

EVALUATION AND HISTORICAL REVIEW

The Engine Shed

Consultants' Report

September 2004

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EXECUTIVE SUMMARY

BACKGROUND TO THE ENGINE SHED

The Engine Shed was established in 1989 to help people with learning disabilities make the transition from day care services into paid employment.

The aims of the Engine Shed, as set out in their funding application to the European Social Fund, are as follows:

- to reduce exclusion and prevent long-term unemployment:
- to enhance skills bases for disabled people through providing:
- to promote lifelong learning, to increase opportunities and ensure quality of access for excluded individuals:
- to ensure project staff have regular contact with employers to successfully negotiate job opportunities and encourage good practice;
- provide training that highlights access/links to organisations that promote lifelong learning.

BACKGROUND TO THE STUDY

This year, 2004, the Engine Shed celebrates its fifteenth year in operation and Blake Stevenson Ltd was commissioned to conduct an evaluation and historical review of its services to coincide with this anniversary.

In addition Blake Stevenson was asked to use information gathered during the evaluation to prepare text for a publication to commemorate its fifteenth anniversary. The text for the publication can be found in a separate document.

METHODS USED

The main methods used to conduct the evaluation and historical review were:

- desk-based research
- interviews with Staff, Board, Management, Key Stakeholders and Employers
- focus groups with staff, parents and carers, current and former trainees
- survey of shop and café customers
- analysis of an employer survey

OVERVIEW

This review is extremely positive and has provided evidence that the Engine Shed is an effective provider of supported employment opportunities for people with learning disabilities.

The Engine Shed is a unique organisation in that it is one of only a few organisations in Edinburgh that provides an integrated training package on a full-time, long-term, intensive basis in a supported work-based environment.

Review participants were united in their view that the Engine Shed is a provider of high quality training and support, and provides trainees with an excellent working environment.

The Engine Shed's customers talk of the good quality food, excellent service, pleasant environment and efficient staff in both the café and shop.

As an organisation which draws down funding from external sources, the Engine Shed continues to achieve the targets it sets and delivers its activities on budget.

However, the Engine Shed remains an organisation which is evolving and one which needs to ensure its sustainability for the future. Ensuring it remains attractive to funders, but continuing to identify opportunities for revenue generation will also be critical. It is likely that the possibilities afforded by ESF funding to date will dramatically reduce post-2006 and the Engine Shed may need to look elsewhere for support.

KEY FINDINGS FROM THE REVIEW

Trainees Perceptions

The response from trainees during the review was overwhelmingly positive and all participants confirmed that they had enjoyed their time there and that they felt they had developed considerably as a result of attending the Engine Shed.

Trainees who had already left the Engine Shed felt that it had had a number of benefits including giving them the opportunity to meet new people, gain new skills, learn the importance of timekeeping, and learn about fair discipline.

Parents' Perceptions

As with trainees, the response from parents consulted in the study was overwhelmingly positive. All parents indicated that the Engine Shed had had a very positive impact on their child, and that the Engine Shed had provided a supportive learning environment. A number emphasised the extent to which their child had matured whilst at the Engine Shed, exceeding their initial expectations considerably.

STAFF PERCEPTIONS

The staff at the Engine Shed have a reputation for being committed, caring and efficient and this was borne out in the findings of this evaluation. Staff were all exceptionally positive about the operations of the Engine Shed. They noted that the Engine Shed provides real training for the world of work and that high standards are instilled in trainees from day one.

FUNDERS PERCEPTIONS

Funders interviewed as part of the review indicated that the Engine Shed had a history of meeting its targets, and providing high quality support and training to people with learning disabilities. They emphasised the need for the Engine Shed to continue to evolve as an organisation in response to demand in order to continue to be attractive to funders.

Employers

One of the clear messages from employers surveyed during the review was that employing an individual with a learning disability had helped to break down barriers within the workplace. The review found that the Engine Shed is meeting the needs of employers through the training it provides.

Work Placements

The review found that employers were satisfied with the level of communication and information provided by the Engine Shed in relation to setting up and running work placements. The review found that the work placements set up by the Engine Shed are both beneficial to the employer and trainee and that employers feel they are an effective means of helping trainees move towards permanent employment.

Aftercare

The review found the aftercare provision to be comprehensive. In addition, trainees who had left the Engine Shed indicated that they were satisfied with the level of aftercare they had received. Former trainees commented that they felt able to call into the Engine Shed or pick up the telephone as and when needed. Employers felt that aftercare is vital to the process of transition from trainee to paid employee.

Vegetarian Café Customer Survey

A total of 103 customers who visited the vegetarian cafe at St Leonard's during February and March 2004 completed a customer survey. 98% of customers surveyed said the service provided was very good and 2% said it was good. None of the customers surveyed rated services as average or poor. The positive response rate is exceptional and should be something which the Engine Shed takes great pride in.

Bruntsfield Shop Customer Survey

A total of 37 customers who visited the wholefood shop at Bruntsfield during February and March 2004 completed the customer survey. 92% of customers rate the services provided by the Engine Shed Shop as very good and 8% consider their services to be very good. As with café customers, this demonstrates high levels of customer satisfaction. The findings from the café and shops customer surveys are extremely positive and a credit to the staff and trainees at the Engine Shed.

Progress Towards Targets - Targets 2003 to date

Overall, this evaluation found that the Engine Shed has demonstrated an ability to accurately predict what it can achieve and has gone on to fulfil these achievements in practice.

Target Group

This review found that the Engine Shed was reaching its target audience and meeting its social inclusion objectives by primarily recruiting individuals who had been long-term unemployed. The review found a close match between the demands of the labour market and the skills being offered to trainees at the Engine Shed. The Engine Shed is conscientious in its attempts to match labour market demand with supply.

Employment Model

The review highlighted that the Engine Shed has had some difficulty in being recognised as an 'employment model' organisation rather than the traditional day centre for people with learning disabilities. The Engine Shed recognise that it needs to take steps to attract referrals and recruit new trainees from other sources in general. The balance of full and part time places should also be considered alongside this.

Profile of Expenditure

Overall, Blake Stevenson found that to date the Engine Shed has demonstrated good value for money. The Objective 3 application form provides a clear framework for expenditure, with clearly identified cost headings making monitoring straight forward. Clear lines of accounting could be demonstrated.

Monitoring systems have been examined a number of times by European Funders and are always found to be rigorous.

