specialist.
- **Getting It Right Sessions** – These events are aimed at the same audience and cover the same issues as 'Key Points Sessions' but they are usually longer and seek to allow delegates more time to explore the issues. They generally include more discussion time than key point sessions and involve interactive exercises to embed learning.
- **In Depth Sessions** – These are designed for professionals, such as HR specialists and Trade Union Officers, who have an existing knowledge of employment legislation and good practice. They tend to be interactive, allowing delegates to explore issues and share views and experiences, while aiming to ensure that those taking part are aware of the latest developments in terms of legislation and good practice.
- **Conferences** – These one off events may focus on a particular subject, be targeted at the needs of a particular group, or aim to showcase the full range of Acas services to a particular audience. However, they are usually attended by a larger number of delegates than other Acas events and have a more varied format.

### 4. Sources of information on Open Access Events

Open Access events in 2005-6 were covered by the following evaluation tools:

#### 4.1 Training Delegate Feedback Survey

In 2005-6 the delegate feedback questionnaires were received from 594 out of the 792 open Access events that took place during the year, giving an event coverage rate of 75%. This is a 10 percentage point increase on the 2004/ survey and reflects the efforts made by local training managers to follow-up reasons for the non-distribution of feedback sheets.

In total there were 6296 delegate responses. There were 6771 delegates at events where questionnaires were handed out, giving a delegate response rate of 93%. This again is a slight increase on 2004/5, when the delegate response rate was 90%.

All analysis of this survey is based on delegates who answered each question and so excludes those who left the question blank as well as those who selected 'don't know' or 'not applicable'.

#### 4.2 Open Access Training Impact Survey

A postal survey was sent out by an independent research agency (BMRB) to a sample of delegates who had attended Acas Open Access training courses between 28<sup>th</sup> June 2005 and 15<sup>th</sup> December 2005, three to nine months after the event. They went to 1,734 delegates and 885 completed questionnaires were returned, giving a 51% response rate. All analysis is based on a dataset that has been weighted by topic, and analysis is based upon those who answered each question (excludes 'not answered' and 'don't knows').

### 4.3 MIS Data

Details of the events and delegate bookings have been analysed below from Acas' 'Events Database'. Where appropriate event information had been linked to the above survey data. Information from the on-line booking system (EMS) has also been integrated into the booking analysis section.

## 5. Coverage of the Acas training programme<sup>2</sup>

In 2005-6 there were 791 Open Access events covering a range of subjects and event types (see table 1).

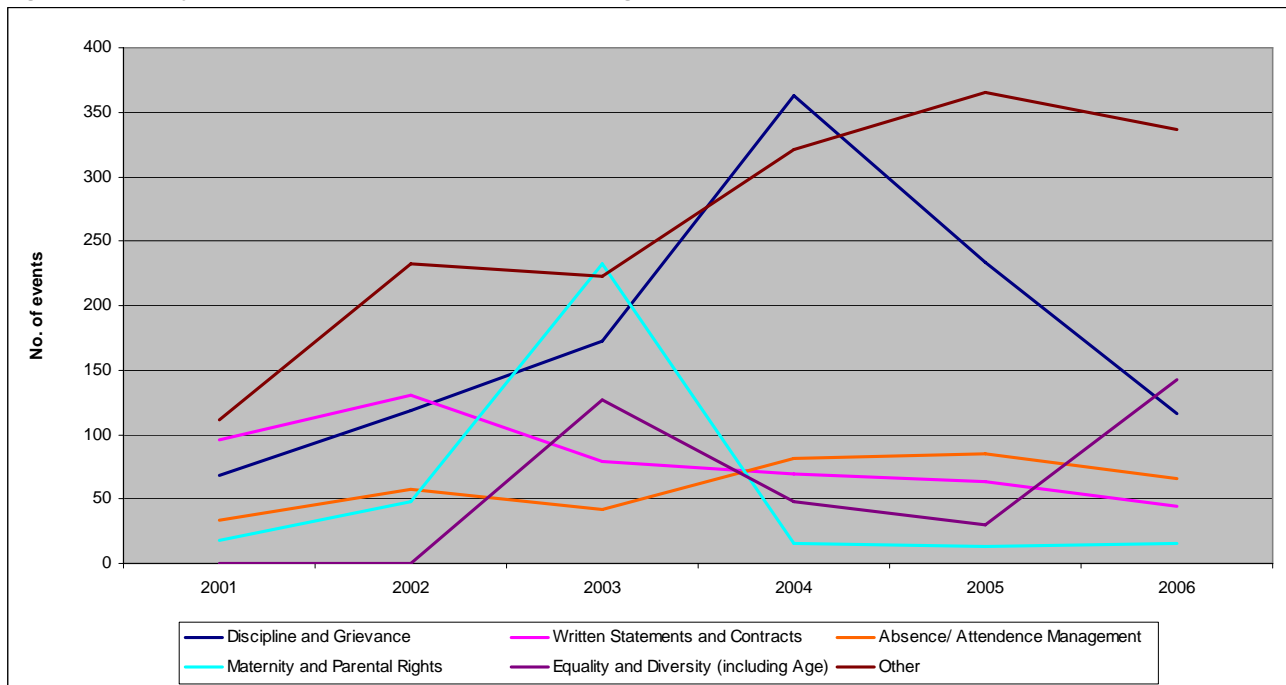
### 5.1 Range of Subjects

#### 5.1.1 In 2005-6

In 2005-6 a quarter (25%) of Acas events were on 'Discipline and Grievance'. Introductory courses on 'Employing People' made up a further 14%, and 11% were on 'Absence/ Attendance Management'.

#### 5.1.2 Longer term

Figure 1: Subject of Acas Open Access Training Courses, 2001-6<sup>3</sup>



Source: Acas Management Information Systems (Events Database)

Subjects covered by Acas training vary depending on customer demand and what employment relations topics are most important at the time (see figure 1). For example in the first three months of 2006, there were 91 courses covering 'Age Discrimination' compared to just 10 in the last nine months of 2005. This increase was due to the imminence of the Age Discrimination legislation that was introduced in October 2006. The number of courses covering 'Discipline and Grievance' increased in the run up to 2004 to help delegates deal with the introduction of new statutory disciplinary procedures. In 2003 'Maternity and Parental Rights' and 'Equality and Diversity' were popular when the law regarding working parents changed and the first of the new equality duties were introduced.

<sup>2</sup> Data in the section comes from Acas management information systems (MIS) unless otherwise specified

<sup>3</sup> 2006 figures cover events that are planned and input onto the database by Jul 2006. Therefore more events could be added or events that are planned in the latter part of the year could be cancelled

Other subjects such as 'Absence/ Attendance Management' have stayed comparatively more stable over time, although increasing gradually. The number of courses on 'Written Statements and Contracts' has declined slightly, perhaps since the introduction of courses on 'Employing People'. However, the biggest area for growth for Acas has been in the 'other'<sup>4</sup> category, demonstrating the increasing range of subjects covered by the training programme.

## **5.2 Different Types of Event**

In 2005-6, 63% of Acas events were 'Getting It Right Sessions'. 'Key Points Sessions' made up 19% of events, and 'In Depth Sessions' 12% (see above for definitions). Conferences only made up 4% of events in the Open Access Training Programme.

It might be expected that different topics would require different training formats. Almost all introductory courses on 'Employing People' were defined as 'Getting It Right Sessions', implying that they need the extra time for discussion and exercises that this format offers. The majority of 'Maternity and Parental Rights', 'Bullying and Harassment' and 'Written Statements and Contracts' events also fell into the same category, whereas courses on the new 'Acas Model Workplace' and 'Age Discrimination' were predominantly run as shorter 'Key Point Sessions'.

Unsurprisingly, courses on employment relations issues that are of relevance to larger organisations with specialist HR professionals, such as 'Information, consultation or negotiation' and 'Mediation' tended to be run as In-Depth Sessions. A quarter of Equality and Diversity events were conferences, as were 12% of stress events.

## **5.3 Length of course**

78% of events last for half a day, according to Acas MIS (see table 2). Almost all events covering 'Absence/ Attendance Management' (95%), 'Written Statements and Contracts' (96%) and 'Age Discrimination' (91%) were half a day in length. However more than a third (35%) of events on 'Employing People' lasted a day or more. Courses on the 'Acas Model Workplace', 'Age Discrimination' and 'Employment Law Up-dates' were more likely to be shorter, at 2hrs in length. However, given there is no option for 2hr events to be recorded on the database, this may be an underestimate as there is no clear label to indicate to database users how to record this (see table 2).

87% of delegates considered the time allowed for the event to be 'about right', with 8% considering it to be 'insufficient' and 4% saying it was 'too long' (from the Training Delegate Feedback Survey).

## **6. Who goes on Acas Open Access Training Courses?<sup>5</sup>**

### **6.1 Numbers of Delegates**

On average 11 delegates attended each Acas training course. However there was some disparity depending upon event type. Getting It Right Sessions had the lowest average delegates count with 10 delegates, In-Depth Sessions had 12, and Key Points Session had on average 13 delegates. Conferences had more delegates – on average 36.

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<sup>4</sup> In this instance, due to the number of events involved, 'other' includes events entered onto the management information system as: Acas Model Workplace; Employment Law Up-date; Mediation; Stress; Other; and blanks.

<sup>5</sup> Analysis in this section comes from the Training Delegate Feedback Survey unless otherwise specified

## 6.2 Delegate Characteristics<sup>6</sup>

### 6.2.1 Demographics

Women were more likely to attend Acas Open Access training than men. 70% of delegates (who answered the question) were women. This is in contrast to the working population in the UK where men slightly outnumber women - 54% of workers are men compared to 47% who are women<sup>7</sup> (see table 3).<sup>8</sup>

In terms of age, half (50%) of delegates were between 22 and 40, with a further 46% being aged between 41 and 59. This roughly matches the profile of the UK working population (see table 4), except that Acas delegates are less likely to be aged between 16-21 (1% of Acas delegates compared to 8% of the UK working population) or over 60 (3% of Acas delegates compared to 7% across the UK).

Almost all (96%) Acas delegates described their ethnic background as 'White British' (92%), 'White Irish' (1%) or 'White – other' (3%), although there was regional disparity. This is slightly higher than in the UK working population where 93% describe themselves as 'white' (see table 5).

Just 4% of delegates on Acas Open Access training had a long terms illness or disability<sup>9</sup> - and for 22% of these (1% of delegates overall) this affected the kind of work they could do (see table 6).

### 6.2.2 Occupation<sup>10</sup>

Many delegates who attended Acas Open Access Training Events in 2005/6 were specialists: 38% of delegates classed themselves as Personnel or HR specialists and a further 9% were lawyers or solicitors.

Almost half (46%) of lawyers/ solicitors who answered the survey went on courses on 'Employment Law Up-dates' (see table 7). HR/ Personal Specialists tended to go on courses on a wider variety of subjects, although again with 'Employment Law Up-dates' and courses on 'Discipline and Grievance' being most popular. Conversely, Lawyers/ Solicitors were the least likely occupational group to go on courses on 'Discipline and Grievance'. The theme of specialists keeping up to date with employment issues for this group was continued as HR/ Personnel Specialists were most likely to go on courses on 'Age Discrimination' in preparation for the new laws on this topic.

Delegates were more likely to categorise themselves as managers<sup>11</sup> (45%) than employees or employee/ union representatives (7% combined). Between a quarter and a third of each type of manager attended a course on 'Discipline and Grievance'. 'Employment Law Up-dates' were also popular, with 14-18% of each type of manager going on them. However, there were also differences between the three types of manager. 15% of Owner/ Managers and Supervisors/ Line Managers went on courses on 'Employing People' compared to only 2% of other managers, perhaps a reflection of organisation size (see above). 'Written Statements and Contracts' events were attended by 13% of Owner/ Managers, 10% of 'Other Managers' but just 5% of Supervisors/ Line Managers. One in five (22%) 'Other Managers' went on absence/ attendance management courses as did 14% of Supervisors/ Line Managers; however these were attended by just 6% of Owner/ Managers.

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<sup>6</sup> Data in this section is from the Training Delegate Feedback Survey unless otherwise specified

<sup>7</sup> Labour Force Survey

<sup>8</sup> However there was a lower than normal response rate to this particular question in the Acas Delegate Feedback Survey - only 78% of delegates who returned the questionnaire answered it compared to 92% who answered questions on their race and 98% who answered the first question (on learning needs). This is probably due to the layout of the questionnaire

<sup>9</sup> Questions on disability were contained in the Training Impact Survey

<sup>10</sup> Unless otherwise stated all figures in this section are from Training Impact Survey

<sup>11</sup> 'Supervisor or Line Manager', 'Some Other Manager', 'Owner/manager'

## **6.3 Organisations**

### **6.3.1 Organisation Size**

Delegates on Acas training courses come from organisations of all sizes<sup>12</sup>. The profile of organisations who sent delegates on Acas courses has changed little since last year (see table 8), with 68% coming from SMEs (organisations with 0-249 employees). However, almost a quarter of delegates came from very large organisations (500+ employees). This was especially true of Acas conferences where over half of delegates were from very large organisations (see table 9).

A third (34%) of delegates at 'In-Depth Sessions' were from very large organisations, but a large proportion of delegates who attended these events came from small organisations with less than 50 employees (37% of delegates), demonstrating their appeal to organisations of all sizes. 'Getting It Right Sessions' and 'Key Points Sessions' tended to attract delegates from smaller organisations, with around half of the delegates at each (54% and 48% respectively) coming from organisations with less than 50 employees.

Generally the subject of the course does not seem to greatly affect the appeal of the course to organisations of different sizes (see table 10). There are exceptions to this though. For example over half (56%) of delegates on 'Mediation' courses were from organisations with more than 500 employees. Introductory courses on 'Employing People' attracted delegates from smaller businesses (two thirds of delegates were from organisations with less than 50 employees) who would have less experience of doing this. Courses covering 'Written Statements and Contracts' were also proportionally more popular with smaller businesses, perhaps due to the fact that larger organisations are more likely to have access to a Human Resources (HR) or Personnel specialist who would have standard contracts available.

### **6.3.2 Access to HR/ Personnel Specialists<sup>13</sup>**

Overall more than half (57%) of delegates reported that their workplace had access to a HR/ Personnel specialist. Perhaps unsurprisingly delegates from larger organisations were far more likely to have access to a specialist (see table 11) than smaller organisations. More surprising is that over a quarter (26%) delegates from very small businesses (1-4 employees) had access to a specialist, compared to a far smaller proportion (4%) of those with 5-9 employees, and similar to organisations with 10-24 employees (21%) or 25-49 employees (33%). This high level of access to HR expertise amongst small organisations in the survey may be because 32% of delegates from organisations with 0-5 employees were HR specialists or lawyers, perhaps running their own consultancy businesses.

In-line with the findings on organisation size above, courses on 'Employing People' and 'Written Statements and Contracts' tended to attract delegates from organisations with no access to HR/ Personnel specialists (71% and 59% respectively). Just under half of delegates on 'Key Points Sessions' and 'Getting It Right Sessions' had no access to specialists, while a larger proportion (69%) of attendees at conferences had access to specialists.

## **7. Why do delegates go on Acas open access training events?<sup>14</sup>**

In the Training Impact Survey, delegates were given a list of reasons for attending the Acas training course. They were asked to firstly select any reasons that applied to them and then opt for the most important one.

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<sup>12</sup> Data on the size of the organisations that delegates come from has been collected in the Delegate Feedback Survey since June 2004. In 2005-6 it was also included in the Training Impact Survey to allow analysis of this data by organisation size. In this section all data is from Training Delegate Feedback Survey unless otherwise specified.

<sup>13</sup> Details of whether or not the organisations delegates came from had access to a HR or Personnel specialist was gathered as part of the Training Impact Survey.

<sup>14</sup> Unless otherwise specified all data in this section is from the Training Impact Survey



## **7.1 Reasons for attending - Delegates**

### **7.1.1 Improving their knowledge of the subject area**

This was the most popular reason that delegates gave for coming on Acas training (see table 12). This was true whether they were asked to select all their reasons for coming on the course (93% selected this among other reasons) or the most important one (41% of delegates chose this). Improving knowledge of a particular area was the most important reason for more than half (56%) of delegates who went on Employment Law Up-dates (see table 12) and was the most important reason for 62% of lawyers/ solicitors.

However, less than a third of general managers and owner-managers gave improving their knowledge as their most important reason, perhaps demonstrating differing priorities to those from other occupations.

Improving knowledge was the most important reason for almost all (94%) of conference delegates, compared to 35-40% of delegates on other types of training event.