Added Value

Within this evaluation, added value is defined as the extent to which the activities funded through the Engine Shed have improved the quality of, given added impetus to, or extended the reach of, the pre-existing mainstream services. Based on the interviews, focus groups and desk research, it is our assessment that the Engine Shed has added significant value to existing provision.

Publicity

The Engine Shed has produced a range of publicity materials, held events and produced a website to raise awareness of its work. A range of the publicity materials developed were assessed as part of this evaluation and were found to be of a high standard, providing clear information about the Engine Shed in a creative way. All were found to be user-friendly.

However, the review found that the Engine Shed is not exploiting all of the opportunities available to it in relation to publicity – in respect of attracting new customers and potential new beneficiaries.

There may be the potential, for example, for the Engine Shed to put itself forward for awards, and in addition, the Engine Shed could actively promote itself as a vegetarian/wholefood producer through trade or travel publications. This could help to attract new customers to the Engine Shed.

In addition, given the Engine Shed's close links to employers, we believe that there would be merit in exploring the potential for sponsorship.

Sending out the Right Message

In recent years, the Engine Shed reported a drop in numbers of trainees which is believed to be due to a change in the nature of the client group seeking training opportunities. Whilst keen to recruit new trainees, the Engine Shed does not wish to compromise its position as an organisation which has an excellent track record of getting people into work by operating as a day centre rather than a

training provider. It is essential, therefore, that the Engine Shed ensures that this message is relayed effectively to referral agencies, and beyond.

KEY CONSIDERATIONS AND RECOMMENDATIONS

In considering the evidence collected through this review, we have identified a number of opportunities for development and change and these are outlined in the next section. We have presented these according to a number of key issues which we believe the Engine Shed needs to consider in moving forward.

How can the Engine Shed attract a greater number of trainees with learning disabilities?

In respect of this question, we would wish to highlight a number of key considerations:

- Consider whether the number (ie size of population) and the needs of the Engine Shed's client group have actually changed or whether the traditional client group now needs to be reached in different ways;
- Conduct labour market research to determine the exact nature of the client group;
- Consider the ways in which the Engine Shed publicises its training and how it could increase the number and range of people who are aware of its services.

IS THERE A NEED FOR A STRATEGY FOR DIVERSIFYING THE ENGINE SHED'S CLIENT GROUPS IN FUTURE?

In respect of this question, we would wish to highlight a number of key considerations:

- Consider whether the Engine Shed needs to move away from supporting only its traditional client group to include providing substantive support to people with mental health issues;
- Consider the impact that widening the client group would have on staff resources in terms of levels of staffing required, the need for staff training etc.;
- Consider the implications of working with groups with distinct and separate needs;

- Consider the issue of the current demand for part-time training and whether the Engine Shed should (or could) offer this on a more formal, long-term basis;
- Recognise that diversifying the Engine Shed's client groups and training model would be a move away from the Engine Shed's unique selling point (USP).

What is the long-term strategy for the organisation?

In respect of this question, we would wish to highlight a number of key considerations:

- Consider at the earliest possible opportunity the implications for the Engine Shed of a reduction in ESF funding post-2006.
- Consider the possibility of working towards the social firm model and the implications this would have for the organisation.
- Pursuing a more business-oriented route would necessitate the development of a comprehensive Business Plan, Marketing Plan and Funding Strategy.
- Pursuing the social firm model infers a far greater focus on the business and income generation side of the Engine Shed's activities.

Business Opportunities

- This review identified substantial scope for the Engine Shed to be more influential in helping companies to change their policies in respect of employing people with learning disabilities (or disabilities more generally).
- This review identified considerable potential for the Engine Shed to expand its outside catering business.
- There is potential to generate additional revenue through hiring out the Engine Shed as a venue by developing those rooms which are not currently in use.
- A large number of the customers surveyed were interested in the Engine Shed opening at weekends and we would suggest that this should be seriously considered.

Funding

- There is a range of potential new funding sources for the Engine Shed to tap into and may be worth investigating.

Training

- Feedback from trainees, parents and employers suggests that there may be significant merit in the Engine Shed exploring the potential to offer additional skills, such as literacy, numeracy and money management, to trainees.

Publicity

- More extensive publicity and awareness raising by the Engine Shed could have a substantial impact on its ability to attract new trainees and customers.
- It is recommended that the Engine Shed continues to develop its existing website as a marketing tool.
- It is recommended that the Engine Shed explore the opportunities for attracting sponsorship from companies, and support from high-profile members of the community.
- It is recommended that the Engine Shed reviews the presentation of its businesses, including ensuring that clear messages are being conveyed to customers, and appropriate signage is in place.

1 INTRODUCTION

Background to The Engine Shed

1.1 The Engine Shed was established in 1989 to help people with learning disabilities make the transition from day care services into paid employment. The organisation provides training and work experience in an integrated setting within its five core business units which are as follows:

- bakery;
- wholefood processing unit;
- vegetarian café;
- outside catering;
- wholefood shop.

1.2 The aims of the Engine Shed, as set out in their funding application to the European Social Fund, are as follows:

- to reduce exclusion and prevent long-term unemployment:
 - through providing vocational training within a socially integrated setting accessible to disabled people helping to raise awareness and aspirations of their personal goals towards paid employment.
- to enhance skills bases for disabled people through providing:
 - an integrated package of support that combines all the essential components ie vocational training, core and key skills, work experience placements, SVQ and other qualifications, a practical support package including aftercare;
 - training linked to vacancies that arise in the catering/service sector and matches the training needs/abilities of disabled people with the labour market need for a qualified workforce.
- to promote lifelong learning, to increase opportunities and ensure quality of access for excluded individuals:
 - an emphasis on development of personal and core skills to ensure that disabled people gain confidence to access both economic and social activities in Scotland through developing the ability to successfully hold down a paid job and also take an active role in developing their own social life within the community eg using public transport, organising social events, living independently etc. Overall, being an active citizen within their community;

- to ensure project staff have regular contact with employers to successfully negotiate job opportunities and encourage good practice;
 - provide training that highlights access/links to organisations that promote lifelong learning.
- 1.3 The organisation also uses its expertise in training and experience in the commercial sector to provide consultancy services on setting up social enterprises which create supportive employment opportunities for people with learning disabilities within a commercial setting.

Study Aims and Objectives

- 1.4 This year, 2004, the Engine Shed celebrates its fifteenth year in operation and Blake Stevenson Ltd was commissioned to conduct an evaluation and historical review of its services to coincide with this anniversary.
- 1.5 The aim of the study was to measure the impact of the organisation against the original goals set out fifteen years ago. The evaluation focuses on the past three years, 2000 – 2003, whilst reflecting on the previous twelve years of operation. The evaluation also provides the opportunity for the Engine Shed to look ahead and to consider its future strategy and direction.
- 1.6 In addition to producing a report of the evaluation, Blake Stevenson was asked to use information gathered during the evaluation to prepare text for a publication to be produced by the Engine Shed later in 2004 to commemorate its fifteenth anniversary. The text for the publication can be found in a separate document submitted to the Engine Shed alongside this report.

Summary of Aims

- 1.7 In summary, the aims of this evaluation and historical review were to:
- conduct a review of the past 15 years of operation of the Engine Shed, focusing in particular on the period 2000 – 2003;
 - prepare text for the publication, drawing on the information collected through the review.

2 APPROACH TO THE EVALUATION AND HISTORICAL REVIEW

Methodology

2.1 The main methods used to conduct the evaluation and historical review, as outlined in detail below, were:

- desk-based research
- interviews
- focus groups
- customer survey
- employer survey
- analysis and production of final report.

Desk Based Research

2.2 At the outset, Blake Stevenson consultants gathered data from the client to provide background information on the organisation and to measure the impact and effectiveness of the Engine Shed over the past three years. Research data examined during the desk-based research process is listed in Appendix 1 and includes:

- ESF funding applications, claims and progress reports;
- a survey of employers conducted by the Engine Shed with employers who have worked in partnership with the organisation;
- publicity literature and materials produced by the Engine Shed;
- research into the Social Firm Model.

Interviews

2.3 Blake Stevenson consultants undertook face-to-face interviews with a range of key stakeholders in order to gather their views on the performance of the Engine Shed over the past three years and achievements over the last 15 years. Appendix 2 contains a list of those interviewed during the evaluation which included:

- funders (European Social Fund and City of Edinburgh Council) (2);

- board members (2);
 - employers (3);
 - Management/Staff of the Engine Shed (1).
- 2.4 A semi-structured questionnaire was used by Blake Stevenson to gather in-depth, relevant information. Copies of the interview schedules used can be found at Appendix 3.
- 2.5 In addition, we interviewed the Co-ordinator of the Engine Shed to explore a range of issues including strengths and weaknesses of the organisation, its main achievements, future direction, and opportunities and challenges.

Focus Groups

- 2.6 We conducted focus groups to gather qualitative information to inform the evaluation and the development of case studies for the publication. The focus groups were used to establish participants' views on their experiences of participating in the Engine Shed's activities, its effectiveness as an organisation, its achievements, and views on the future of the organisation. A total of four focus groups were facilitated by the consultants with the following groups:
- staff;
 - current trainees;
 - former trainees;
 - parents and carers.
- 2.7 The focus group with staff involved group workers and supervisors and explored a number of areas including their views on the strengths and weaknesses of the organisation, past achievements and future opportunities.
- 2.8 Current trainees who attended the focus group were at a variety of stages in the training process at the Engine Shed and included some who were on work placement at the time. During the focus group, a number of areas were discussed including how trainees found out about the Engine Shed, what aspects they particularly liked and what, if any, changes they would like to see made in the future.
- 2.9 The third focus group was held with former trainees who had left the Engine Shed and a fourth, separate group was held at the same time with their respective parents and carers. The discussion with former trainees covered a variety of topics including why they chose to train at the Engine Shed, what

they enjoyed about their training, the benefits of training at the Engine Shed and what they had moved onto since leaving the organisation.

- 2.10 The discussion with their parents and carers focused on how the training had impacted upon their children, their views on the Engine Shed as a training organisation and any suggestions they had for the future.
- 2.11 A semi-structured schedule was used to guide the focus groups, copies of which can be found at Appendix 4.

Customer Survey

- 2.12 Blake Stevenson devised a customer survey which was positioned at the till points in both the vegetarian café and wholefood shop. Customers were asked by staff to complete the survey in return for a voucher for a free cup of tea. The surveys were collected by Engine Shed staff and forwarded to Blake Stevenson for analysis.
- 2.13 A total of 37 completed surveys were received from shop customers and 103 from customers from the vegetarian café. A copy of the customer survey is available at Appendix 5.

Employer Survey

- 2.14 In 2002, the Engine Shed undertook a Labour Market Information Survey with eighteen employers who had provided work placements to trainees from the Engine Shed. The survey questioned employers on a number of areas including:
 - the methods they use to recruit staff;
 - their experience of offering work placements to Engine Shed trainees;
 - their views on whether the practical training environment provided by the Engine Shed is the most effective way to help people with learning disabilities acquire skills for employment;
 - the skills that employers rate in their employees.
- 2.15 Blake Stevenson analysed the findings from the survey and these are discussed and referred to throughout this report. A list of the employers that participated in the survey can be found at Appendix 6.

Final Report and Publication Text

2.16 This document reports Blake Stevenson’s findings from the evaluation and review and is set out as follows:

- Chapter 2 contains details of the methodology and approach used
- Chapter 3 provides an overview of the history and structure of the Engine Shed
- Chapter 4 discusses the recruitment and referral processes
- Chapter 5 gives employers’ perspectives of the Engine Shed
- Chapter 6 provides customer perceptions of the shop and café
- Chapter 7 reports on progress towards targets
- Chapter 8 gives an assessment of value for money
- Chapter 9 gives conclusions and recommendations.