### **7.1.2 To learn a new subject**

Just a quarter (26%) of delegates came to the training to learn a new subject and only 2% gave this as the most important reason for training.

### **7.1.3 Employer request**

Delegates seemed to have chosen to come on the course themselves rather than being pushed to come by others in their organisation, with only 1% giving external pressure as their most important reason.

### **7.1.4 To deal with a specific situation (current or future)**

Delegates tended to come on training courses for general reasons such as legal compliance or dealing with situations that may arise, rather than to deal with specific situations. Only 8% gave dealing with a specific situation as their most important reason, although 39% did have a specific situation in mind when they decided to go on the course. However, one in five (19%) said that dealing with a future situation that could occur was their most important reason, and three quarters (73%) selected this as a contributory factor. 36% of delegates on Bullying and Harassment courses gave this as the most important reason.

### **7.1.5 Legal Compliance**

Ensuring compliance with the law was a factor for eight in ten delegates, with 29% choosing this as their most important reason. For 62% of those who attended Age Discrimination courses this was the most important reason, in preparation for the new legislation in this area. Delegates attending 'Key Points Sessions' were more likely to give this as the most important reason than delegates on other types of training (39% compared with 24-27%).

## **7.2 Organisational Aims- Employment Policies and Practice**

Again, delegates were asked to select any factor from a list and then highlight the most important one (see table 14 and table 15).

### **7.2.1 Policy or practice**

Reviewing or revising policies seem to be of more interest to delegates than simply changing workplace practice. Just over a third of delegates (37%) attended Acas training because they wanted to review or revise an area of workplace *practice* and 8% gave it as the most important reason. This compared to 96% who wanted to introduce, review or revise a *policy or procedure*, and 22% who gave introducing/ changing/ reviewing one of these as the most important reason.

The exception to this are 'Supervisors/ Line Managers', as over half (53%) selected changing practice as a reason, compared to 28% of 'Lawyers/ Solicitors' and 29% of 'Owner Managers'. However it was HR/ Personnel Specialists who were most likely to give it as the most important factor in their decision (12%).

The subject of the course also seems to play a part in this. For example 56% of delegates on courses on 'Discipline and Grievance' stated that reviewing a practice was a factor in their decision to attend, compared to less than a third (32%) of those on 'Absence/ Attendance Management' courses. There was very little difference between organisations on this question by their size or whether or not they had access to HR expertise. A quarter of delegates (23%) who went on courses on 'Bullying and Harassment' selected reviewing/ revising a policy as the most important reason for going on the course.

### **7.2.2 To introduce, review/revise or confirm policies**

Most delegates came on Acas training to review or revise policies, rather than introduce new policies. 89% of delegates gave reviewing, revising or checking compliance as a reason and 80% gave it as their most important reason. However, just 12 % gave introducing a new policy or procedure as their key reasons and 28% gave it as one of their list of reasons.

Small organisations (with 0-50 employees) were more likely than larger organisations to cite introducing a new policy as a motive, with a third of delegates (32%) from small organisations giving this as a reason, compared to 22% of those from very large organisations (with 500+ employees). However, when looking at the most important reason, developing a new policy or procedure was given by 12% of delegates from very large organisations and 14% of small organisations, but just 3% of large organisations (with 250-499 employees). Following on from this 'Owner/ Managers' were most likely to give this as one of their reasons (38%). However it was given as the most important reason by similar proportions of each type of manager (13-16%).

However, there was only a 6% difference between delegates with and without access to HR expertise: a quarter with access to such expertise (24%) having attended to introduce a new policy, compared to 32% of delegates whose organisation had no HR specialist. Those with access to HR expertise were more likely than those without to give confirming the accuracy of an existing policy as their key priority (19%).

Delegates who came on Discipline and Grievance courses were particularly likely to include introducing a new policy/procedure in their full list of reasons (37% did), but just 5% of these delegates gave it as their most important reason. When most important reasons are considered more than a quarter of delegates on courses on 'Age Discrimination' selected it, presumably as they planned to create a new policy in preparation for changes to legislation in 2006. However, legislation wasn't the only factor, with 27% of delegates on 'Bullying and Harassment' courses also choosing it as their key reason.

### **7.2.3 To ensure best practice or compliance with the law**

When asked to give all their reasons for having attended the Acas event there was little difference between the proportions of delegates who selected ensuring good practice (67%) and compliance with the law (67%). However, when it came to giving their most important reason, 42% of delegates opted for compliance with the law compared to 22% who said good practice was the crucial factor in their attendance.

However there were some exceptions to this, for example three quarters (74%) of 'Lawyers/ Solicitors' gave compliance with the law as one of their list of reasons, while only 62% included good practice. Conversely 'Supervisors/ Line Managers' and delegates on 'Discipline and Grievance' courses were more likely to be interested in good practice than in legal compliance when all factors were taken into account.

Delegates who attended courses on 'Absence/ Attendance Management' were the only group where a larger proportion of delegates gave good practice as their most important reason. Around half of delegates who attended courses on 'Age Discrimination', 'Employing People', 'Employment Law Up-Dates' and 'Written Statements and Contracts' gave legal compliance as their most important reason.

Almost half (45%) of delegates from small organisations gave ensuring that their policies complied with the law as their most important reason, compared to 33% from large organisations. This could reflect a lack of access to HR expertise as 48% of delegates with no HR specialist gave legal compliance as their key reason.

## **8. How do they find out about the courses?** (see table 16)<sup>15</sup>

### **8.1 Recommendations**

A third (30%) of delegates found out about Acas training through a recommendation from a work colleague or business associate. This is an increase of 10% on the previous year. This was even higher among delegates from very large organisations, with 38% saying that Acas training was recommended to them. There was some disparity depending on which office organised the event, ranging from 22% to 38% of delegates having had the courses recommended to them.

Almost half (46%) of conference delegates found out about the course from a recommendation, compared to a third of delegates on GIR (32%) and IDS (31%). This was lower on Key Points Sessions, with just one in five (19%) receiving a recommendation.

### **8.2 From Acas Staff**

Cross-selling of training courses by Acas staff is very low with just 2% of delegates saying that they found out about their course from Helpline staff, 6% from a previous Acas event and 2% from other Acas staff.

### **8.3 Acas Website ([www.acas.org.uk](http://www.acas.org.uk))**

As with previous years an increasing proportion of delegates heard about their course from the Acas website. 18% of delegates heard about their training event via the website in 2005/6 – compared to 11% in 2004/5 and 7% in 2003/4.

Delegates on Getting It Right Sessions were slightly more likely to find out about the event via the website with one in five delegates (21%) finding out this way compared to 16% of delegates on both In-Depth Sessions and Key Points Sessions and only 2% of conference delegates.

Delegates from small and medium sized organisations were slightly more likely than those in larger organisations to find out about the training from the website, with one in five (19%) finding out this way compared to 15% of delegates from very large organisations.

### **8.4 Mailouts**

The primary way that delegates found out about Acas training was via mailouts, with 38% of delegates finding out this way. There were differences depending on the Acas office, ranging from 20% to 51% of delegates finding out this way – suggesting the importance of local mail outs.

## **9. How do they book?**

Since July 2003 delegates have been able to book places on Acas training events via the Acas website. After filling out their details into a booking form they are given the option of printing it out to post to Acas along with payment via cheque or invoice, or they can book and pay there and then using a credit card.

Between 1 April 2005 and 31 March 2006, delegates had the opportunity of booking places on 695 events, meaning that 88% of Open Access events were advertised this way.

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<sup>15</sup> Unless otherwise specified all data in this section is from the Training Delegate Feedback Survey

Delegates booked anything from 1 to 274 days in advance. On average they booked 49 days before the event. Three quarters (76%) of bookings were for a single delegate, 21% for two delegates and the remaining 3% were for between three to five delegates.

## **10. What did delegates think of the training?**

### **10.1 Delegate Satisfaction – on the day** (see table 17)<sup>16</sup>

Immediately after the training course almost all (97%) delegates said they were 'satisfied' or 'very satisfied'. More than half of delegates (58%) were 'very satisfied'. The remaining 2% were 'neither satisfied nor dissatisfied'. Just 15 individual delegates out of the 6296 delegates who attended courses over the year expressed any dissatisfaction. This high level of satisfaction has remained virtually unchanged over previous years.

Satisfaction among delegates was high throughout the UK, with at least 94% of delegates stating that they were 'satisfied' or 'very satisfied' in every area.

There was some disparity in levels of delegate satisfaction depending on the subject covered by the course. As with last year, training on Working Parents and Employing People achieved particularly high levels of satisfaction (78% and 69% of delegates respectively were 'very satisfied'). Courses on some knottier subjects left some delegates marginally less satisfied – for example dealing with stress in the workplace, where 9% of delegates were ambivalent ('neither satisfied nor dissatisfied'). However it should be noted that 47% of delegates on courses on stress were still 'very satisfied'.

Getting it Right Sessions, which are slightly longer courses where delegates complete exercises to reinforce their learning, achieved particularly high levels of delegate satisfaction, with 62% of delegates being 'very satisfied', compared to 50% of delegates from 'Key Points Sessions' where the exercises are missed out.

As with last year, a higher proportion of delegates from smaller organisations were 'very satisfied' with Acas training compared to delegates from larger organisations. For example 63% of delegates from organisations with less than 50 employees were 'very satisfied' compared to exactly half from organisations with 500 or more employees.

### **10.2 Would delegates recommend Acas?**<sup>17</sup>

Almost all (97%) delegates would be 'likely' or 'very likely' to recommend Acas Open Access training to a colleague or business associate. One in seven (69%) said they were 'very likely' to do this. The remaining delegates were 'neither likely nor unlikely' to recommend Acas training, with no delegates stating that they would be unlikely to.

Delegates who went on Key Points Sessions (71%) and courses covering 'Written Statements and Contracts' (80%) and 'Absence/ Attendance Management' (74%) were most prone to say that they were 'very likely' to recommend Acas training. There was very little difference by organisation size.

## **11. How relevant is Acas Training.....?**<sup>18</sup>

### **11.1 To Delegates' jobs**

Eight in ten (81%) delegates felt that Acas training was relevant to their job 'to a large extent', with the rest saying it was 'partly' relevant. Almost all delegates (95%) on courses covering 'Maternity and Parental Rights' said that the course was relevant to their job 'to a large extent', as did 87% of delegates on 'Age Discrimination' and 'Bullying and Harassment' courses (see table 18). Other courses were more likely than others to be only 'partly'

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<sup>16</sup> Unless otherwise specified all data in this section is from the Training Delegate Feedback Survey

<sup>17</sup> Unless otherwise specified all data in this section is from the Training Impact Survey

<sup>18</sup> Unless otherwise specified all data in this section is from the Training Delegate Feedback Survey

relevant to the delegates' jobs, for example the 'Acas Model Workplace' (26%) and 'Information, consultation or negotiation' (29%).

### **11.2 To Their Organisation**

Eight in ten delegates also said that the course was relevant to their organisation 'to a large extent'. Despite Acas Open Access Training being primarily aimed at smaller businesses, there was little difference in the reported organisational relevance between delegates from organisations of different sizes.

Courses covering 'Discipline and Grievance' and 'Employing People' were most likely to be described as relevant to delegates' organisations 'to a large extent', with 86% of delegates saying this. Other kinds of events were less likely to be seen as so relevant: a third of delegates on training on the 'Acas Model Workplace', 'Information, consultation or negotiation' and 'Stress' said the training was only 'partly' relevant to their organisation (see table 19).

### **12. Does Acas training meet delegate's learning needs?** (see table 20)

77% of delegates felt that the training they attended met their learning needs 'to a large extent', with the remaining 23% saying that their learning needs were 'partly' met. Only 13 delegates out of 6296 felt that the training did not meet their learning needs. Delegates who went on Getting It Right Sessions (81%) were most likely in terms of event type to agree that the course met their needs 'to a large extent'.

Acas Open Access Training was more likely to meet the needs of small organisations 'to a large extent' than to meet those of larger organisations. Eight out of ten delegates from small organisations (0-50 employees) felt that the training they had attended met their learning needs 'to a large extent', compared to 67% of very large (500+ employees) organisations.

Virtually all delegates (96%) on courses covering 'Maternity and Parental Rights' said that their needs were met 'to a large extent'. More than eight in ten delegates on 'Discipline and Grievance' (83%), 'Written Statements and Contracts' (82%), 'Bullying and Harassment' (81%) and 'Employing People' (81%) stated that the course met their learning needs 'to a large extent'. Courses where the subject covered a broad range of employment issues such as 'Acas Model Workplace' and 'Equality and Diversity' tended to have lower average ratings, with around two thirds (63% and 66%) of delegates claiming that their needs had been met 'to a large extent'.

### **13. Meeting Intended Objectives**

The broader, formal objectives for Open Access Events are decided prior to the event and included in the advertising literature. 87% of delegates felt that the Acas training met the course objectives 'to a large extent', with the remaining 13% saying they were met 'partly'. No delegates said that the objectives weren't met at all. This is slightly lower than 2004-5, when one in nine delegates (90%) said that the course met its intended objectives.

### **14. Trainers**

#### **14.1 Knowledge of Subject**

Almost every delegate (99%) considered the knowledge of the Acas trainer to be good or very good, with 77% classing it as very good. Only 7 delegates considered the knowledge of any trainer on any subject as poor or very poor. This is in line with findings in 2004-5 when 76% felt the trainer's knowledge was very good and 23% believed it was good.

On no subject did fewer than 95% of delegates deem the knowledge of the Acas trainer as very good or good. However, some courses received higher ratings than others. Trainer knowledge on courses covering 'Discipline and Grievance' and 'Employing People' was rated particularly highly, with 87% and 89% of delegates considering it to be very good (see

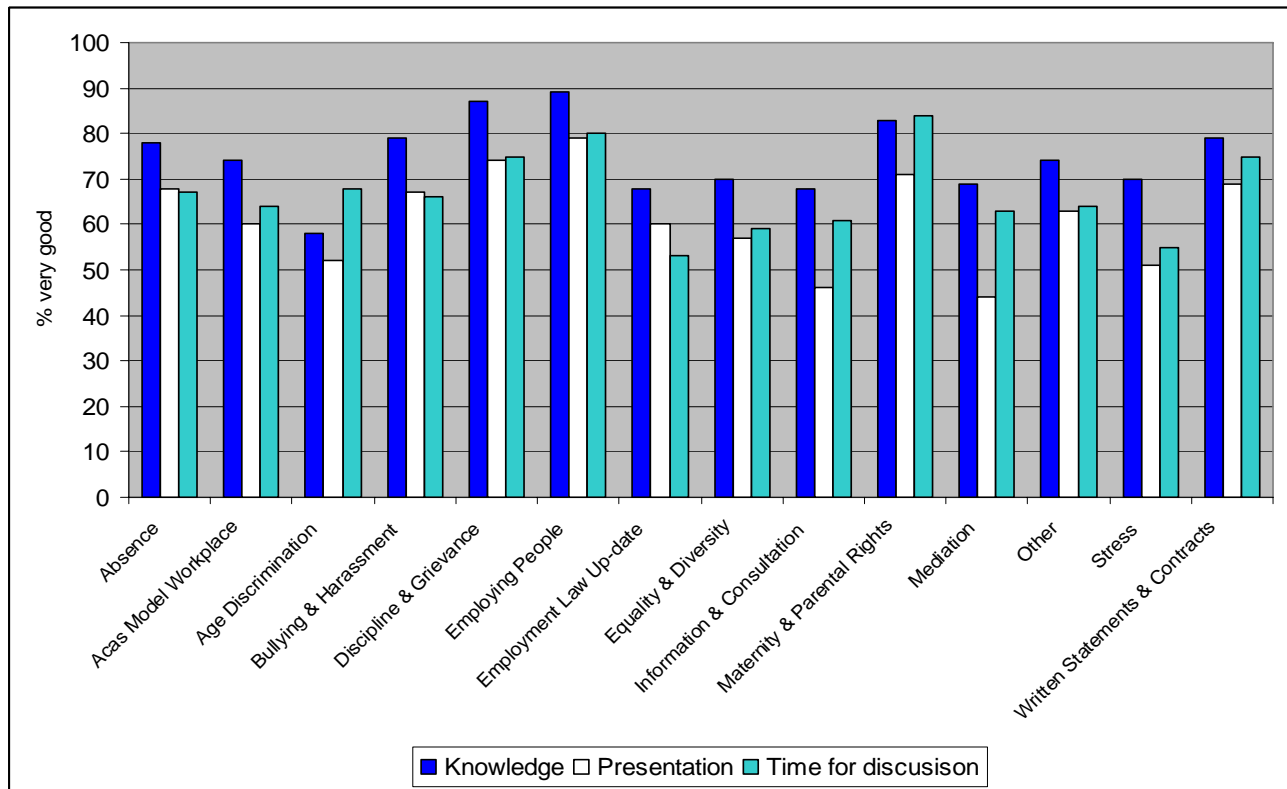
Figure 2 This proportion has increased considerably since 2004-5, when 76% and 78% of delegates on these courses classed the trainer's knowledge as very good.

As with 2004-5, cutting edge courses that deal with the very latest issues in employment relations – such as 'Employment Law Up-dates' – received slightly lower ratings, with 68% of delegates saying trainer knowledge was very good. This may be due to the fact that, by definition, the subject matter is newer to the trainer – but it could also be because with courses such as Age Discrimination (where only 58% of delegates considered the trainer knowledge to be very good) the legislation is new and so the full implications may not yet be known by either delegates or trainers.

### 14.2 Presentation Skills

A higher proportion of delegates (66%) in 2005-6 described the presentation skills of the Acas presenter as very good than in 2004-5 (60%). In total in 2005-6, 98% of delegates classed the trainer's presentation skills as very good (66%) or good (32%). Only 10 delegates (out of 6165) expressed any criticism by classing their presentation skills as poor or very poor.

Figure 2: Trainer Knowledge, Presentation Skills and Time for Discussion, By Subject of Open Access Event



### 14.3 Time for discussion

Two thirds (67%) of delegates felt that the time they had for discussion during the event was very good. A further 27% considered it to be good. 25 individuals said it was poor or very poor. This was a slight improvement on 2004-5 when 64% of delegates classed the time given for discussion as very good and 31% as good.

Getting It Right Sessions are designed to give delegates additional time to discuss and do exercises to enforce their learning, whereas Key Points Sessions aim to cover the important points on a subject in a shorter space of time. Therefore it is unsurprising that a larger

proportion of delegates (74%) on Getting It Right Sessions believed that the time for discussion was very good compared to 58% of delegates on Key Points Sessions.

### **15. Value for money** (see table 21)<sup>19</sup>

A large majority (86%) of delegates who went on events that were charged for<sup>20</sup> considered the training to represent value for money 'to a large extent'. A further 14% believed it 'partly' represented value for money. Only 15 delegates out of 5299 (0.3%) felt that the event did not represent value for money.

Delegates from small businesses<sup>21</sup> were more likely to consider the course to have represented value for money. 88% felt that it represented value for money 'to a large extent', compared to 82% from very large organisations.

In terms of the event itself the picture was mixed. More than nine in ten (93%) delegates on short (2 hour) courses considered the course to represent value for money to a large extent. However, when looking at the picture by type of event it is actually the longer Getting It Right Sessions that are more likely to represent value for money for a larger proportion of delegates.

There was some disparity between delegates on courses on different subjects. Courses on 'Employing People' were most likely to represent value for money to their delegates with 92% saying they did 'to a large extent'. Similarly 90% of delegates on 'Bullying and harassment' and 89% of those on 'Written Statements and Contracts' courses considered them to represent value for money 'to a large extent'. However only 70% of those who attended courses on 'Information, consultation or negotiation' took this view.

### **16. What happened after the training?**<sup>22</sup>

#### **16.1 Impact on the Delegate**

Delegates were given a list of potential effects of their training and asked to select which had or had not occurred. There was also an option for them to say that they did not know and that the situation was not applicable (these answers are excluded from the percentages below).

##### **16.1.1 Preventing problems in the workplace** (see table 22)

Eight in ten delegates (81%) felt that they are now more able to prevent problems in their workplace due to attending the Acas course. This was even higher among delegates from small businesses, 84% of whom stated that they now felt more able to prevent relevant problems from occurring in their workplace. They were also more likely to strongly agree with this statement, with 35% strongly agreeing and a further 49% tending to agree.

Virtually all Owner/ Managers (94%) agreed that, as a result of Acas training, they now felt more able to prevent problems in their workplace. More than a third (35%) strongly agreed. Lawyers/ Solicitors were least likely to agree that they were now more able to prevent workplace problems, however even in this instance three quarters of them agreed and a quarter strongly agreed with this statement.

Looking at specific event topics, more than a third of delegates who went on courses on 'Written Statements and Contracts' (36%) and 'Bullying and Harassment' (33%) strongly agreed that they could now prevent workplace problems. Just 23% of delegates on 'Age

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<sup>19</sup> All analysis is from the Training Delegate Feedback Survey. Approximately 60 delegates from very small businesses received free places under a pilot scheme.

<sup>20</sup> Acas does not charge delegates to attend some events such as those on the 'Acas Model Workplace'

<sup>21</sup> In analysis on this question delegates from organisations with less than 5 employees have been analysed separately as some of these delegates will have received free places under a pilot scheme.

<sup>22</sup> Unless otherwise specified all data in this section is from the Training Impact Survey.

Discrimination' courses strongly agreed with this statement – however two thirds (67%) tended to agree. There was little difference by event type.

#### **16.1.2 Dealing effectively with relevant situations<sup>23</sup>** (see table 23)

Almost three quarters of delegates (72%) agreed that they have dealt more effectively with matters relating to the subject of the training course as a result of attending Acas training. There was little difference on this point by the size of organisation.

A quarter (26%) of those with no access to a HR specialist strongly agreed (76% either strongly agreed or tended to agree) that they had dealt with a relevant situation more effectively. 'Other Managers' were the occupation group most likely to strongly agree that they had dealt with the situation more effectively as a result of the training, with four in ten (41%) strongly agreeing.

Delegates who attended courses on 'Written Statements and Contracts' were most likely to strongly agree that they had handled a relevant situation more effectively (35% strongly agreed, 42% tended to agree).

83% of delegates on courses on 'Employing People' strongly agreed (25%) or tended to agree (58%) that they had coped more effectively, compared to just 60% of delegates on 'Bullying and Harassment' courses (21% strongly agreed, 39% tended to agree). However this may be a reflection of the fact that situations involving bullying and harassment are likely to be more complex and less clear cut than those involving basic employment procedures.

Around three quarters of delegates on Key Points Sessions (73%) and Getting It Right Sessions (75%) agreed or strongly agreed that they had dealt more effectively with a relevant situation as a result of the Acas training. However this compares to just 58% of delegates on In-Depth Sessions, again perhaps due to the more complex issues involved.

#### **16.1.3 Confidence in dealing with relevant situations** (see table 24)

89% of delegates felt that they have more confidence in dealing with matters relating to the subject of the course. This was more apparent among delegates from small organisations, with 90% tending to or strongly agreeing that they were more confident in dealing with the subject area following their attendance at Acas training.

Owner/ Managers and Lawyers/ Solicitors were the occupational groups most likely to strongly agree that the Acas training course had left them more confident in dealing with relevant situations (44% and 39% respectively). HR/ Personnel were less likely to either strongly agree or tend to agree, with 13% staying neutral and 2% tending to disagree.

#### **16.1.4 Understanding of subject** (see table 25)

Clearly, the impact of Acas on an individual's understanding of an issue will be affected by their pre-existing knowledge, and so their potential for increasing that knowledge. However, 92% of delegates believed that Acas training had increased their understanding of the subject. Somewhat 8% of delegates didn't agree that the Acas training had left them with a good understanding of the subject.

Almost half of delegates (42%) from small businesses strongly agreed that, 3-9 months after attending, they had a good understanding of the subject covered by the course. A further 50% tended to agree. Owner/ Managers were most likely to agree that they now had a good understanding of the subject covered by the course (41% strongly agreed, 55% tended to agree).

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<sup>23</sup> Excludes n/a



Those on the hardest courses, In-Depth Sessions, were least likely to strongly agree that they had a good understanding of the subject covered by the course (29% strongly agreed), compared to 35% of those on Getting It Right Sessions. However this difference virtually disappears once those who *tended* to agree are taken into account (90% and 93%). Half (48%) of delegates on courses on 'Written Statements and Contracts' strongly agreed that they had a good understanding of the course, compared to just under a third (30%) of those who went on courses on 'Discipline and Grievance'.

### 16.1.5 Other impact

Delegates were also asked to describe in their own words any other impact of the training on them as individuals and 21% answered this question (see table 26). Answers were wide ranging with the largest proportions involved spreading their knowledge to other members of staff (14%) or reviewing or rewriting written guidance (13%).

### 16.2 Impact on the Organisation (see table 27)

Again delegates were given a list of five possible changes and asked to state whether they had happened as a result of Acas training or not. Delegates were also given the option of saying that they did not know or to state that the situation was not applicable – these have been excluded from the analysis below.

As a result of Acas training, 88% of delegates had made at least one of the five changes listed.

As a result of attending Acas training have you, or has anyone working with you.....	%
Introduced one or more new policy or procedure	35
Reviewed one or more policy or procedure	79
Revised one or more policy or procedure	52
Planned to introduce one or more new policy or procedure	41
Revised any area of practice relating to the issues addressed in the training	57
Any of the above	88
No. delegates	709

Managers were most likely to have made one of the five changes. 92% of both 'Owner/ Managers' and 'Other Managers' and 89% of 'Supervisors/ Line Managers' had made at least one of the five. 'HR/ Personnel Specialists' were slightly less likely to have acted following their training with 86% having undertaken one of the five. This compares to just 73% of 'Lawyers/ Solicitors'. There was little difference between organisations of different sizes (86-89%) and whether or not they had access to HR expertise (86-90%) in terms of the incidence of these changes

Virtually all delegates (96%) on courses covering 'Age Discrimination' said they had made at least one policy or practice change. At least one in nine delegates who went on courses on 'Employing People' (92%), 'Absence/ Attendance Management' (92%), 'Written Statements and Contracts' (90%) and 'Discipline and Grievance' (90%) selected 'yes' to one of the five.

Slightly fewer delegates who went on In-Depth Sessions (86%) made one of the changes compared to 88% of those who went on Getting It Right Sessions and 91% of those attending Key Points Sessions.

Each of the potential change areas listed in the table above is now explored in more detail below.

### **16.2.1 Policy or Practice?**

In terms of outcomes, delegates were more likely to favour the more formal route of changing, introducing or reviewing policies rather than hoping to change practices less formally. 24% of delegates only selected impacts to do with policy change and not practice. There was little difference on this question between those with (25%) or without (24%) access to HR expertise, however smaller organisations were actually more likely to just focus upon policy over practice, with 28% of small businesses (0-49 employees) doing this compared to 23% of medium sized organisations (50- 249 employees), 21% of large organisations (250 – 499 employees) and 22% of very large organisations (500+ employees).

### **16.2.2 New or Existing Policies?**

Although many delegates (80%) had reviewed or revised existing policies, some delegates were starting from scratch in at least one area. 60% said that they had either introduced or planned to introduce a new policy or procedure. New policies were a less likely outcome in very large organisations (over 500 employees), with less than half (47%) of delegates having introduced or planned to introduce a new one, however new policies were a lot more common in large (68%), medium (56%) and small (66%) organisations.

New policies were more likely to result from courses on 'Age Discrimination' (77% of delegates), 'Written Statements and Contracts' (75%) and 'Employing People' (74%). This compares to 53% of delegates on 'Bullying and Harassment' courses who had introduced or were planning to introduce a new policy.

### **16.2.3 Reviewing, rather than amending, policies or procedures**

Eight in ten (79%) delegates said that they had reviewed a policy following their training. However this was rarely the only outcome of Acas training: only 6% of delegates solely reviewed their policies without making some kind of change (or planning a change).

86% of delegates reviewed a policy following attendance at an 'Employment Law Up-date', as did one in eight (81%) delegates who went on a course on 'Discipline and Grievance'. Courses on 'Bullying and Harassment' were least likely to result in a policy or procedure being reviewed, with 63% of delegates saying they had conducted such a review. This may be due to the fact that some delegates did not previously have a policy in the area, for example delegates on 'Bullying and Harassment' courses were the most likely to say that they came on the course to introduce a new policy (27%).

### **16.2.4 Revising Existing Policies, Procedures or Practices**

Over half (52%) of delegates *revised* a policy or procedure and 57% *revised* some practice. When these are combined 73% had either revised a policy, procedure or a practice.

There was a lot of disparity on this question depending on what course the delegate attended. Courses on 'Employing People' were most likely to result in the revision of an existing policy, procedure or practice with 84% of delegates having done this. A revision of an existing policy, procedure or practice was also likely among those attending courses on 'Absence/ Attendance Management' (82%), 'Age Discrimination' (81%) and 'Written Statements and Contracts' (81%). However just 68% of delegates on 'Bullying and Harassment' courses and 69% of those on 'Employment Law Up-dates' revised an existing policy, procedure or practice.

### **16.2.5 Subject of the policy or practice**

Where policies were introduced, reviewed or revised, the change wasn't limited to policies corresponding to the subject of the course. For example, of delegates who attended courses on 'Age Discrimination', only 17% introduced/ revised/ reviewed a specific policy on age discrimination; 23% about attendance/ absence management; 40% on contracts and written statements; 30% on discipline and grievance; 55% on equality and diversity; 55% on

recruitment and selection; and 30% on redundancy handling (for other subjects see table 28)

### **16.2.6 Other areas of organisational impact**

Delegates were asked to describe any areas of positive impact on their organisation resulting from the individual's attendance at Acas training. Nearly half (48%) gave an answer to this question.

Of the delegates who answered the question, 9% felt that they had avoided a tribunal claim as a result of attending the Acas training. A further 14% gave answers regarding absence/attendance management such as a reduction in sickness level, the introduction of return to work interviews or some other change in how absence was handled. Other delegates noted a reduction in the use of their disciplinary procedures or had resolved a specific disciplinary situation (8%) or increased efficiency in dealing with employment matters (9%).

Other, more general, impact cited included increased awareness of current and future legislation, better staff awareness, training and morale, issuing clearer policies and guidance and more consistency and fairness (see table 29).

## **17. Satisfaction After the Event**

Satisfaction expressed 3-9 months after the event was very slightly lower than that expressed on the day of the event, although this may be due to the fact that the impact survey is based upon a sample of delegates rather than all delegates. Several months after attending the event 96% of delegates stated that they were 'satisfied' or 'very satisfied', with just over half (52%) of delegates being 'very satisfied' – compared to 58% and 39% on the day. Six delegates out of 862 (1%) stated that they were dissatisfied after the event, compared to just 15 out of 6296 (0.2%) on the day of the event.

Again a larger proportion (56%) of delegates from small organisations were 'very satisfied' 3-9 months after the event than were delegates from larger organisations (see table 30). For example slightly less than half (45%) of delegates from very large organisations were 'very satisfied' and 8% and 5% respectively of delegates from large and very large organisations were 'neither satisfied nor dissatisfied'.

There were certain subjects where delegates were particularly likely to be less satisfied after the event than they were on the day. For example, on courses on 'Employing People', 69% of delegates were 'very satisfied' on the day (see above), compared to 45% 3-9 months afterwards. However, more research would be needed to find out why this is (for example it could be due to sampling error).

The differences by event type noted above in delegate satisfaction on the day were not reflected 3-9 months later, with just over half of delegates on each type of event<sup>24</sup> being 'very satisfied', and at least 94% of delegates being satisfied/ very satisfied.

## **18. How worthwhile is Acas training?<sup>25</sup> (see table 31)**

In the months following the event a majority of delegates (60%) considered attendance at Acas training to have been 'very worthwhile', with a further 38% classing it as 'fairly worthwhile'. 15 delegates (out of 884, or 2%) felt that it was 'not very worthwhile', while only 3 delegates said it was 'not at all worthwhile'.

Shorter courses were more likely to be regarded as very worthwhile by a larger proportion of delegates. Three quarters (75%) of delegates on 2 hour courses classed them as very worthwhile, compared to 55% of those on whole day courses and 60% on half day courses.

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<sup>24</sup> This excludes conferences because there were only 36 responses from conference delegates and so the percentages are not a reliable indicator

<sup>25</sup> Unless otherwise specified all data in this section is from the Training Impact Survey

Key Points Sessions were most likely to be considered to have been very worthwhile (62% of delegates), but this is only slightly greater than Getting It Right Sessions (60%), where delegates have more time for discussion and exercises to reinforce learning. More than half of delegates (56%) on In-Depth Sessions classed it as worthwhile.

There was some disparity on this question depending on the subject of the course. For example three-quarters (75%) of delegates on courses covering 'Written Statements and Contracts' considered the course to be very worthwhile, while on 'Bullying and Harassment' events just over half of delegates (51%) felt the course was very worthwhile.