3 ORGANISATIONAL HISTORY AND STRUCTURE

Constitution and History

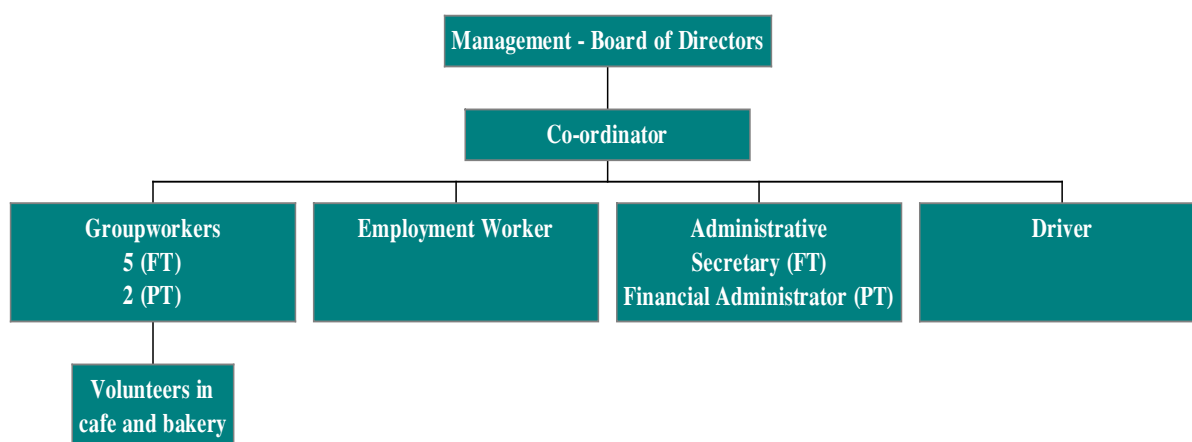
- 3.1 The Engine Shed, trading under the name of Garvald Community Enterprises Ltd, is a Company Limited by Guarantee with charitable status.
- 3.2 It is an organisation founded on the principles of Rudolf Steiner and this ethos underpins its work.
- 3.3 The Engine Shed was established in an attempt to move away from traditional care to an employment / work based model for supporting people with learning disabilities.
- 3.4 It is funded through two key sources – the European Social Fund and the City of Edinburgh Council.
- 3.5 The first ESF funding application was submitted in 1989 when training commenced in a temporary base while premises at St Leonard's were being renovated. In 1990 the building works were complete and operations were moved on a permanent basis to the building out of which the Engine Shed still operates today.
- 3.6 It also generates substantial levels of income through its various business activities which is used to offset some of the costs of running the business.

Board/Management Committee

- 3.7 The Engine Shed is overseen by a Board which is currently made up of eight members including representatives from Telford College, the Department of Employment and Skills, employers, a parent of a former trainee and a former trainee.
- 3.8 The Board is chaired by a representative from Careers Scotland.
- 3.9 The Board previously included a representative from the private sector, but since this person stood down no replacement has been found. The Engine Shed is currently taking steps to recruit a member from the private sector.
- 3.10 The Board, which meets at minimum quarterly, provides strategic direction to the Engine Shed, but does not get involved in the day to day business.

Staff

- 3.11 The Engine Shed employs nine people in relation to the production side of the business and training of trainees, seven of whom work full-time and two who work part-time. In addition, a manager/co-ordinator, an accountant, an employment worker, a van driver and administrative staff are employed at the Engine Shed. At present, there are two volunteer workers. Volunteers at the Engine Shed tend to be young people gaining work experience. An overview of staffing arrangements is presented below.



- 3.12 The Engine Sheds implements family friendly policies including job share opportunities for staff.
- 3.13 Staff meetings are held weekly and in addition to being used for business planning purposes, are also seen as an opportunity for team building.
- 3.14 The staff have an excellent understanding of the aims and objectives of the Engine Shed and what it is trying to achieve at a strategic level. The knowledge and commitment of the staff is outstanding and exceptional amongst organisations of this type.
- 3.15 The Engine Shed is considered by all interviewed, and by customers surveyed, to be professional and well organised. The core team is seen as central to this success.
- 3.16 One of the few areas, in respect of staffing, which people interviewed as part of this review felt could be improved upon, was the potential to enhance the opportunities offered to staff for development and training.

Location and Premises

- 3.17 The Engine Shed operates from its main premises based at St Leonards in Edinburgh, which are leased from the City of Edinburgh Council. The premises were renovated between 1989 and 1990 and were converted from an old Engine Shed to the purpose built facility they are today equipped with office space, training rooms, a kitchen, workshop and café.
- 3.18 The premises are located near the centre of the city on main bus routes to ensure ease of access for trainees, staff and the general public. There are a limited number of parking spaces outside the premises for staff and customers.
- 3.19 In addition, the Engine Shed expanded to open a wholefood shop in Bruntsfield in Edinburgh in 1996.

Operations

- 3.20 The Engine Shed operates across a range of areas and includes in its portfolio a vegetarian café, outside catering business, bakery, food processing unit, training rooms which are hired out, a shop in Bruntsfield, and other products and services.
- 3.21 Products made at the Engine Shed include bread and bakery products, tofu, salads, vegetarian foods and filled rolls. All of its products are of a high quality and are held in high regard by customers. Its tofu production receives particularly high commendations. The quality of produce has been instrumental in maintaining a good customer base.
- 3.22 The Engine Shed training workshops are operational from 9am to 5pm, Monday to Thursday and from 9am until approximately 3pm on Friday. The café is open to the public from 10.30am to 3.30pm, Monday to Thursday and from 10.30am to 2.30pm on Friday. The shop is open from 10am to 5.15pm, Monday to Saturday.

4 RECRUITMENT PROCESS AND REFERRALS

Referrals

- 4.1 The Engine Shed recruits trainees to the organisation in two main ways namely through referrals from organisations, and self-referrals directly from individuals (or their parents/carers).
- 4.2 At the time of this review, the Engine Shed had received referrals from the following organisations:
- Careers Scotland
 - Employment Service (Jobcentre Plus)
 - Social Work Services
 - Colleges
 - Community Health Teams
 - Parents and Carers' Groups
- 4.3 The number and frequency of referrals from these organisations has varied over the past fifteen years.
- 4.4 In addition, the Engine Shed receives self-referrals from individuals who contact the organisation directly, although this happens in fewer cases. It also recruits trainees directly through open days and organised group visits with schools and other organisations. School pupils have undertaken work placements at the Engine Shed to gain a taster of what it would be like to train on a full time basis.
- 4.5 The Engine Shed distributes publicity materials including leaflets, video and promotional materials which provide information on what the organisation offers and their contact details.

Recruitment and Application Process

- 4.6 The Engine Shed has a dedicated member of staff who is responsible for the recruitment of trainees, co-ordinates meetings between Engine Shed staff, the trainee and their representative, and is responsible for organising group visits and work placements.
- 4.7 At the first stage in the recruitment process, individuals complete an application form to apply for a place. A personal interview is then organised to discuss and assess individual training needs. Assessment reports from the applicant's social worker or other documentation will be reviewed by the

Engine Shed during the application process and fed into the overall assessment.