Looking at it by characteristics of the delegates and their organisations, somewhat more than two thirds (68%) of delegates from small organisations considered Acas training to be very worthwhile. This compares to just under half (48%) of very large organisations. Two thirds (67%) of delegates whose organisation had no access to a HR specialist stated that the course was very worthwhile, compared to just over half (56%) of delegates without.

'Owner/ Managers' and 'other' managers were most likely to consider the course to be very worthwhile (68% and 70% respectively). Supervisors/ line managers (60%) were less likely. There was also a mixed picture among specialists, with just over half (55%) of HR/ Personnel Specialists stating that the course was worthwhile, in contrast to two thirds (66%) of lawyers.

However, on all the breakdowns listed above at least 95% of delegates said that the course was fairly worthwhile or very worthwhile.

## **Workplace Training**

### **19. Background**

Workplace Training events are run within individual organisations, to delegates selected by the organisation from among their staff. Existing Acas training content is adapted and tailored towards the particular needs of the organisation. Often organisations will require a series of events to be run over a period of time to either several groups of delegates or on several topics. This may be to launch new or revised policies within the organisation, to address a particular issue or to assist staff the practical application of good employment practice. Although the organisation will decide who is involved in designing and who attends the training from their organisation, Acas does aim to involve both representatives of management and employees/ their representatives where appropriate.

### **20. Sources of data used in this section**

Workplace Training events in 2005-6 were covered by the following evaluation tools:

#### **20.1 Training Delegate Feedback Survey**

In 2005-6 the delegate feedback survey covered 1262 Workplace Training events, compared to 848 in 2004-5. In 2005-6 there were 1676 events recorded on the Acas Management Information database, giving an approximate event coverage rate of 75%. This is an increase of 17% from 2004/5 when it was 58%. It is likely that the increase in the event coverage is due to the efforts of local training managers following up any reasons why any event wasn't evaluated.

In total 14393 delegates responded to the survey. There were 15290 delegates at events where questionnaires were received, giving a delegate response rate of 94%. This is in line with the delegate response rate in 2004/5 when it was 94%.

All analysis of this survey is based on delegates who answered each question and so excludes those who left the question blank as well as those who selected 'don't know' or 'not applicable'.

#### **20.2 Case Studies**

In-depth interviews were conducted with managers, delegates and Acas trainers on particular groups of Acas Workplace Training events. These aimed to get detailed information on Workplace Training and its effects on the organisations involved. Information gathered from these interviews was analysed and written up in detail to be used internally within Acas. Brief summaries of several of these case studies are available on the Acas website ([www.acas.org.uk](http://www.acas.org.uk)).

### **21. Impact survey not conducted**

No impact survey took place in 2005-6 on Workplace Training events, due a lack of delegate contact details. As impact information is a main indicator of Acas' training performance in its Service Level Agreement, alternative methods of getting this information will be investigated in 2006-7. This will involve getting impact data from the main contact at the organisation rather than from a range of delegates.

### **22. Who goes on Acas Workplace Training events?**

According to the Acas management information system (MIS) there were 1676 events in 2005-6, which is an increase on 2004-5 when there were 1473 events. On average 12 delegates attended each event.

#### **22.1 Organisation characteristics**

As might be expected, Workplace Training was most likely to take place in larger organisations. In fact, around half (49%) of Workplace Training events took place in very large organisations (with more than 500 employees) in 2005-6, which is a slight decrease on 2004-5 when 52% of events took place in very large organisations. However there was an increase in the proportion of events that took place in small organisations (with 0-49

employees), from 4% in 2004-5 to 7% in 2005-6 (see table 32). However, although it is Acas staff who fill in the details of the size of the organisations, this was not completed for 11% of Workplace Training events, perhaps suggesting that this information is not always available to the Acas trainer.

## **22.2 Demographics**

Workplace Training delegates were most likely to be aged between 41 and 59. More than half (53%) of them were in this age group, compared to 42% of the UK working population. As with Open Access events, delegates were less likely to be aged between 16 and 21 or over 60 (see table 4), compared to the workforce as a whole.

In contrast to Open Access events, where delegates were more likely to be women, 56% of Workplace Training delegates were men and 44% women (see table 3). This is closer to the proportion of men and women in the UK working population (54% men and 47% women).

95% of workplace training delegates were white, compared to 93% of the UK working population (see table 5).

## **23. Delegate satisfaction (see table 33)**

Almost all (97%) Workplace Training delegates said that they were either 'satisfied' or 'very satisfied' with the training they received from Acas, with the remaining 3% stating that they were 'neither satisfied nor dissatisfied'. Only 68 delegates (0.5%) expressed any dissatisfaction.

Within this, more than half of delegates (53%) were 'very satisfied'. This is actually a slight decline in satisfaction compared with previous years. In 2004-5, six in ten (60%) Workplace Training delegates claimed to be 'very satisfied', while in 2003-4 this figure was 57%.

Satisfaction levels were highest among small organisations, with two thirds of delegates (66%) from organisations with less than 50 employees stating that they were 'very satisfied', compared to 51% of delegates from very large organisations.

Delegates who attended Workplace Training events on 'Age Discrimination', 'Written Statements and Contracts' and 'Employment Law Up-Dates' were most highly satisfied, with more than six in ten delegates (63%, 63% and 61% respectively) saying that they were 'very satisfied'. This compares to 37% of delegates who went on events covering 'Stress'.

## **24. Where do Workplace Training events come from?**

Most (39%) Workplace Training events resulted from a general enquiry to Acas from the organisation involved. As with Open Access events, there was little evidence of cross-selling of Workplace Training by Acas staff, with only 13% of Workplace Training events stemming from the Acas Equality and Diversity Section (7%), Workplace Project work (5%) and Collective Conciliation (1%). However, given that the high levels of 'other' given on this question (37%) and that some cross-selling, for example a call to the helpline, could be classed as a 'general enquiry', it may be that the options listed in the question should be revised.

The main source of Workplace Training covering 'Equality and Diversity' was the Acas Equality and Diversity Section, with more than half of events (51%) coming from this source. However this figure could actually be higher as this question wasn't completed for one in five (21%) 'Equality and Diversity' events. Just 13% of 'Equality and Diversity' Workplace Training came from a 'general enquiry'. 10% of Workplace Training on 'Bullying and Harassment' also came from this source.

## **25. How relevant is Workplace Training...?**

### **25.1 To delegates**

79% of delegates felt that the Acas Workplace Training event they attended was relevant to their job 'to a large extent' and a further 20% said that it was 'partly' relevant to their job. This is only very slightly lower than for Open Access events where it was 81%. This may be surprising to some – however, given that organisations pay for Workplace Training by trainer time rather than the number of delegates attending, they might train people who they would not have sent on an external training course.

Workplace Training covering 'Employment Law Up-dates', 'Written Statements and Contracts' and 'Bullying and Harassment' were most likely to be described as relevant to the delegate's job 'to a large extent' (88%, 86% and 86% of delegates respectively). The highest proportion of delegates (4%) to describe their Workplace Training as 'not at all' relevant to their job was on courses covering 'Stress', despite the likelihood that stress would affect most people at some stage of their working life (see table 34).

As with Open Access events, delegates from small organisations (with less than 50 employees) were most likely to find Workplace Training to be relevant to their job to a large extent, with 82% stating this. However three quarters (76%) of delegates from large organisations (250 to 499 employees) and 80% of delegates from very large organisations (with more than 500 employees) also found the training to be relevant to their job 'to a large extent'.

### **25.2 Delegate Learning Needs**

82% of delegates considered the course to have met their own learning needs 'to a large extent', with the remaining 18% stating that their learning needs were 'partly' met. This is similar to 2004-5, when 83% of delegates felt that their learning needs had been met 'to a large extent', but an increase on 2003-4, when 78% stated this.

Delegates from small organisations (with 0-49 employees) were most likely to state that the Workplace Training event met their own learning needs, with 86% saying that they were met 'to a large extent', compared to 81% of those from very large organisations (500+ employees).

86% of delegates who attended courses on 'Bullying and Harassment', 'Discipline and Grievance' and 'Written Statements and Contracts' believed that the training met their learning needs 'to a large extent'. This compares to only 57% of those on courses covering 'Stress' and 72% of those trained in 'Information, consultation or negotiation' (see table 35).

### **25.3 Relevance to organisation**

The content of each Workplace Training programme is agreed in advance with the organisation's representative (often a HR representative, whose department usually pays for the course), and where appropriate relevant employee representatives. However this question is asked of all delegates whether or not they agree with the needs identified by their representatives.

Despite this 88% of delegates agreed that the course was relevant to their organisation 'to a large extent', with a further 11% stating that it was 'partly' relevant to their organisation. There was little difference on this point by size of organisation (between 85% and 89%).

However there was disparity on this question depending on the subject covered by the course (see table 36). Almost all delegates (94%) found that the course they attended on 'Written Statements and Contracts' was relevant to their organisation. Similarly, 93% of delegates who attended training on 'Employment Law Up-Dates', 92% of those on 'Bullying and Harassment' and 91% of those on courses on 'Discipline and Grievance' stated that the course was relevant 'to a large extent'. This compares to just over three quarters of delegates (76%) who went on courses on 'Stress'.

## 25.4 Agreed Objectives

The objectives of each Workplace Training event are agreed with organisational representatives – usually managers and, where possible, employee representatives. As in the previous survey, nine out of ten (90%) delegates felt that the course met the agreed objectives ‘to a large extent’ and the remaining 10% said that they were met ‘partly’.

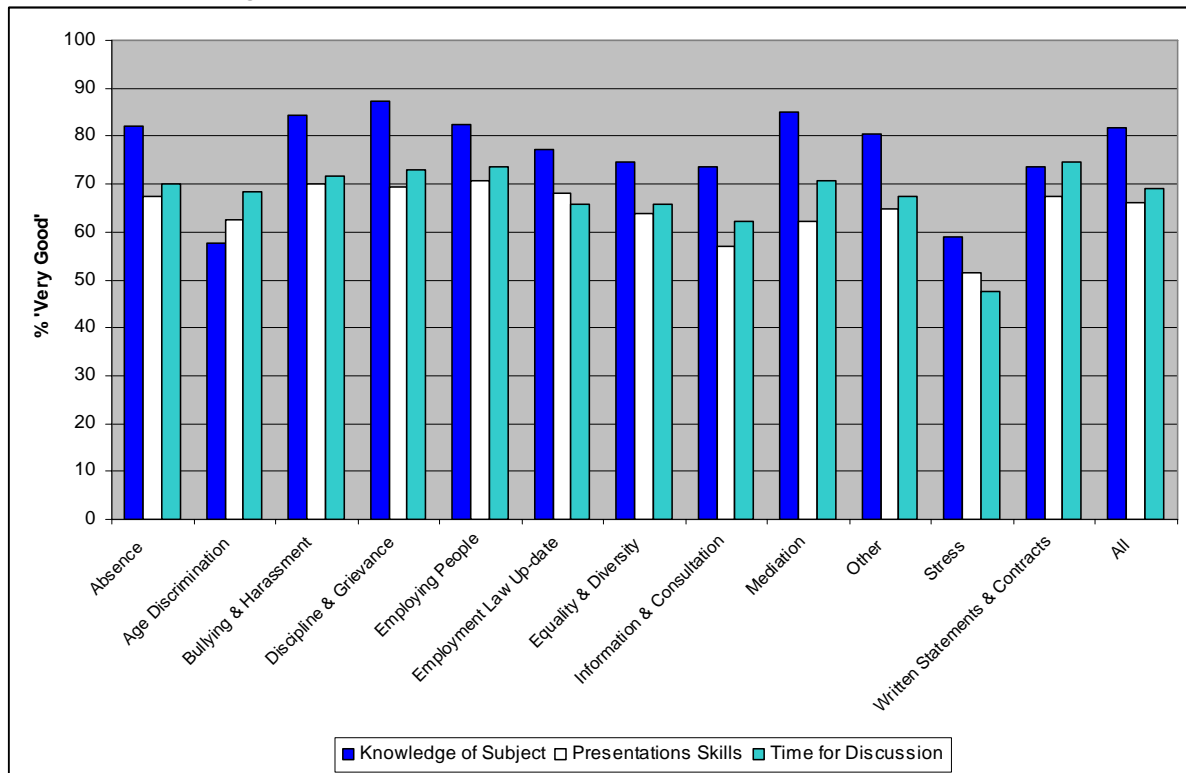
Virtually all delegates (97%) who attended courses covering ‘Written Statements and Contracts’ found that the course objectives were met ‘to a large extent’. This compares to 83% of those on courses covering ‘Information, consultation or negotiation’, 83% attending courses on ‘Employing People’ and 81% of people on ‘Stress’ training (see table 37).

## 26. Trainers

### 26.1 Knowledge

The knowledge of the Acas trainer continued to be judged very highly by delegates, with 82% describing it as ‘very good’ and 18% describing it as ‘good’. Only 10 individuals out of 14,061 had any criticisms (‘poor’ or ‘very poor’) of the knowledge of the trainer. This builds on delegate feedback from previous years when 81% (2004-5) and 79% (2003-4) of delegates classed the knowledge of the trainer as ‘very good’.

Figure 3: Trainer Knowledge, Presentation Skills and Time for Discussion, by Subject of Workplace Training



The knowledge of Acas trainers on courses such as ‘Discipline and Grievance’ and ‘Mediation’ were rated highly by particularly large proportions of delegates, with 87% and 85% of delegates classing their knowledge as ‘very good’. As with 2004-5<sup>26</sup>, other subjects tended to have slightly lower proportions of delegates describing the knowledge of the presenter as ‘very good’. For example, in 2005-6 58% of delegates classed the knowledge of the Acas trainer on the new ‘Age Discrimination’ legislation as ‘very good’, with a further 40% stating that it was ‘good’ and 2% staying ‘neutral’.

<sup>26</sup> In 2004-5, Workplace Training on ‘Information, consultation or negotiation’ had the lowest rating of ‘very good’ in terms of trainer knowledge of the subjects area – 72%



## **26.2 Presentation skills**

Almost all (98%) delegates rated the presentation skills of the Acas trainer as 'very good' (66%) or 'good' (32%). This is a slight increase on 2004-5 when 63% rated them as 'very good' and 34% rated them as 'good'.

## **26.3 Time for Discussion**

Similarly, almost all delegates (97%) were happy with the time allowed for discussion at their Workplace Training event (69% rated this as 'very good' and a further 28% rated it as 'good'). This is in line with 2004-5 when 68% of delegates rated the time given for discussion as 'very good' and 28% rated it as 'good'.

There was some disparity on this question depending on the subject of the training. For example three quarters (75%) of delegates on events covering 'Written Statements and Contracts' felt that the time given for discussion was 'very good', compared to just under half of delegates on 'Stress' events.

## **27. Length of course**

In terms of the time allowed for the course, 88% of delegates said that the Workplace Training course they attended was 'about right'. 7% felt the time allowed was 'insufficient' and 5% considered the course to be 'too long'.

One in five (19%) delegates who attended 'Employment Law Up-dates' and 11% of those on courses on 'Information, consultation or negotiation' believed that the time given for the course was insufficient. However on other subjects the picture was less clear. For example on courses on 'Employing People', 12% of delegates considered the time allowed for the course to be 'insufficient', but 9% considered the time given to be 'too long'.

Surprisingly, there was little difference in delegates' views on the time allowed for the event by the actual length of the training. 89% of delegates on 2 hour courses considered the time allowed for the training to be 'about right', although 11% felt it was 'insufficient'. This compared to 89% of delegates on 1 day courses who stated that the time allowed was about right with 7% considering it to be 'insufficient' and 4% considering it to be 'too long'. On half day courses, 86% of delegates said that the time allowed was 'about right', 5% felt it was 'too long' and 8% considered it to be 'insufficient'.

## **28. Effect of employee/ management involvement**

According to Acas trainers, 38% of Acas Workplace Training events were attended by both managers and employee representatives. However, just under half (48%) of delegates stated that managers and employee representatives were at the event they attended. The following percentages are based upon delegates who answered the questions and so exclude delegates who attended an event where either management or employee representatives did not attend.

### **28.1 Exchanging Ideas**

99% of delegates agreed – either 'to a large extent' (84%) or 'partly' (15%) – that having management and employee representatives at the event allowed a free exchange of ideas. This was most apparent on courses covering 'Mediation', where one in nine (90%) delegates believed 'to a large extent' that ideas could be exchanged freely. However, a smaller proportion of delegates on training about 'Stress' (76%) and 'Equality and Diversity' (79%) believed this 'to a large extent' (see table 39).

### **28.2 New Opportunities to Work Together**

In line with previous years, more than two thirds (69%) of delegates agreed 'to a large extent' that having managers and employee representatives at the Workplace Training events provided a new opportunity to work together, with a further 29% agreeing 'partly' (see table 40). Delegates on 'Mediation' and 'Information, consultation or negotiation' courses were most likely to agree with this 'to a large extent' (80% and 77% respectively).

### **28.3 Working Together in the Future**

Virtually all delegates (98%) agreed 'to a large extent' (69%) or 'partly' (29%) that having managers and employee representatives at the Workplace Training event might make working together easier in the future. This is a slight increase on 2004-5, when 65% agreed 'to a large extent'.

Again, delegates who attended Workplace Training covering 'Mediation' and 'Information, consultation or negotiation' were most likely to agree with this 'to a large extent' (83% and 77% respectively) (see table 41).

Delegates from very large organisations (500+ employees) were most likely to agree that the attendance of management and employee representatives at the Workplace Training event would make working together easier in the future, with 71% of delegates agreeing 'to a large extent' (see table 42). This compares to less than two thirds (63%) of delegates from small organisations (0-49 employee).

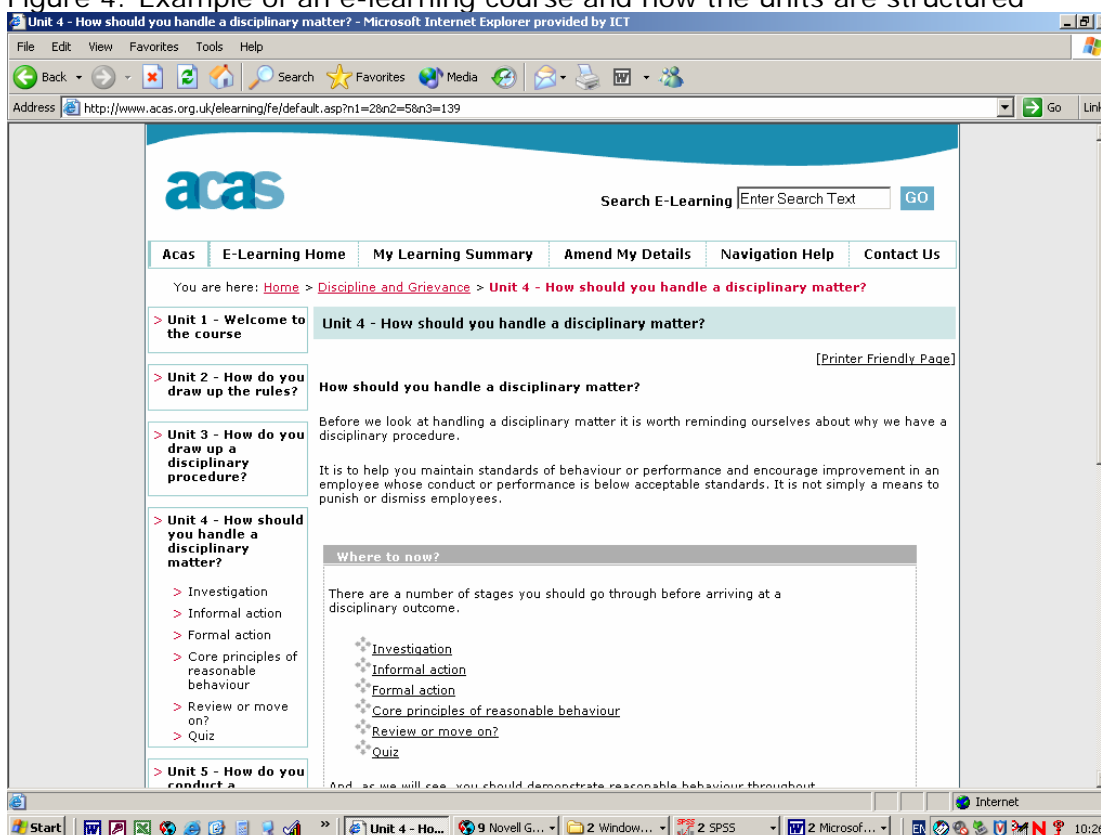
## E-learning<sup>27</sup>

### 29. Background

Launched in October 2004, this free service is available on the Acas website ([www.acas.org.uk](http://www.acas.org.uk)). Users register to gain free access to courses covering a range of subjects. In 2005-6 the courses available were: 'Contracts and Written Statements'; 'Discipline and Grievance'; 'Information, consultation or negotiation'; 'Managing Absence'; 'Working Parents'; and 'Redundancy Handling'. A course on 'Bullying and Harassment' was added in November 2005.

Each course aims to cover the subject from a basic level and so be accessible to everyone. However courses are based around a modular structure (see Figure 4) to allow users to dip in and out of them depending upon their existing level of knowledge. Learning is backed up by interactive exercises to reinforce learning and to help users contextualise their learning.

Figure 4: Example of an e-learning course and how the units are structured



### 30. Sources of information on E-learning

#### 30.1 Survey of E-learning

Email invitations were sent to 3,530 people who had registered for e-learning; 358 of these email addresses were invalid and 30 people were on long term leave or no longer worked for the company. Of the 3,142 people who received the email invitation, 825 completed the online questionnaire. This is a response rate of 26%.

<sup>27</sup> Unless other wise specified all information in this section comes from the E-learning Survey

## **30.2 Registration database**

In order to gain the sample of users for the e-learning survey, Acas purchased a database of users from the external contractors who hold the data on Acas' behalf. They provided a database of user details up until December 2005. Limited information on user registrations was available from this source, which is used where possible in the analysis below. However there is no information available on issues such as whether or not people have actually used the e-learning unit or any usage data.

## **31. Who registers for Acas e-learning?**

### **31.1 Numbers<sup>28</sup>**

By the close of 2005, 33,941 individuals had registered for at least one Acas e-learning unit and 351 had de-registered. 18,158 had registered between 01/04/05 and 01/01/06, meaning that there were on average 2,018 new registrations each month.

### **31.2 Subjects of courses<sup>29</sup>**

When they register people can choose which courses they want to register for. Most people (70%) registered for more than one course. On average people registered for 3 topics (exact figure is 3.4).

The 'Discipline and Grievance' course was most popular, with more than three quarters (76%) of users registering for it. 'Bullying and harassment' was only available in the latter part of the year and so only 19% of users registered for it (see table 43).

## **31.3 E-learning Users**

### **31.3.1 Demographics**

As with Open Access events, women were most likely to use the service. 71% of those who registered for e-learning were women, compared to 29% of men (see table 3).

In terms of age, e-learning tended to be used by older people aged between 41 and 59. More than half of users (52% of those who registered and 56% of those who both registered and went onto use e-learning) came from this age group. This compares to 42% of the UK working population who fall into this age group. As with Open Access events, those aged between 16 and 21 and those over 60 are less likely to be users of e-learning (see table 4).

The profile of e-learning users was close to the profile of the UK working population, with 92% stating that they were white, compared to 93% of the UK working population (see table 5).

For 96% of those who registered for e-learning, English was a first language. 1% of users had Welsh as a first language and the remaining 3% of those who registered selected 'other'. The other languages given included: German, Italian, Scottish, Hungarian, Portuguese, Irish, French, Chinese, Gujarati, Hindi, Urdu, Filipino, Turkish, Greek, Spanish and Afrikaans.

A higher proportion of e-learning users than Open Access delegates had some kind of long term illness or disability (10%) and one that affected the kind of work that they could do (4%). This is closer to the profile of the UK working population where 12% have an illness or disability and 5% have one that affects the type of work they can do.

### **31.3.2 Occupation**

More than a third (35%) of users of e-learning were HR/ Personnel specialists. A further third (36%) were managers (13% were supervisors or line managers, 9% were owner/ managers and 14% were some other type of manager). On the employee side, 10% classed themselves as employees and 6% as employees/ employee representatives. Only 2% were lawyers or solicitors, compared to 9% of Open Access delegates (see table 44).

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<sup>28</sup> Unless otherwise specified all data in this section is from the E-learning user registration database

<sup>29</sup> Unless otherwise specified all data in this section is from the E-learning user registration database

## **31.4 Organisational details**

### **31.4.1 HR expertise**

Users of e-learning were more likely than Open Access delegates to work for an organisation with access to HR expertise. Just over half (57%) of Open Access delegates had access to HR expertise, compared to 63% of e-learning users.

### **31.4.2 Size of Organisation**

E-learning is more likely to be used by SMEs, who may not have as easy access to face-to-face training as larger organisations. Three quarters (75%) of users of e-learning are from SMEs (less than 250 employees), compared to two thirds (67%) of delegates who come on Open Access events.

## **32. How do people use e-learning?**

### **32.1 Registration**

Before they can use e-learning people have to register and provide a few details, including an e-mail address. E-mail addresses are not validated and so several e-mail invitations to the survey came back as incorrect.

Almost a third (29%) of those who responded to the e-learning survey said that they had not used e-learning. However this is likely to be an underestimate as people who have not used the package are probably less likely to take the time to respond to a survey. To find out the true proportion of people who register and then go on to use e-learning, analysis of whether/how often people log back into the service would be needed. However as this data is held by an external company, no analysis of this data can currently be conducted.

### **32.2 Amount of use**

Acas e-learning has been designed to allow people to dip in and out of each course, spending time on areas they are unfamiliar with or need to know about at the time, and skipping any sections where they have existing expertise or feel is not relevant to them. Most delegates had used it in this way, with only 18% completing an entire course from start to finish. A further 11% had completed most of the course and 8% had completed some of the course.

Almost half of delegates (48%) said that they had just browsed the material and 16% used e-learning as a reference tool, coming back to sections as and when they needed to.

## **33. Why do people use e-learning?**

E-learning users were given a list of seven reasons for registering for e-learning and asked to select any that applied to them, and then indicate the most important of these.

### **33.1 Personal aims**

#### **33.1.1 Improving Knowledge of Subject**

As with Open Access training, improving their own knowledge of the subject was the most important reason for the largest number of people, with more than a third of delegates (34%) selecting this. 68% of users gave this as one of their reasons when selecting all the reasons that applied to them.

#### **33.1.2 Learn new subject**

Few users said that they were coming to the subject for the first time. Only 7% of users gave learning a new subject as a reason for registering for e-learning and just 4% gave it as the most important reason.

#### **33.1.3 Preparation for a qualification**

8% of users had registered for e-learning to help them to prepare for a qualification, but this was usually one of a number of reasons and the most important reason for just 2% of users.

#### **33.1.4 To deal with a specific situation (current or future)**

For one in five delegates (20%), dealing with a current problem that had arisen in the workplace was selected as a reason for registering. For almost all these people (19.8%) it was the most important reason.

However, a larger proportion of users were thinking about the future, with 36% of users registering to prepare to deal with a problem or situation that might occur in the workplace in the future. For 14% this was the most important reason.

#### **33.1.5 Legal compliance**

A quarter of delegates gave learning how to comply with legal requirements as their most important reason for using e-learning. This was also a contributory factor for almost half of users (46%).

#### **33.1.6 Asked by others in the organisation**

Just 5% of delegates had been asked to use e-learning by someone in their organisation, and this was the most important reason for as few as 1%.

### **33.2 Organisational Aims**

Users were given a list of five possible changes and asked to state whether they had happened as a result of Acas e-learning or not. They were also given the option of saying that they did not know or to state that the situation was not applicable – these have been excluded from the analysis below.

#### **33.2.1 Policy or Practice**

Practice seemed to be more important to users of e-learning than it was to delegates who attended Open Access events. Although similar proportions (37% of Open Access delegates, 34% of e-learning users) listed reviewing or revising an area of workplace practice among their reasons for registering, 18% of e-learning users gave this as their most important reason, compared to just 8% of Open Access delegates.

#### **33.2.2 New or existing policies**

18% of users of e-learning gave introducing a new policy as one of their reasons for registering, with 8% giving it as the most important reason. However, 42% of delegates used e-learning for the reassurance of confirming that existing policies were correct, and this was the most important reason for one in five (21%).

#### **33.2.3 To ensure best practice or compliance with the law**

As with Open Access delegates, ensuring best practice was of roughly equal importance to people as ensuring compliance with the law, but when it came to giving the most important reason more delegates gave legal compliance than best practice. For users of e-learning, slightly more delegates (44%) gave good practice as one of their reasons for registering, compared to 41% who selected legal compliance as one of their reasons. However when we look at the most important reason, legal compliance was ticked by 30% of users, compared to 22% who listed good practice.

### **34. User views of e-learning**

#### **34.1 User Satisfaction**

Levels of satisfaction with e-learning were lower than for face-to-face training, with 32% of e-learning users saying that they were 'very satisfied' and 53% 'satisfied'. However, levels of dissatisfaction were similar, with 1% of e-learning users claiming to be 'dissatisfied' or 'very dissatisfied'.

However, among those who had completed the entire e-learning course satisfaction levels were comparable to face-to-face training, with 55% claiming to be 'very satisfied' and 40% saying that they were 'satisfied'.

## **34.2 Recommendation**

More than half of delegates (51%) were 'very likely' to recommend Acas e-learning to a colleague or other manager. A further 36% of delegates were 'likely to recommend e-learning'.

## **34.3 Worthwhile**

Almost all users (93%) of e-learning said that it was either 'very worthwhile' (47%) or 'fairly worthwhile' (46%).

## **35. How relevant is e-learning?**

E-learning tended to be seen as more relevant to users than to their organisations. In terms of their own learning needs, 63% felt that the e-learning course met them 'to a large extent', with 35% saying their learning needs were 'partly' met. 60% of users reported that e-learning was relevant to their job 'to a large extent', with a further 38% classing it as 'partly' relevant to their job. More than half (57%) considered e-learning to be relevant to their organisation 'to a large extent' and 42% considered it to be 'partly' relevant.

## **36. Ease/ difficulty**

### **36.1 Course content**

Users were far more likely to find e-learning 'very easy' (39%), 'easy' (29%) or 'just right' (29%) than 'quite hard' (2%) or 'very hard' (0 users).

### **36.2 Language used**

According to users the language used in the e-learning courses was in plain English. 42% of users described it as 'very easy', 26% as 'easy' and 31% as 'just right'. 1% of users claimed it was 'hard' or 'very hard'

### **36.3 Finding information**

E-learning aims to be easy to navigate and tries to make information available and easy to find. 5% of users had some difficulty finding the information they required and described it as 'quite hard' or 'very hard'. However the vast majority considered it to be 'very easy' (35%), 'easy' (31%) or 'just right' (30%).

## **37. What happened after using e-learning?**

### **37.1 To delegates**

#### **37.1.1 Preventing problems in workplace**

As a result of e-learning, 19% of users 'strongly' agreed that they felt that they could now prevent relevant problems in the workplace. A further 50% 'tended to agree' with this. Only 5% of delegates either 'strongly disagreed' or 'tended to disagree'.

#### **37.1.2 Dealing effectively with relevant situations**

One in five (20%) of delegates 'strongly agreed' that they had dealt more effectively with a relevant situation (where one had occurred) as a result of Acas e-learning, and 43% 'tended to agree'. However 32% of users 'neither agreed nor disagreed' with this and 4% either 'tended to disagree' or 'strongly disagreed'.

#### **37.1.3 Confidence in dealing with relevant situations**

More than three quarters of delegates (78%) felt that their confidence in dealing with relevant situations had improved as a result of using Acas e-learning. 23% 'strongly agreed' that it had and 55% 'tended to agree' that it had.

#### **37.1.4 Understanding of Subject**

79% of users 'strongly agreed' that, as a result of e-learning, they now had a deeper understanding of the subject area. 22% 'strongly agreed' with this and 57% 'tended to agree'.

### **37.1.5 Use it as a reference tool**

Almost all (90%) users would use Acas e-learning as a reference tool in the future, with half of delegates (50%) strongly agreeing. Only 3% disagreed.

### **37.2 To their organisations**

A third (32%) of users had introduced a new policy or procedure as a result of undertaking Acas e-learning, and almost half (47%) planned to introduce a new policy or procedure.

In terms of existing policies, 77% of e-learning users had *reviewed* one or more policy or procedure and more than half (55%) had *revised* at least one.

Users of e-learning were more likely than Open Access delegates to revise an area of practice, with 65% saying that they had done this compared to 57% of Open Access delegates.