Selection Criteria

- 4.8 The Engine Shed's aim is to reduce exclusion and improve employability of excluded groups. Trainees must meet the following criteria to gain a training place:
- Have a learning disability;
 - Be unemployed and have experienced or could potentially face exclusion from the labour market; and
 - Male or female, aged between 16 – 60 years of age.

Referral and Recruitment - Issues and Challenges

- 4.9 Until recently, the highest number of referrals to the Engine Shed came from the Social Work Department. Numbers of referrals have been dropping recently, and anecdotally this is believed to be due to a number of factors:

The Range of Options Available to People with Learning Disabilities is Widening

- 4.10 When the Engine Shed was set up, there were very few providers of training for people with learning disabilities. There is now a far greater range of options available through other training organisations and colleges.

Change in Target Group's Needs

- 4.11 Fewer members of the target group sought by the Engine Shed are being referred to them by Social Work than previously. The Social Work Department reports that its current clients have considerably more significant support needs than the Engine Shed's traditional client group.
- 4.12 People with less intensive support needs (who may be more suited to the Engine Shed's environment) tend not to go through Social Work anymore, but instead self-refer to training or employment opportunities. They may not be aware of the possibilities offered by the Engine Shed.
- 4.13 The Engine Shed recognises that it needs to reduce its reliance on referrals from Social Work and target a wider range of referral sources, potentially using different approaches to target potential beneficiaries in the future.

Appropriateness of Training Model

- 4.14 The ‘employment’ model of training, delivered on a full-time basis by the Engine Shed, is thought to be too challenging for some clients – both Social Work and the Engine Shed believe that some clients may be looking for a day care centre facility rather than something which is offering real employment opportunities.
- 4.15 The Engine Shed primarily delivers training on a full-time basis and is reluctant to move away from this model – some potential trainees wish to participate on a part-time basis and so go elsewhere.

Next Steps

- 4.16 If the issues outlined above prove in fact to be the case, the Engine Shed will need to seriously consider its position and the model of support that it provides. It may need to review the ways in which it recruits, the balance of part-time and full-time training it offers, and the staff resources and competencies it has available to it.
- 4.17 We believe, however, that there are a number of steps which the Engine Shed may wish to take in advance of any review of its training model and which would help to ensure that a review was fully informed.
- 4.18 This review identified a need for the Engine Shed to conduct (or commission) labour market research into its target group. Whilst the Engine Shed believes anecdotally that some of the issues outlined in the section above may be impacting on its ability to attract trainees, we believe that there may be value in researching in further detail the labour market situation in relation to people with learning disabilities. We envisage that this research would include:
- an assessment of the number of people diagnosed with learning disabilities in the Engine Shed’s catchment area;
 - an assessment of the current level of needs of people with learning disabilities (potentially comparing those who refer to Social Work, and those who self-refer to training initiatives);
 - a comparative study of other providers of training and support to people with learning disabilities, including an assessment of their outcomes (in relation to getting people into work) to establish whether these organisations are having an impact upon the Engine Shed’s ability to recruit trainees.

- 4.19 We believe that it would be difficult for the Engine Shed to take informed decisions about its future direction without access to the above information.

Trainees and the Training process

Trainee/Beneficiary Profile

- 4.20 The Engine Shed has the capacity to train 36 people (aged between 16 and 60 years) each year who have learning disabilities, are unemployed and face exclusion from opportunities in training or the labour market. Approximately ten individuals complete the three-year training programme each year.
- 4.21 Table 4.1 breaks down the profile of trainees during the period July 2000 to June 2003 and shows that during this period there were 66 trainees at the Engine Shed, 52% of whom were male and 48% female. During this period almost half of trainees (47%) were aged between 16 and 24 years and almost one third (32%) were aged between 25 and 39 years of age. There were fewer trainees in the 40 to 49 years and 50+ age categories at 15% and 6% respectively.

Table 4.1 Trainee Profile by Age and Gender - 1 July 2000 – 30 June 2003			
Age	Gender		Total
	Male	Female	
16 – 24 years	15	16	31 (47%)
25 – 39 years	10	11	21 (32%)
40 – 49 years	7	3	10 (15%)
50 + years	2	2	4 (6%)
Total	34	32	66

(Source: Progress Report Form, July 2000 - June 2003)

Duration of Trainee Unemployment

- 4.22 Table 1 in Appendix 7 illustrates the duration trainees were unemployed prior to joining the Engine Shed by age and gender. It shows that 77% (of 66 trainees) were unemployed for over three years prior to coming to the organisation. Of those, 37% were aged 16-24 years, 35% were aged 25-39 years, 20% were aged 40-49 years and 8% were 50 years plus.
- 4.23 This demonstrates that during this period, the Engine Shed was reaching its target audience and meeting its social inclusion objectives by primarily recruiting individuals who had been long-term unemployed.

- 4.24 The section of this report entitled Progress Towards Targets discusses in further detail the achievements made by the Engine Shed in meeting its targets.

Training for Industry

- 4.25 Research was undertaken when the Engine Shed was being established to identify the industries in Edinburgh that had skills shortages and prospects for growth and to identify the type of skills sought by employers.
- 4.26 The research identified the catering, retail and wholesale sectors as growth industries with a demand for skilled, trained employees to work within these sectors. The organisation has built links with a network of local employers through which it continues to assess demand for opportunities and the type of skills required.
- 4.27 The Engine Shed also monitors policies at a national and local level to ensure that it continues to fit with key elements of the Social Justice Strategy, Social Justice Milestones, City of Edinburgh Council's Employment Strategy and East of Scotland Objective 2 priorities.

Aim of Training Programme

- 4.28 The overall aim of the training programme provided by the Engine Shed is to equip trainees with the skills to be ready for work in a paid position such as a kitchen assistant, catering assistant or store keeper, or to progress on to further training.
- 4.29 It also aims to help the individual deal with aspects of life that they might not have experienced before such as using public transport, meeting the general public and socialising with fellow trainees with similar disabilities. This builds confidence in a personal and work capacity and helps trainees become fully rounded, active citizens within their work and home lives.
- 4.30 The Engine Shed's philosophy is very much geared towards equipping trainees with the skills needed in the labour market and it believes it is one of the few organisations which are serious about helping people with learning disabilities make the transition to employment. It is reluctant to deviate from this primary aim since it believes that the model it delivers is effective and successful.
- 4.31 This review found a close match between the demands of the labour market and the skills being offered to trainees at the Engine Shed. The Engine Shed is conscientious in its attempts to match labour market demand with supply.