### **38. Conclusions**

In conclusion, delegates and users came on Acas training or used e-learning in order to increase their knowledge of the subjects concerned. Other factors, such as dealing with a specific situation or a future situation, also played a part for many. Although ensuring good practice does seem to be an aim for many delegates/ users of e-learning, for a proportion of these, legal compliance was more paramount when they were asked to select their 'most important' reason.

As a result of Acas training the vast majority of both delegates and users could cite examples of how things had changed either for themselves personally in how they deal with workplace issues or to their wider organisation in the form of changed policy practice, or awareness raising.

However the reasons for needing Acas training are not available for Workplace Training events due to gaps in data collection within Acas, and so if a full picture of Acas training is to be achieved these will need to be addressed.

table 1: Subject of Open Access Training by event type

	% All event types combined	% Conference	% Getting it right session	% In-depth session	% Key point session	% Other	No. of events
Absence/ Attendance Management	11	0	73	6	20	1	85
Acas Model Workplace	2	0	17	6	67	11	18
Age Discrimination	6	0	17	19	64	0	47
Bullying and Harassment	4	0	83	3	13	0	30
Discipline and Grievance	25	0	70	5	24	1	196
Employing People	14	0	96	2	2	0	107
Employment Law Up-date	6	6	50	14	28	2	50
Equality and Diversity	6	24	47	13	11	4	45
Information and Consultation	2	0	22	72	0	6	18
Maternity and Parental Rights	2	0	94	0	6	0	16
Mediation	1	0	29	71	0	0	7
Other	10	12	44	26	10	9	82
Stress	4	12	24	55	9	0	33
Written Statements and Contracts	7	0	81	0	19	0	57
All Subjects	100	4	63	12	19	2	791

Source: Acas Management Information Systems (Events Database)

table 2: Length of course by subject

	% 2hrs <sup>1</sup>	% Half Day	% One day (or more)	% Unknown	No. of events
Absence/ Attendance Management	0	95	4	1	85
Acas Model Workplace	11	83	6	0	18
Age Discrimination	6	91	0	2	47
Bullying and Harassment	0	83	17	0	30
Discipline and Grievance	0	78	22	0	196
Employing People	0	65	35	0	107
Employment Law Up-date	6	68	22	4	50
Equality and Diversity	2	73	24	0	45
Information and Consultation	6	78	17	0	18
Maternity and Parental Rights	0	81	19	0	16
Mediation	0	86	14	0	7
Other	0	63	35	1	82
Stress	3	79	18	0	33
Written Statements and Contracts	0	96	4	0	57
UK	1	78	20	1	791

Source: Acas Management Information Systems (Events Database)

table 3: Gender of delegates/ users of e-learning compared to the UK working population

	% Male	% Female	No. of delegates/ users
Acas Open Access Training	30	70	4,887
Acas Workplace training	56	44	11,059
Acas E-learning (those who registered)	29	71	818
Acas E-learning (those who used the service)	31	69	574
UK Working Population	54	47	56,065

Sources: Training Delegate Feedback Survey, Survey of E-learning and the Labour Force Survey

<sup>1</sup> The drop down box on the Events Database does not give a 2hr option, however it allows over-typing for shorter events, however this is not clearly labelled and so the number of 2hr events is probably an underestimate.

table 4: Age of delegates/ users of e-learning compared to the UK working population

	% 16-17	% 18-21	% 22-40	% 41-59	% 60-64	%65+	No. of responses
Acas Open Access Training	0	1	50	46	2	1	5,813
Workplace training	0	0	44	53	2	1	13,617
Acas E-learning (those who registered)	0	1	44	52	2	0	814
Acas E-learning (those who used the service)	0	1	41	56	2	0	569
UK Working Population (Labour Force Survey)	2	6	43	42	5	2	56,065

Source: Training Delegate Feedback Survey, Survey of E-learning, Labour Force Survey

table 5: Ethnic background of delegates/ users of e-learning compared to the UK working population

	% White <sup>2</sup>	% Mixed <sup>3</sup>	% Indian	% Pakistani	% Bangladeshi	% Other Asian	% Black Caribbean	% Black African	% Other Black	% Chinese	% Other	No. of responses
Acas Open Access Training	96	0	1	0	0	0	0	1	0	0	0	5,820
Acas Workplace training	95	0	1	0	0	0	1	1	0	0	0	13,634
Acas E-learning (those who registered)	92	1	2	0	0	1	2	1	0	1	1	803
Acas E-learning (those who used the service)	92	1	2	0	0	1	1	1	0	0	1	561
UK Working Population	93	1	2	1	0	0	1	1	0	0	1	213,394

Source: Training Delegate Feedback Survey, Survey of E-learning, Labour Force Survey

<sup>2</sup> In order to match the Labour Force Survey, the following Acas categories have been combined: 'White British', 'White, Irish', 'Other White'

<sup>3</sup> In order to match the Labour Force Survey, the following Acas categories have been combined: 'White and Asian', 'White and Black African', 'White and Black Caribbean', 'Other mixed background'

table 6: Whether delegates/ users of e-learning have a long, term illness or disability

	% who have a long, term illness or disability	% whose illness/ disability effects the kind of work they can do	No. of delegates/ users
Acas Open Access Training	4	1	884
Acas Workplace training	No data available		
Acas E-learning (those who registered)	10	4	815
Acas E-learning (those who used the service)	10	4	574
UK Working Population <sup>4</sup> (WERS SEQ)	12	5	21,665

Sources: Training Delegate Feedback Survey, Survey of E-learning and the 2004 Workplace Employment Relations Survey

table 7: Occupation of delegates and subject of the course they went on

	% Bullying and Harassment	% Written Statements and Contracts	% Absence/ Attendance Management	% Age Discrimination	% Discipline and Grievance	% Employing People	% Employment Law Up-date	% Equality and Diversity	% Information, Communication and Consultation	% Maternity and Parental Rights	% Mediation	% Stress	% Other	No. Responses
HR/ Personnel Specialist	7	5	9	12	15	4	16	5	2	1	0	5	17	328
Supervisor/ Line Manager	4	5	14	3	31	15	14	2	0	0	1	3	9	170
Owner/ Manager	3	13	6	2	25	15	16	0	2	0	0	3	15	110
Some Other Manager	4	10	22	2	28	2	18	5	0	0	0	2	8	102
A Lawyer/ Solicitor	3	8	4	5	12	7	46	0	0	0	0	5	11	76
Other <sup>5</sup>	4	5	7	4	18	7	29	4	3	3	0	4	12	73
All	5	7	10	6	21	8	20	3	1	1	0	4	13	859

Source: Training Impact Survey

<sup>4</sup> Workplace Employment Relations Survey 2004, pg 29

<sup>5</sup> Includes employees, employee representatives, full- time union officers and others

Table 8: % of delegates who came from organisations of different sizes 2004-6

	% 0 employees	% 1 - 4 employees	% 5 - 9 employees	% 10 - 24 employees	% 25 - 49 employees	% 50 - 99 employees	% 100 - 249 employees	% 250 - 499 employees	% 500+ employees	No. responses
2005-6	1	4	5	12	13	14	18	9	23	5,739
2004-5	1	4	5	14	15	15	16	10	20	5,187

Source: Training Delegate Feedback Survey

table 9: % of delegates at different types of Acas training who came from organisations of different sizes

	0-49 employees	50-249 employees	250-499 employees	500+ employees	No. of responses
Conference	25	9	13	53	275
Getting it Right Session	54	15	14	17	3136
In-Depth Session	37	18	12	34	919
Key Points Session	48	14	14	23	1189

Source: Training Delegate Feedback Survey

table 10: Subject of course by size of the delegate's organisation

	Small (0-49 employees)	Medium (50-249 employees)	Large (250-499 employees)	Very Large (500+ employees)	No. of responses
Absence/ Attendance Management	34	35	8	22	538
Acas Model Workplace	44	35	9	12	139
Age Discrimination	24	28	17	32	266
Bullying and Harassment	22	33	12	33	168
Discipline and Grievance	41	35	9	15	1205
Employing People	66	24	3	7	343
Employment Law Up-date	45	32	6	18	626
Equality and Diversity	40	17	6	36	99
Information and Consultation	3	40	21	36	146
Maternity and Parental Rights	35	28	8	29	75
Mediation	12	21	12	56	52
Not answered	22	38	11	28	683
Other	27	26	12	34	883
Stress	27	36	14	23	148
Written Statements and Contracts	58	26	5	11	368

Source: Training Delegate Feedback Survey

table 11: Delegates whose workplace has access to a Human Resources or Personnel specialist by organisation size

	% of delegates with access to a HR/ Personnel Specialist	No. responses
0 employees	27	11
1-4 employees	26	53
5-9 employees	4	26
10-24 employees	21	101
25-49 employees	33	129
50-99 employees	53	146
100-249 employees	76	174
250-499 employees	85	74
500+ employees	95	147
Total	57	861

Source: Training Impact Survey

table 12: Reasons for attending Acas training

Reasons for attending	% Pick all	% most important
To learn how to deal with a specific situation or problem that has arisen in the workplace	39	8
To learn how to respond to a situation or problem that may occur in future	73	19
To improve my knowledge of the subject covered by the course	93	41
To learn a new subject area	26	2
To learn how to comply with legal requirements relating to the subject covered by the course	80	29
I was asked to use it/attend by others in my organisation	22	1
To help me prepare for a qualification	7	0

Source: Training Impact Survey

table 13: Most important reason for attending training by subject of course

Most important reason	% To learn how to deal with a specific situation or problem that has arisen	% To learn how to respond to a situation or problem that may occur	% To improve my knowledge of the subject covered by the course	% To learn a new subject area	% To learn how to comply with legal requirements relating to the subject	% I was asked to use it/attend by others in my organisation	% To help me prepare for a qualification	No. of responses
Age Discrimination	0	10	26	2	62	0	0	50
Bullying and Harassment	6	36	39	6	14	0	0	36
Contracts and Written Statements	16	10	31	2	41	0	0	49
Discipline and Grievance	8	26	34	2	29	1	1	158
Employing People	12	22	33	3	30	0	0	60
Employment Law Up-date	4	10	56	0	30	0	0	165
Managing Absence	20	25	33	0	18	4	0	79
Stress	7	29	21	4	39	0	0	28

Source: Training Impact Survey



table 14 : Organisational Reasons for attending – all reasons (multiple response)

	% To develop a new policy or procedure	% To review or revise any existing policy/policies to ensure best practice	% To review or revise any existing policy/policies to ensure that they comply with the law	% To confirm an existing policy/policies are correct	% To review or revise workplace practice in a specific area	No. of delegates
All	28	70	67	56	37	810
<b>Subject of Course</b>						
Absence/ Attendance Management	19	73	70	63	32	176
Age Discrimination	21	73	72	54	34	164
Bullying and Harassment	26	67	65	53	38	176
Discipline and Grievance	37	69	59	57	56	86
Employing People	34	70	66	56	38	64
Employment Law Up-date	31	76	78	67	28	58
Other	58	64	74	34	44	50
Written Statements and Contracts	32	44	41	47	41	34
<b>Organisation Size</b>						
Small (0-49 employees)	32	69	68	54	37	302
Medium (50-249 employees)	25	72	68	58	37	300
Large (250-499 employees)	28	74	63	56	34	68
Very Large (500+ employees)	22	62	64	55	39	130
<b>Access to HR Expertise</b>						
Yes	24	68	66	56	36	449
No	32	71	70	55	39	352
<b>Delegate Occupation</b>						
HR/personnel specialist	28	67	65	56	36	305
Supervisor/line manager	28	76	67	63	53	156
Owner/manager	38	71	70	54	29	109
Some other manager	28	73	69	50	32	102
A lawyer/solicitor	19	62	74	57	28	53
Other	22	62	68	54	37	63

Source: Training Impact Survey

table 15: Most important reason for attending

	% To develop a new policy or procedure	% To review or revise any existing policy/policies to ensure best practice	% To review or revise any existing policy/policies to ensure that they comply with the law	% To confirm an existing policy/policies are correct	% To review or revise workplace practice in a specific area	No. of delegates
All	12	22	42	16	8	714
<b>Subject of Course</b>						
Absence/ Attendance Management	20	31	26	12	11	74
Age Discrimination	26	11	49	6	9	47
Bullying and Harassment	27	17	17	17	23	30
Discipline and Grievance	5	23	41	23	8	154
Employing People	7	23	51	19	0	57
Employment Law Up-date	8	20	48	14	11	142
Other	14	22	41	17	6	159
Written Statements and Contracts	10	27	51	10	2	51
<b>Organisation Size</b>						
Small (0-49 employees)	14	18	45	14	9	269
Medium (50-249 employees)	11	26	41	17	6	265
Large (250-499 employees)	3	33	33	22	8	60
Very Large (500+ employees)	12	18	39	18	14	111
<b>Access to HR Expertise</b>						
Yes	11	24	38	19	9	396
No	13	20	48	12	7	308
<b>Delegate Occupation</b>						
HR/personnel specialist	8	28	33	19	12	127
Supervisor/line manager	14	20	40	19	8	280
Owner/manager	13	31	41	10	4	90
Some other manager	16	22	48	10	3	97
A lawyer/solicitor	2	16	56	19	7	43
Other	6	13	51	18	12	100

Source: Training Impact Survey

table 16: Where delegates found out about the event

	% Recommendation from work colleague business associate	% Part of a management course	% From an Acas Helpline	% Previous Acas event	% Direct from Acas staff (not Helpline or previous event)	% Through an Acas mailing	% The Acas website	% An Acas publication	% The Media	% Other	No. responses	% Not answered	No. questionnaires
<b>Size of Organisation</b>													
Small (0-49 employees)	28	6	4	6	2	35	19	4	1	5	1841	11	2064
Medium (50-249 employees)	27	5	2	6	2	42	19	5	0	1	1762	4	1830
Large (250-499 employees)	29	7	1	5	3	41	16	5	0	1	518	5	543
Very Large (500+ employees)	38	3	2	5	3	37	15	3	0	2	1245	4	1302
Not answered	33	7	2	4	7	33	7	0	2	9	45	92	557
<b>Type of Event</b>													
Key Points Session	19	1	2	5	2	53	16	6	0	1	1264	10	1274
Getting it Right Session	32	6	3	6	2	33	21	4	1	3	3380	13	3393
In-Depth Session	31	5	1	5	3	41	16	4	0	2	953	9	962
Conference	46	4	1	11	4	33	2	2	0	4	278	14	292
Other	47	11	1	5	3	27	7	1	0	7	187	50	375

table 17: Delegate satisfaction – Open Access

	% Very Satisfied	% Satisfied	% Neither Satisfied Nor Dissatisfied	% Dissatisfied	No. Responses
<b>Overall Satisfaction 2003-6</b>					
2005-6	58	39	2	0	6144
2004-5	58	40	2	0	6777
2003-4	57	40	3	0	-
<b>Subject of course</b>					
Absence/ Attendance Management	57	41	1	1	552
Acas Model Workplace	55	42	2	0	146
Age Discrimination	53	43	4	0	273
Bullying and Harassment	63	35	1	1	186
Discipline and Grievance	64	35	1	0	1316
Employing People	69	29	1	0	386
Employment Law Up-date	53	43	3	0	654
Equality and Diversity	51	42	6	1	141
Information, Communication, Negotiation & Consultation	44	49	5	1	152
Working Parents	78	21	1	0	76
Mediation	61	35	4	0	51
Other	50	46	3	0	953
Stress	47	43	9	1	142
Written Statements and Contracts	61	37	1	1	397
<b>Type of Event</b>					
Conference	47	50	3	0	286
Getting it Right Session	62	36	1	0	3290
In-Depth Session	54	42	4	1	940
Key Points Session	50	46	4	0	1256
Other (not answered, talks, other)	66	31	3	0	372
<b>Event length</b>					
Whole Day	62	36	2	0	977
Half Day	56	41	3	0	4223
2 Hours	68	30	1	0	92
Other	60	38	1	0	852
<b>Size of Organisation</b>					
Small (0-49 employees)	63	35	2	0	2009
Medium (50-249 employees)	59	39	2	0	1803
Large (250-499 employees)	53	44	3	0	540
Very Large (500+ employees)	50	47	3	0	1291

table 18: Relevance to job by subject of course – Open Access Events

	% to a large extent	% partly	% not at all	No. responses	% not answered/ don't know	No. questionnaires
Absence/ Attendance Management	84	16	0	552	4	576
Acas Model Workplace	74	26	0	142	3	146
Age Discrimination	87	13	0	263	4	275
Bullying and Harassment	87	13	0	182	4	189
Discipline and Grievance	83	17	0	1272	5	1344
Employing People	79	20	0	376	4	390
Employment Law Up-date	76	24	0	656	4	683
Equality and Diversity	76	22	1	140	3	144
Information and Consultation	71	29	0	148	6	157
Maternity and Parental Rights	95	5	0	73	10	81
Mediation	84	16	0	50	4	52
Other	79	21	0	1617	5	1710
Stress	74	26	0	147	1	149
Written Statements and Contracts	85	15	0	385	4	400

Source: Training Delegate Feedback Survey

table 19: Relevance to delegates' organisations by subject of course

relevant to org	% to a large extent	% partly	% not at all	No. responses	% not answered/ don't know	No. questionnaires
Absence/ Attendance Management	85	15	0	544	6	576
Acas Model Workplace	68	32	0	139	5	146
Age Discrimination	83	16	0	265	4	275
Bullying and Harassment	84	16	0	183	3	189
Discipline and Grievance	86	14	0	1270	6	1344
Employing People	86	14	0	379	3	390
Employment Law Up-date	75	25	0	654	4	683
Equality and Diversity	75	24	1	138	4	144
Information and Consultation	64	34	1	149	5	157
Maternity and Parental Rights	79	21	0	73	10	81
Mediation	72	26	2	50	4	52
Other	80	20	0	1621	5	1710
Stress	69	31	0	145	3	149
Written Statements and Contracts	85	15	0	388	3	400
All	81	19	0	5998	5	6296

Source: Training Delegate Feedback Survey

table 20: Meeting delegates' learning needs

	% to a large extent	% partly	% not at all	No. responses	% not answered/ don't know	No. questionnaires
<b>Size of Organisation</b>						
Small (0-49 employees)	81	19	0	2035	1	2064
Medium (50-249 employees)	79	21	0	1806	1	1830
Large (250-499 employees)	73	26	0	538	1	543
Very Large (500 + employees)	67	32	0	1279	2	1302
<b>Subject of training</b>						
Absence/ Attendance Management	79	21	0	564	2	576
Acas Model Workplace	63	37	0	142	3	146
Age Discrimination	78	22	0	272	1	275
Bullying and Harassment	81	18	1	187	1	189
Discipline and Grievance	83	17	0	1308	3	1344
Employing People	81	19	0	383	2	390
Employment Law Up-date	73	27	0	669	2	683
Equality and Diversity	66	32	2	141	2	144
Information and Consultation	73	26	1	153	3	157
Maternity and Parental Rights	96	4	0	77	5	81
Mediation	77	23	0	52	0	52
Other	72	28	0	1662	3	1710
Stress	71	29	0	149	0	149
Written Statements and Contracts	82	18	0	396	1	400
<b>Type of event</b>						
Conference	66	34	0	283	3	292
Getting it Right Session	81	19	0	3311	2	3393
In-Depth Session	72	27	0	943	2	962
Key Points Session	71	29	0	1249	2	1274
Other	79	20	0	369	2	375

Source: Training Delegate Feedback Survey

table 21: Value for money

	% To a Large Extent	% Partly	% Not at All	No. of responses	% not answered/ don't know	No. questionnaires
<b>Subject of course</b>						
Conference	84	16	1	135	30	193
Getting it Right Session	88	11	0	2613	12	2955
In-Depth Session	79	21	0	716	11	808
Key Points Session	84	15	0	958	8	1036
Other	92	8	0	170	45	307
<b>Subject of course</b>						
Absence/ Attendance Management	86	14	0	527	9	576
Age Discrimination	87	13	0	258	6	275
Bullying and Harassment	90	9	1	157	17	189
Discipline and Grievance	89	10	0	1141	15	1344
Employing People	92	8	0	328	16	390
Employment Law Up-date	81	19	0	636	7	683
Equality and Diversity	84	15	1	95	34	144
Information and Consultation	70	29	1	140	11	157
Maternity and Parental Rights	95	5	0	66	13	76
Mediation	84	16	0	49	6	52
Other	83	16	0	737	20	927
Stress	78	21	1	133	4	138
Written Statements and Contracts	89	11	0	325	7	348
<b>Length of course</b>						
2 Hours	93	7	0	67	6	71
Half Day	86	14	0	3755	10	4173
Whole Day	85	15	0	680	29	958
<b>Organisation size</b>						
Very Small (0-4 employees)	90	10	0	250	10	277
Small (5-49 employees)	88	12	0	1639	8	1782
Medium (50 - 249 employees)	87	13	0	1379	8	1502
Large (250 - 499 employees)	83	17	0	406	10	451
Very Large (500 + employees)	82	18	0	944	12	1076

Source: Training Delegate Feedback Survey



table 22: As a result of Acas training... I feel more able to prevent problems

	% Strongly Agree	% Tend to Agree	% Neither Agree Nor Disagree	% Tend to Disagree	% Strongly Disagree	No. of responses
<i>Organisation Size</i>						
Small (0-49 employees)	35	49	14	2	0	305
Medium (50-249 employees)	22	60	16	1	1	318
Large (250-499 employees)	27	54	15	4	0	71
Very Large (500+ employees)	22	56	20	1	0	139
<i>Access to HR Specialist</i>						
Yes	25	53	19	2	1	481
No	31	56	12	1	0	353
<i>Occupation</i>						
HR/personnel specialist	24	54	20	2	0	315
Supervisor/line manager	28	55	13	1	2	165
Owner/manager	35	59	6	1	0	104
Some other manager	38	49	13	1	0	101
A lawyer/solicitor	25	49	24	1	0	67
Other	17	58	21	4	0	71
<i>Subject of Course</i>						
Absence/ Attendance Management	25	60	13	1	0	91
Age Discrimination	23	67	10	0	0	52
Bullying and Harassment	33	43	23	3	0	40
Discipline and Grievance	26	56	16	2	0	176
Employing People	29	53	15	3	0	62
Employment Law Up-date	29	52	17	2	0	181
Other	25	53	19	2	2	186
Written Statements and Contracts	36	51	14	0	0	59
<i>Event Type</i>						
Key points	27	57	14	1	1	285
Getting it right	27	55	16	1	0	413
In-depth sessions	26	50	22	3	0	101
Conferences	47	31	22	0	0	32

Source: Training Impact Survey

table 23: As a result of Acas training... I have dealt more effectively with matters relating to the subject of the course

	% Strongly Agree	% Tend to Agree	% Neither Agree Nor Disagree	% Tend to Disagree	% Strongly Disagree	No. of responses
<i>Organisation Size</i>						
Small (0-49 employees)	27	44	27	1	0	286
Medium (50-249 employees)	22	53	23	1	2	296
Large (250-499 employees)	25	46	25	3	0	67
Very Large (500+ employees)	19	55	24	2	0	137
<i>Access to HR Specialist</i>						
Yes	21	48	28	2	1	449
No	26	50	23	1	0	338
<i>Occupation</i>						
HR/personnel specialist	21	47	29	2	1	295
Supervisor/line manager	25	51	21	1	2	162
Owner/manager	18	54	28	0	0	98
Some other manager	41	35	24	0	0	93
A lawyer/solicitor	19	58	23	0	0	64
Other	14	51	29	6	0	65
<i>Subject of Course</i>						
Absence/ Attendance Management	26	51	22	1	0	85
Age Discrimination	23	45	32	0	0	44
Bullying and Harassment	21	39	34	3	3	38
Discipline and Grievance	25	54	21	1	0	170
Employing People	25	58	14	3	0	65
Employment Law Up-date	22	47	29	2	0	168
Other	17	47	31	2	3	173
Written Statements and Contracts	35	42	23	0	0	57
<i>Event Type</i>						
Key points	23	50	25	2	1	264
Getting it right	24	51	23	1	0	398
In-depth sessions	17	41	39	2	2	96
Conferences	39	39	21	0	0	28

Source: Training Impact Survey

table 24: As a result of Acas training... I feel more confident in dealing with matters relating to the subject of the course

	% Strongly Agree	% Tend to Agree	% Neither Agree Nor Disagree	% Tend to Disagree	% Strongly Disagree	No. of responses
<i>Organisation Size</i>						
Small (0-49 employees)	41	49	9	1	0	312
Medium (50-249 employees)	31	61	6	1	1	321
Large (250-499 employees)	29	52	18	1	0	73
Very Large (500+ employees)	34	47	18	1	0	143
<i>Access to HR Specialist</i>						
Yes	34	52	12	2	1	492
No	38	55	7	1	0	359
<i>Occupation</i>						
HR/personnel specialist	34	50	13	2	0	322
Supervisor/line manager	34	58	6	1	2	168
Owner/manager	44	49	7	0	0	108
Some other manager	31	57	11	1	0	100
A lawyer/solicitor	39	51	10	0	0	70
Other	31	62	7	0	0	71
<i>Subject of Course</i>						
Absence/ Attendance Management	35	52	11	2	0	93
Age Discrimination	33	54	11	2	0	54
Bullying and Harassment	37	54	5	5	0	41
Discipline and Grievance	35	58	7	0	0	182
Employing People	38	54	8	0	0	65
Employment Law Up-date	33	53	14	0	0	181
Other	32	53	11	3	2	189
Written Statements and Contracts	50	45	5	0	0	58
<i>Event Type</i>						
Key points	32	56	11	0	1	292
Getting it right	36	55	8	1	0	420
In-depth sessions	35	46	14	5	0	105
Conferences	58	36	6	0	0	33

Source: Training Impact Survey

table 25: As a result of Acas training... I have a good understanding of the subjects covered in the course

	% Strongly Agree	% Tend to Agree	% Neither Agree Nor Disagree	% Tend to Disagree	% Strongly Disagree	No. of responses
<i>Organisation Size</i>						
Small (0-49 employees)	42	50	8	1	0	315
Medium (50-249 employees)	30	63	5	1	1	325
Large (250-499 employees)	29	59	10	3	0	73
Very Large (500+ employees)	35	57	5	1	1	144
<i>Access to HR Specialist</i>						
Yes	34	58	5	2	1	491
No	36	56	8	0	0	365
<i>Occupation</i>						
HR/personnel specialist	36	56	5	2	1	321
Supervisor/line manager	31	61	7	0	2	169
Owner/manager	41	55	5	0	0	106
Some other manager	32	57	11	0	0	102
A lawyer/solicitor	39	53	8	0	0	74
Other	28	61	8	3	0	72
<i>Subject of Course</i>						
Absence/ Attendance Management	36	60	4	0	0	94
Age Discrimination	33	59	6	2	0	54
Bullying and Harassment	38	58	5	0	0	40
Discipline and Grievance	30	64	6	0	0	181
Employing People	38	51	11	0	0	65
Employment Law Up-date	36	56	6	2	0	185
Other	32	58	5	2	3	190
Written Statements and Contracts	48	42	10	0	0	60
<i>Event Type</i>						
Key points	34	57	6	2	1	295
Getting it right	35	58	7	0	0	423
In-depth sessions	29	61	5	4	2	104
Conferences	62	38	0	0	0	34

Source: Training Impact Survey

table 26: Other impacts, Open question

	Number of responses	% of all respondents	% of respondents who answered question
Revised sickness and absence policy/ monitoring systems for absence	13	1	8
Review recruitment procedures/ induction processes	15	2	9
Reviewed/ improved staff/ management training/ development	12	1	7
All information communicated to staff/ staff more aware of procedures	23	3	14
Help employees deal with work related stress	5	1	3
Developed/ reviewed retirement policy/ increased compulsory retirement age	3	0	2
Put in place back to work interviews	8	1	5
Have reviewed/produced employee handbook/ manual/ staff guidance notes	21	2	13
Created new job roles/ committees	1	0	1
Improved support for managers and staff	1	0	1
Developed more formal/ professional approach to HR	3	0	2
Increased instances of putting things in writing	4	0	2
Sought further advice/ training	3	0	2
Increased/ improved documentation on policies	6	1	4
No change/ none yet	51	6	30
Other answers	14	2	8
	184	885	168

Source: Training Impact Survey

table 27: Organisational Impacts – Open Access Training

	% Introduced a new policy or procedure	% Reviewed a policy or procedure	% Revised a policy or procedure	% planned to introduce a new policy or procedure	% Revised any area of practice	No. Responses
<i>Type of Event</i>						
Key points	34	83	55	51	56	247
Getting it right	37	78	49	36	56	348
In-depth sessions	36	73	55	39	60	88
Conferences	25	88	38	38	50	16
<i>Subject of Training</i>						
Absence/ Attendance Management	35	78	55	40	59	80
Age Discrimination	40	74	53	53	60	47
Bullying and Harassment	40	63	40	27	47	30
Discipline and Grievance	29	81	51	33	57	150
Employing People	59	79	52	43	48	56
Employment Law Up-date	34	86	58	51	58	140
Other	22	90	51	32	39	41
Written Statements and Contracts	40	74	45	47	64	53
<i>Organisation Size</i>						
Small (0-49 employees)	41	80	49	43	51	270
Medium (50-249 employees)	36	77	57	41	61	266
Large (250-499 employees)	31	83	44	46	56	59
Very Large (500+ employees)	21	80	48	36	61	106
<i>Access to HR Expertise</i>						
Yes	30	79	50	38	57	382
No	41	80	53	45	57	320
<i>Delegate Occupation</i>						
HR/personnel specialist	29	79	52	40	56	262
Supervisor/line manager	37	82	47	44	61	142
Owner/manager	46	85	61	45	53	101
Some other manager	34	76	53	36	53	89
A lawyer/solicitor	45	71	58	55	63	38
Other	35	63	46	32	63	57

Source: Training Impact Survey

table 28: Subject of course and the policy that was changed

Subject Of Course	% Discipline & Grievance Policy	% Absence/ Attendance Management Policy	% Bullying & Harassment Policy	% Contracts & Written Statements	% Equality Or Diversity Policy	% Information & Consultation Policy	% Recruitment Selection Policy	% Redundancy Handling	% Working Parents	% Age Discrimination	% Retirement Policy	% Stress	% Smoking Policy	% Other	No. of responses
Absence/ Attendance Management	29	94	8	15	4	8	8	6	9	0	0	0	0	0	78
Age Discrimination	30	23	15	40	55	13	55	30	13	17	13	0	0	11	47
Bullying and Harassment	53	27	87	20	17	7	10	3	3	3	0	0	0	7	30
Discipline and Grievance	90	38	16	31	5	5	11	11	4	0	0	0	0	2	148
Employing People	71	43	7	79	16	13	36	20	4	0	0	0	0	0	56
Employment Law Up-date	61	37	20	44	36	8	37	20	11	8	0	3	5	4	139
Equality and Diversity	38	38	38	14	71	0	48	0	0	0	0	0	0	0	21
Written Statements and Contracts	38	30	2	96	15	9	15	9	2	0	0	0	0	0	53

Source: Training Impact Survey

table 29: Open Question – Other organisational impacts

Open question	Number of responses	% of all respondents	% of those who gave an answer
Absence/ Attendance Management: Reduction in sickness and absence or a change in how it is dealt with eg. Introduction of return to work interviews	49	6	14
Discipline and Grievance: Overall reduction in use of disciplinary procedures and/ or a specific disciplinary incident had been dealt with resolved	27	3	8
Bullying and Harassment: Reduced levels of bullying and/or more able to recognise bullying and harassment	9	1	3
Stress: Introduction of risk assessments or greater awareness of stress issues	5	1	1
ET Claims: Avoidance of a employment tribunal claim	33	4	9
Impact on Staff: Better awareness and/or understanding of policies and procedures among staff	40	5	11
Current Legislation: Better understanding of legal procedures and compliance with legislation	30	3	9
Future Legislation: Increased awareness of forthcoming legislation	10	1	3
Impact on Staff: Developed and/or improved training for staff and managers	13	1	4
Implementation: Increased confidence (including increased understanding and effectiveness) in dealing with staff and implementing policies	31	4	9
Impact on Staff: Better moral in the workplace and/ or improved staff relations	11	1	3
Policies and Procedures: Creation/ implementation of policies and/or procedures	6	1	2
Policies and Procedures: have been made clearer or easier to follow	8	1	2
Policies and Procedures: More consistency and/ or fairness in approaching staff matters	7	1	2
Efficiency: Increased efficiency in handling issues and /or use of good practice	30	3	9
Impact on Staff: More consultation with staff	7	1	2
Impact on Staff: Better staff retention	2	0	1
Too early to say/ judge	16	2	5
None at present	42	5	12
Other	43	5	12
	423	885	351

Source: Training Impact Survey



table 30: Delegate Satisfaction 3-9 months after the event – Open Access Training

	% Very Satisfied	% Satisfied	% Neither Satisfied Nor Dissatisfied	% Dissatisfied	No. Responses
<b>Type of Event</b>					
Key points	51	44	4	1	292
Getting it right	51	46	2	0	426
In-depth sessions	52	40	6	2	108
Conferences	64	36	0	0	36
All	52	44	3	1	862
<b>Subject of course</b>					
Employment Law Up-date	48	46	6	0	183
Discipline and Grievance	56	42	2	0	182
Other <sup>6</sup>	52	41	4	3	193
Absence/ Attendance Management	53	45	1	1	94
Employing People	45	52	3	0	69
Written Statements and Contracts	60	35	5	0	60
Age Discrimination	47	49	4	0	53
Bullying and Harassment	49	46	5	0	41
<b>Size of Organisations</b>					
Small (0-49 employees)	56	42	2	0	321
Medium (50-249 employees)	50	46	3	2	323
Large (250-499 employees)	53	39	8	0	74
Very Large (500+ employees)	45	50	5	0	148

Source: Training Impact Survey

<sup>6</sup> Due to the number of responses this includes courses on: Stress, Equality and Diversity, Information, Negotiation, Communication and Consultation, Maternity and Parental Rights and Mediation

table 31: How worthwhile was the training?