Training Delivery

- 4.32 Training is delivered at the Engine Shed in a socially integrated setting by a core staff of experienced trainers. Each work area has its own supervisor who is also responsible for training the trainees.
- 4.33 As the Engine Shed operates commercially, and is open for business Monday to Friday, food prepared by trainees is produced for sale in the café and shop, and is available for the outside catering business and training room.
- 4.34 The Engine Shed works in partnership with Telford College which provides three training sessions per week throughout the training programme. This training leads to recognised qualifications such as National Certificates and an SVQ in Food Handling. Community Health Lothian also provides staff to deliver a Personal Development course.

Training Content

- 4.35 The ethos of the Engine Shed is to offer a trainee centred approach to their training and employment experience by involving them in decisions about their training every step of the way.
- 4.36 The training provided is linked to the skills, ability and interests of the individual trainee and this is monitored, discussed and reviewed on a regular basis during the training process.
- 4.37 The programme is designed to be delivered over an extended period in order to provide training without any time pressures and constraints on an individual's capacity to learn. This approach provides reassurance for trainees that they can progress at their own pace and it allows sufficient time to plan for sustainable opportunities when they complete their training and leave the Engine Shed.
- 4.38 The Engine Shed primarily provides training on a full-time basis and attendance is required Monday to Friday throughout the year. Where part-time places are offered, attendance is required for part of every day, for example for five mornings per week rather than two full days per week. This reflects the Engine Shed's belief that trainees need to experience the different processes that take place each day to receive a comprehensive training experience.

- 4.39 The training package provided by the Engine Shed is summarised below and consists of:
- training within a retail/catering environment;
 - skills training theoretical input;
 - work placements and work experience;
 - SVQ and certificated qualifications;
 - vocational guidance;
 - aftercare support package.
- 4.40 The Engine Shed offers an integrated package that provides support to address any potential barriers to trainees taking up their opportunity. This package includes:
- training allowances of £15 per week as an incentive;
 - travel support in the form of travel passes;
 - subsidised meals up to £7 per day;
 - protective clothing;
 - counselling, guidance and advice in areas such as job coaching, completing applications forms etc;
 - literacy and numeracy support;
 - childcare/dependant care to help arrange provision; and
 - aftercare to support trainees when they complete their training.
- 4.41 A change to the benefits system means that in addition to the support package, trainees continue to receive a Disability Living Allowance. This ensures that trainees will continue to be attracted to work and training at the Engine Shed and will not be financially worse off for doing so.
- 4.42 Figure 1 illustrates the journey a trainee takes during the three year training programme at the Engine Shed. The training commences with a four week induction period followed by progress reviews at the end of weeks one, four, twelve and twenty-four and on a six-monthly basis thereafter.

Figure 1: Trainees' Journey at the Engine Shed**Year 1**

Training begins in one of the following work areas:
Bakery; vegetarian café; wholefood processing unit;
Bruntsfield shop; outside catering.

Year 1

- 4 week induction period
- 6 month review begins to chart progress, self assessment form completed
- begin to make choices about employment experience through first work placement (one day a week)
- Safe Hygiene Practice Certificate or SVQ level

- Week 1
- Week 4
- Month 3
- Month 6

Year 2

- Work placement continues
- 18 month review to assess half way point

- Month 12
- Month 18

Year 3

- Planning sustainable employment opportunities
- Introduction to future employment via work placement (1 or 2 days per week)
- Complete training and leave Engine Shed

- Month 24
- Month 30

- Permanent Move to employment or further training
- Aftercare including ongoing support and monitoring of progress made

- 4.43 In Year One, the first key milestone is reached at the six month stage when trainees complete a self-assessment questionnaire and discuss their progress to date. At this stage, trainees also consider if they are ready to undertake their first work placement, for one day a week, with a local employer. They are involved in the decision making process from the outset and begin to work in partnership with staff to discuss key decisions that will guide their training programme.
- 4.44 The training programme seeks to develop a number of core attributes sought by employers and vital to the prospects of employment at the end of training. These include building awareness of and skills in:
- Team working
 - Problem solving skills
 - Communication skills
 - Numeracy and literacy
 - Reliability and ability to produce work of high standards.
- 4.45 After 18 months, an assessment is undertaken to look ahead over the remaining 18 months and to plan the most appropriate route for a trainee to make the transition from training at the Engine Shed into work or training. During the last six months, training is geared towards preparing trainees to leave the Engine Shed through a work placement for one or two days per week with an employer.

Work Placements

- 4.46 Work placements were found to be an integral part of the training package provided by the Engine Shed. They commence after a trainee has successfully completed their first six months of training and are ongoing until training is completed. Placements are organised by staff for one day per week with a local employer.
- 4.47 Trainees are fully involved in deciding which type of work they would like to do during their placement, eg whether it is as a Kitchen Assistant, or serving customers in a retail environment shop, and the type of company they would like to go to.
- 4.48 Trainees work with staff to identify their strengths and individual skills and their areas of interest which feed into this process.
- 4.49 The benefits of work placements from the perspective of employers is discussed in further detail in Chapter 5.

Trainees' Perceptions

- 4.50 Two focus groups were held with trainees (both current and former) as part of this review. Trainees were asked about their views of the Engine Shed, whether it had been a positive experience for them, how it had impacted on them, and whether they had any suggestions for future development. The schedule which was used to facilitate discussion at the focus groups with trainees can be found at Appendix 4.
- 4.51 The response from trainees was overwhelmingly positive and all participants confirmed that they had enjoyed their time there and that they felt they had developed considerably as a result of attending the Engine Shed.
- 4.52 There were mixed views concerning the duration of support provided by the Engine Shed. A number felt that the three-year training programme was too long, whereas others would have liked the support to extend beyond this period. This is a reflection of the mixed needs of beneficiaries attending the Engine Shed.
- 4.53 All of the focus group participants felt that the length of training should be tailored to suit each individual trainee as some individuals needed the full three years to develop the skills required for full-time working whilst others may be ready to move onto employment more quickly.
- 4.54 In general, those trainees who had already left the Engine Shed felt that it had had a number of benefits including giving them the opportunity to meet new people, gain new skills, learn the importance of timekeeping, and learn about fair discipline.
- 4.55 In addition, the past trainees commented on how much they enjoyed coming back to visit the staff and current trainees at the Engine Shed. It was suggested that it may be beneficial to new trainees if former trainees could return on a regular basis to talk to current trainees about their experiences in the world of work and provide encouragement to them to continue with their training.
- 4.56 Current trainees commented that their monthly meetings with staff are useful and enjoyable and provide an opportunity to discuss any issues or concerns they may have.
- 4.57 Current trainees also indicated that they thought that the day trips to places of interest with fellow trainees were a good idea.
- 4.58 Suggestions for improvements included the proposal that trainees have the opportunity to rotate round the different departments to give them experience of work in each area of the business. This would enable trainees

to get a feel for the type of work they enjoy and, for example, help them to consider if they prefer working with the public in the shop or café or prefer being behind the scenes in the bakery or food processing areas.

- 4.59 Overall, both current and former trainees indicated that the Engine Shed had provided them with a good training opportunity and that they had enjoyed their time there.

Parents' Perceptions

- 4.60 A focus group was conducted with parents of former Engine Shed trainees. Parents were asked a range of questions in relation to their experience of liaising with the Engine Shed staff, including the impact that the Engine Shed had had on their child, and any suggestions they had in relation to future developments. The schedule which was used to facilitate discussion at the focus group can be found at Appendix 4.
- 4.61 As with trainees, the response from parents was overwhelmingly positive.
- 4.62 All parents indicated that the Engine Shed had had a very positive impact on their child, and that the Engine Shed had provided a supportive learning environment. A number emphasised the extent to which their child had matured whilst at the Engine Shed, exceeding their initial expectations considerably.
- 4.63 Parents advised that their children had found out about the Engine Shed through various routes – some through their school, others through college and some by word of mouth. There was a general feeling that the Careers Service pointed young people in the direction of college, not to the Engine Shed or other similar provision.
- 4.64 Parents emphasised the benefit of the Engine Shed providing a full-time, structured opportunity for training, and the fact that it was realistic and therefore good preparation for the world of work.
- 4.65 They also emphasised the social benefit which the Engine Shed afforded to the young people and noted that this was something which was missed when the trainees moved on to work or further education.
- 4.66 Specifically, parents noted that the trainees' confidence had improved whilst at the Engine Shed, and that, without exception, they moved easily into a work setting on leaving. They particularly commended the Engine Shed's involvement in organising both work placements during the period of training, and work opportunities for the trainees when they leave.

- 4.67 Parents noted that formal contact with the Engine Shed was always very professional but also noted that there were plenty of opportunities for parents to liaise with the Engine Shed staff on an informal basis.
- 4.68 Parents were asked for ideas for future development. These included:
- including skills like money management and literacy in the package of support offered in-house by the Engine Shed;
 - extending work placement opportunities so that the young people have a greater range of experiences on which to base their decisions about future employment;
 - providing trainees with information about social opportunities in their area which they could access when they leave the Engine Shed;
 - ensuring that the Engine Shed is more widely publicised.

Staff Perceptions

- 4.69 As previously noted, the staff at the Engine Shed have a reputation for being committed, caring and efficient and this was borne out in the findings of this evaluation.
- 4.70 In order to gather their perspective on the Engine Shed, Blake Stevenson conducted a focus group as part of this review. The schedule which was used to inform discussion at the group can be found at Appendix 4.
- 4.71 Staff were all exceptionally positive about the operations of the Engine Shed. They noted that the Engine Shed provides real training for the world of work and that high standards are instilled in trainees from day one.
- 4.72 They emphasised the strong working ethos and the fact that the Engine Shed promotes the use of fair trade produce and organic, healthy food. They further emphasised the importance of a good physical working environment, which they all believed the Engine Shed provides to its trainees.
- 4.73 Staff raised concerns about the recent shift in the nature of trainees that have been recruited to the Engine Shed. As discussed in Chapter 4, there has been an increase in the number of people with mental health issues (rather than learning disabilities) who have been recruited to the Engine Shed. Staff felt that if this trend were to continue, staff training would be required to enable them to cope with the differing support needs of this group.
- 4.74 The staff interviewed highlighted a number of areas of potential development for the Engine Shed:

- employ some of the stronger trainees (through social firm structure);
- some trainees to be given more responsibility than is currently the case;
- make people aware that the Engine Shed is not a day care centre;
- extend period of training beyond three years when this is needed by a trainee; and
- conduct more extensive publicity to raise awareness of opportunities provided by the Engine Shed (particularly with referral agencies).

Aftercare

- 4.75 The Engine Shed provides aftercare services for trainees when they leave the organisation and move to paid employment or other routes. It is offered on a flexible basis during this period to assist trainees make the transition from the familiar surroundings and format of training at the Engine Shed to their new environment and routine with an employer or trainer.
- 4.76 Aftercare includes a range of support measures including:
- discussions between employer, trainee and Engine Shed staff to ensure a smooth transition and discuss any areas of concern;
 - visits by the trainee to meet an employer and members of the staff team in advance of starting;
 - progress meetings at 3 and 6 months, and on an ongoing basis as required, to discuss any problems arising;
 - ongoing support and monitoring of progress (trainees can telephone or visit the Engine Shed to talk to support staff).
- 4.77 The review found the aftercare provision to be comprehensive. In addition, trainees who had left the Engine Shed indicated that they were satisfied with the level of aftercare they had received. Past trainees commented that they felt able to call into the Engine Shed or pick up the telephone as and when needed.
- 4.78 Findings from the survey of employers conducted by the Engine Shed highlighted that employers value the aftercare service provided by the Engine Shed both from the aspect of the support they receive and from the support provided to trainees. Employers felt that aftercare is vital to the process of transition from trainee to paid employee.