	% Very worthwhile	% Fairly worthwhile	% Not very worthwhile	% Not at all worthwhile	No. Responses
<b>Type of Event</b>					
Key points	62	35	2	1	294
Getting it right	60	39	1	0	424
In-depth sessions	56	41	3	0	108
Conferences	68	32	0	0	37
<b>Subject of Course</b>					
Absence/ Attendance Management	62	37	1	0	93
Age Discrimination	56	44	0	0	54
Bullying and Harassment	51	44	5	0	41
Discipline and Grievance	59	40	1	0	184
Employing People	65	35	0	0	69
Employment Law Up-date	64	33	3	0	185
Other	54	42	3	2	192
Written Statements and Contracts	75	25	0	0	59
<b>Length of Event</b>					
2 hours	75	25	0	0	8
Half day	60	38	2	0	724
Whole day	55	43	2	0	100
<b>Occupation of delegate</b>					
HR/personnel specialist	55	42	2	0	325
A lawyer/solicitor	66	32	3	0	76
Supervisor/line manager	60	38	1	2	168
Owner/manager	68	32	0	0	110
Some other manager	70	28	2	0	103
Other	51	45	4	0	73
<b>Size of Organisation</b>					
Small (0-49 employees)	68	31	1	0	320
Medium (50-249 employees)	61	37	2	1	325
Large (250-499 employees)	55	42	3	0	74
Very Large (500+ employees)	48	50	2	0	148

table 32: Size of organisations in which each Workplace Training event took place

	% of events	No. of events	% of delegates	No. of delegates
Small (0-49 employees)	7	78	7	977
Medium (50-249 employees)	20	237	18	2662
Large (250-499 employees)	13	151	13	1890
Very Large (500+ employees)	49	584	50	7199
Not Answered	11	136	12	1709
All	100	1186	100	14437

Source: Acas MIS and Training Delegate Feedback

table 33: Delegate satisfaction – Workplace Training

	% Very satisfied	% Satisfied	% Neither satisfied nor dissatisfied	% Dissatisfied	% Very dissatisfied	No. answers
<b>Subject of Training</b>						
Absence/ Attendance Management	50	46	4	0	0	852
Age Discrimination	63	34	3	1	0	104
Bullying and Harassment	56	42	2	0	0	1343
Discipline and Grievance	58	40	2	0	0	4281
Employing People	59	33	7	0	0	201
Employment Law Up-date	61	36	3	0	0	218
Equality and Diversity	50	46	4	0	0	1126
Information, consultation or negotiation	43	52	4	1	0	1386
Mediation	55	44	1	0	0	286
Other	51	46	3	0	0	4075
Stress	37	58	3	2	0	62
Written Statements and Contracts	63	37	0	0	0	155
<b>Organisation size</b>						
Small (0-49 employees)	66	32	2	0	0	837
Medium (50-249 employees)	56	41	2	0	0	2565
Large (250-499 employees)	51	44	4	1	0	1871
Very Large (500+ employees)	51	46	2	0	0	7192
Not Answered	51	44	4	0	0	1624

Source: Training Delegate Feedback

table 34: Relevance to delegates' jobs of Workplace Training

	% To a large extent	% Partly	% Not at all	No. of answers
<b>Subject of Training</b>				
Absence/ Attendance Management	81	18	1	819
Age Discrimination	73	25	3	102
Bullying and Harassment	86	13	0	1296
Discipline and Grievance	83	17	0	4155
Employing People	74	25	1	196
Employment Law Up-date	88	12	0	209
Equality and Diversity	75	23	1	1066
Information, consultation or negotiation	68	31	1	1338
Mediation	80	20	0	271
Other	77	22	1	4000
Stress	60	37	4	57
Written Statements and Contracts	86	13	1	150
All	79	20	1	13659
<b>Organisation size</b>				
Small (0-49 employees)	82	17	1	804
Medium (50-249 employees)	81	18	1	2474
Large (250-499 employees)	76	22	1	1797
Very Large (500+ employees)	80	19	0	7010
Not Answered	73	26	1	1574

Source: Acas MIS and Training Delegate Feedback

table 35: Workplace Training delegate learning needs

	% To a large extent	% Partly	% Not at all	No. of answers
<b>Subject of Training</b>				
Absence/ Attendance Management	82	17	1	834
Age Discrimination	85	15	0	102
Bullying and Harassment	86	13	0	1306
Discipline and Grievance	86	14	0	4223
Employing People	79	21	0	197
Employment Law Up-date	85	15	0	216
Equality and Diversity	76	23	1	1088
Information, consultation or negotiation	72	27	1	1365
Mediation	79	21	0	282
Other	81	19	0	4082
Stress	57	41	2	61
Written Statements and Contracts	86	14	0	152
All	82	18	0	13908
<b>Organisation size</b>				
Small (0-49 employees)	86	13	0	821
Medium (50-249 employees)	85	15	0	2523
Large (250-499 employees)	81	18	1	1831
Very Large (500+ employees)	81	19	0	7136
Not Answered	79	21	0	1597

Source: Acas MIS and Training Delegate Feedback

table 36: Relevance to organisation by subject of course

Relevant to Organisation	% To a large extent	% Partly	% Not at all	No. of answers	% Not Answered	No. delegates
Absence/ Attendance Management	87	13	0	812	5	858
Age Discrimination	86	14	0	101	3	104
Bullying and Harassment	92	8	0	1291	5	1358
Discipline and Grievance	91	8	0	4154	5	4350
Employing People	80	19	1	197	2	202
Employment Law Up-date	93	7	0	206	6	220
Equality and Diversity	86	14	0	1069	6	1139
Information, consultation or negotiation	84	16	0	1337	5	1413
Mediation	89	11	0	274	6	291
Other	87	13	0	4008	5	4239
Stress	76	22	2	58	6	62
Written Statements and Contracts	94	6	0	147	6	157
All	88	11	0	13654	5	14393

Source: Acas MIS and Training Delegate Feedback

table 37: Agreed Objectives by subject

Agreed Objectives	% To a large extent	% Partly	% Not at all	No. of answers	% Not Answered	No. delegates
Absence/ Attendance Management	90	10	0	815	5	858
Age Discrimination	94	6	0	101	3	104
Bullying and Harassment	93	7	0	1294	5	1358
Discipline and Grievance	92	8	0	4124	5	4350
Employing People	83	17	0	195	3	202
Employment Law Up-date	91	9	0	203	8	220
Equality and Diversity	87	13	1	1068	6	1139
Information, consultation or negotiation	83	16	1	1350	4	1413
Mediation	92	8	0	271	7	291
Other	89	11	0	3996	6	4239
Stress	81	19	0	59	5	62
Written Statements and Contracts	97	3	0	148	6	157
UK	90	10	0	13624	5	14393

Source: Acas MIS and Training Delegate Feedback

table 38: Length of workplace training event

	% Too long	% About right	% Insufficient	No. of answers
<b>Subject of Course</b>				
Absence/ Attendance Management	7	89	5	841
Age Discrimination	1	96	3	103
Bullying and Harassment	4	89	8	1331
Discipline and Grievance	3	90	7	4256
Employing People	9	79	12	200
Employment Law Up-date	3	78	19	215
Equality and Diversity	5	89	6	1097
Information, consultation or negotiation	5	84	11	1377
Mediation	5	87	8	283
Other	5	87	7	4034
Stress	8	90	2	62
Written Statements and Contracts	2	97	1	155
All	82	18	0	13908

Source: Acas MIS and Training Delegate Feedback

table 39: Managers/ Reps allow a free exchange of ideas by subject

Exchange Ideas	% To a large extent	% Partly	% Not at all	No. of Answers	% Not Answered	No. of delegates
Absence/ Attendance Management	82	16	2	319	63	858
Age Discrimination	86	14	0	29	72	104
Bullying and Harassment	83	16	1	636	53	1358
Discipline and Grievance	84	15	1	1693	61	4350
Employing People	87	13	0	91	55	202
Employment Law Up-date	88	8	3	59	73	220
Equality and Diversity	79	19	2	519	54	1139
Information, consultation or negotiation	87	13	0	1004	29	1413
Mediation	90	10	0	97	67	291
Other	84	15	1	1096	58	2627
Stress	76	20	4	46	26	62
Written Statements and Contracts	88	12	0	101	36	157
All	84	15	1	5690	55	12781

Source: Training Delegate Feedback Survey

table 40: New Opportunity to work together by subject

	% To a large extent	% Partly	% Not at all	No. of Answers	% Not Answered	No. of delegates
Absence/ Attendance Management	65	31	4	308	64	858
Age Discrimination	56	41	4	27	74	104
Bullying and Harassment	68	30	2	618	54	1358
Discipline and Grievance	69	29	2	1648	62	4350
Employing People	63	34	2	87	57	202
Employment Law Up-date	61	33	5	57	74	220
Equality and Diversity	60	33	6	499	56	1139
Information, consultation or negotiation	77	22	1	981	31	1413
Mediation	80	19	1	95	67	291
Other	69	29	2	1903	55	4239
Stress	59	39	2	46	26	62
Written Statements and Contracts	68	28	4	101	36	157
All	69	29	3	6370	56	14393

Source: Training Delegate Feedback Survey

table 41: Working together in the future by subject

	% To a large extent	% Partly	% Not at all	No. of Answers	% Not Answered	No. of delegates
Absence/ Attendance Management	68	28	4	309	64	858
Age Discrimination	50	46	4	28	73	104
Bullying and Harassment	69	29	2	619	54	1358
Discipline and Grievance	68	30	2	1641	62	4350
Employing People	66	32	2	85	58	202
Employment Law Up-date	72	25	4	57	74	220
Equality and Diversity	61	34	6	499	56	1139
Information, consultation or negotiation	77	23	1	975	31	1413
Mediation	83	16	1	96	67	291
Other	68	30	2	1909	55	4239
Stress	52	46	2	46	26	62
Written Statements and Contracts	65	33	2	100	36	157
All	69	29	2	6364	56	14393

Source: Training Delegate Feedback Survey



table 42: Might make working together easier in the future by organisation size

might make working together easier in the future	% To a large extent	% Partly	% Not at all	No. of answers	% not answered	No. of delegates
Small (0-49 employees)	63	34	4	380	56	854
Medium (50-249 employees)	69	30	2	1174	55	2628
Large (250-499 employees)	66	31	3	909	52	1910
Very Large (500+ employees)	71	27	2	3246	56	7348
Not Answered	67	31	3	655	60	1653

Source: Training Delegate Feedback Survey

table 43: E-learning registrations

2005	% of registrations	% of users
Bullying and Harassment <sup>7</sup>	5	19
Contracts and Written Statements	17	61
Discipline and Grievance	21	76
Handling Redundancy	14	50
Informing and Consulting	16	57
Managing Absence	17	62
Working Parents	11	42
Number of registrations/ users	66434	18158

Source: External contractor database of e-learning registrations

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<sup>7</sup> Bullying and Harassment was only introduced in Nov 2005

table 44: Occupations of delegates/ users of e-learning

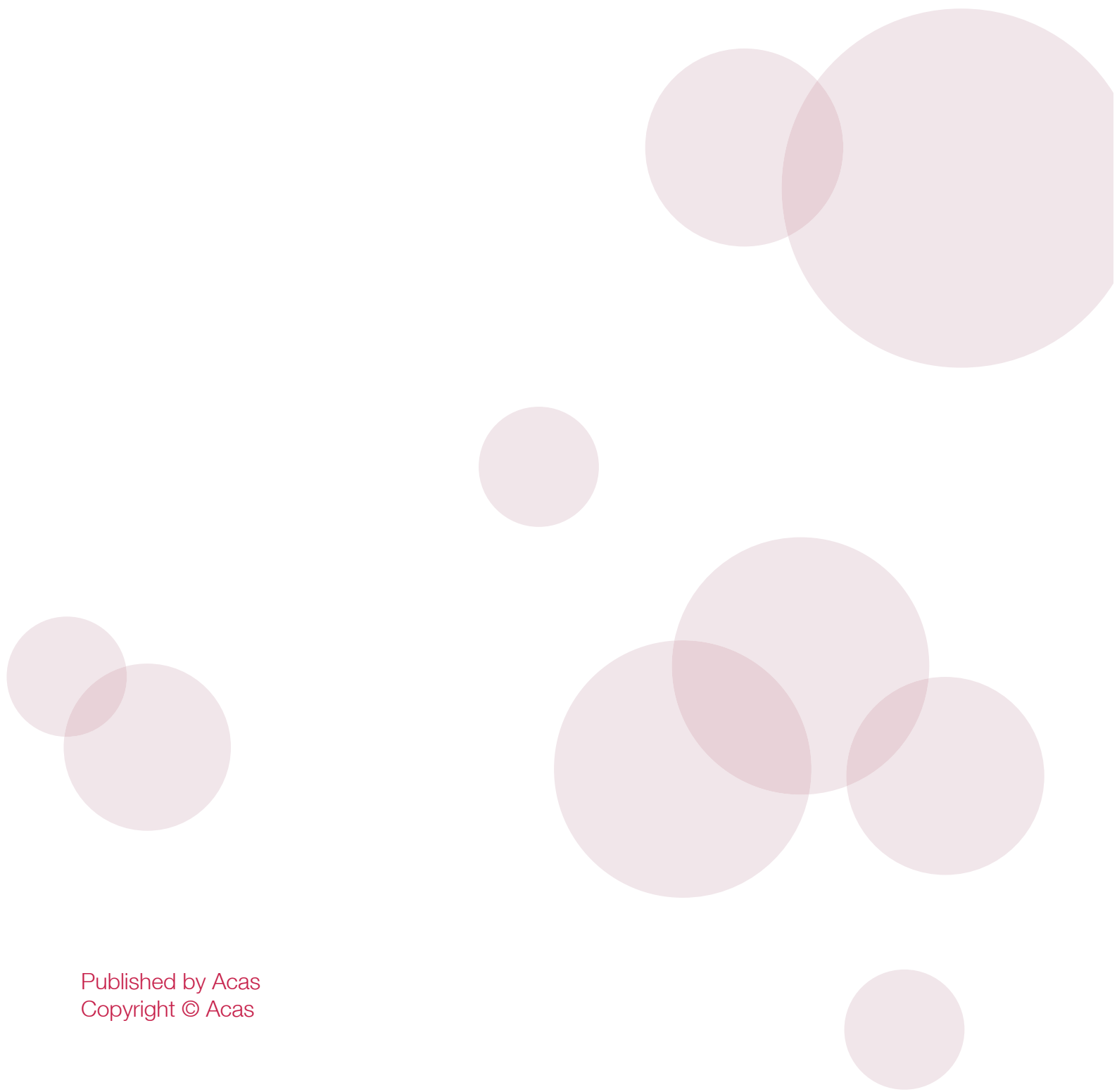
	% of those who registered	% of users <sup>8</sup>	% Open Access Delegates
A supervisor/line manager	13	13	20
An HR/personnel specialist	36	35	38
Some other manager	12	14	12
An owner/manager	10	9	13
An employee	12	10	7
A full-time trade union officer	0	0	0
A trade union lay representative	3	4	0
An employee representative	2	2	1
A lawyer/solicitor	2	2	9
Other	10	11	1
No. of responses	813	569	857

Source: E-learning Survey

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<sup>8</sup> Not all those who registered went on to use the service





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