Issues and Challenges

- 4.79 The Engine Shed is a unique organisation in that it is one of only a few organisations in Edinburgh that provides an integrated training package on a full-time, long-term, intensive basis in a supported work-based environment.
- 4.80 It has had some difficulty in being recognised as an ‘employment model’ organisation rather than the traditional day care centre or support service for people with learning disabilities.
- 4.81 The Engine Shed recognises the need to raise awareness and market itself as an employment based training organisation to enhance its profile in order to recruit new trainees and attract referrals from other agencies and organisations.
- 4.82 Due to the closure of some day centres there has been a recent shift towards the referral of trainees with mental health issues (rather than learning disabilities) to the Engine Shed. This has led to more part time places being created to cater for this client group which has a different set of needs.
- 4.83 If this trend is to continue, the organisation will need to look at areas such as staff training to ensure the needs of this client group can be met and will also need to consider the balance of full and part-time places.
- 4.84 The Engine Shed’s ethos that training should provide realistic preparation for the world of work, has underpinned its work from the outset. It is for this reason that training is primarily provided on a full time basis and attendance is required Monday to Friday. The organisation believes that there is not enough continuity for part time trainees and they miss out on a full-time work culture.
- 4.85 The Engine Shed believes that it’s model works and it’s continuing ability to deliver outcomes is evidence that this is the case - 80% of trainees gain employment on leaving the Engine Shed and the remaining 20% move on to further training. (Source ESF Grant application form 2003 – 2006).
- 4.86 Anecdotal evidence collected through interviews conducted as part of this review suggests that the full-time, work-based nature of the Engine Shed’s training programme has made it increasingly difficult to attract new trainees.
- 4.87 It is further believed that some trainees find the training offered by the Engine Shed too challenging, and that some trainees, who have probably been previously heavily supported by parents and carers, find the prospect of full time work too much. Although significant support is offered at the Engine Shed, it is thought that some view it as less extensive than they (or their carers) believe they need.

- 4.88 In recent years, staff reported that trainees coming to the Engine Shed have been getting increasingly younger – they feel that this has required a new sub-set of skills to be acquired.
- 4.89 In addition, there has been an increase in the range of options available to people with learning disabilities, and a reduction in the number of people with learning disabilities whose needs can be supported by the Engine Shed being referred by Social Work. Both of these issues are having an impact on the Engine Shed’s ability to attract trainees.
- 4.90 New options available to people with learning disabilities include an increase in the number of colleges offering supported training to people with learning disabilities, and a range of training initiatives being established which are not employment focused or work based.
- 4.91 Individuals are able to choose a mixture of options to suit their needs from a variety of providers and gain a greater variety of learning experiences. Many of these options offer flexible programmes which are part-time, allowing an individual to be involved in more than one activity at a time. This portfolio approach to training and learning is proving attractive to the Engine Shed’s target group and it must consider how it can continue to recruit trainees in what has now become a competitive market. However, the Engine Shed has a unique selling point – it is well-recognised as an organisation that provides training which leads to real employment, and which provides a full-time package of support – and we believe that it needs to make market-led decisions about moving away from what it does well.
- 4.92 Specifically, this review highlighted the need for the Engine Shed to reconsider the balance of full-time and part-time places offered to trainees and recognise that there may be a case for increasing the number of part-time places to give trainees a greater range of opportunities. Currently part-time places are only considered for individuals with emotional difficulties and mental health problems.
- 4.93 The review also found that it is important for the Engine Shed to continue to be flexible in respect of the duration of training - some trainees are ready for work before the three year period of training ends, whilst others trainees may need the full three year period to complete their training and be ready to move on to further training or employment.

5 EMPLOYERS' PERSPECTIVES OF THE ENGINE SHED

Introduction

- 5.1 In its fifteen years of operation, the Engine Shed has established links with a broad range of employers in the catering and retail industries to offer trainees work placements and permanent employment at the end of their training.
- 5.2 A high proportion of these employers are disability symbol users and supportive of disabled people accessing employment. They also support the Engine Shed's employment model approach to training and their belief that it is an effective way to help people with learning disabilities access opportunities.

Barriers to Employment Opportunities

- 5.3 The Engine Shed recognises that individuals with learning disabilities can face a number of barriers to employment opportunities and be excluded from the labour market for a variety of reasons such as:
- an individual with a learning disability may have been stereotyped as not being capable of entering employment or training;
 - there can be a lack of support to help people make the transition from moving off benefits into employment and training, ie they become victims of the benefits trap;
 -
 - the individual has a low expectation of their own ability which may have been due to previous negative experiences and this results in low self-esteem and a lack of motivation to break the cycle; and
 -
 - an individual may have been socially excluded and feel unable, or be unable, to access, or be unaware of their right to access, a range of services and opportunities in their day to day lives.
- 5.4 One of the key aims of the Engine Shed is to break down barriers with employers and encourage them to employ people with learning disabilities.

Breaking Down Barriers

- 5.5 As part of this review, Blake Stevenson was asked to analyse the data collected through a survey conducted by Engine Shed staff with employers.
- 5.6 This survey asked employers a range of questions in relation to the support provided by the Engine Shed and their employment/recruitment practices more generally.
- 5.7 One of the clear messages from employers surveyed was that employing an individual with a learning disability had helped to break down barriers within the workplace. Comments made by employers include:

“the more people with different life experiences, the more efficient the staff team”

“it helps staff’s perception of disability to see people with a learning disability in a work environment”.

- 5.8 Employers also noted that their staff became more tolerant and had the opportunity to develop their own training skills by thinking of how to explain tasks to trainees. There was also increased awareness amongst employers that Engine Shed trainees have a high level of motivation and can on occasion outperform other staff.

Meeting the Needs of Employers

- 5.9 It is essential that the training programme delivered by the Engine Shed continues to meet the needs of employers in the catering and retail sectors by producing trainees with the right blend of skills and attitude towards employment.
- 5.10 The employer survey asked if the Engine Shed was meeting the needs of employers through the training it provides and a selection of their responses are summarised below:
- the training provides a good background understanding;
 - the Engine Shed develops the basic skills and employers can develop these further;
 - the training provides a good starting point, for example in the areas of timekeeping and self presentation.
- 5.11 One employer who completed a survey suggested there could be more emphasis on timekeeping and developing core skills, however the review

found that the remainder of employers surveyed held that view that the training currently provided by the Engine Shed did meet the needs of employers.

Skills Valued by Employers

5.12 Through the Employer Survey conducted by the Engine Shed, employers were asked about the skills and attributes they value in employees and to rate five core skills statements in order of importance to indicate if they thought they were:

- very important;
- important; or
- not important.

5.13 Table 5.1 below illustrates the results of the survey for the eighteen employers who responded to the questionnaire.

Table 5.1 - Skills Valued by Employers			
Skills	Very important	Important	Not important
Communication skills/ social skills	10 (56%)	8 (45%)	0
Being a team worker	11 (61%)	6 (33%)	1 (6%)
Reliability/motivation	14 (78%)	4 (22%)	0
Practical skills	4 (22%)	12 (67%)	0
Qualifications	0	3 (17%)	16 (89%)

5.14 Table 5.1 shows that the three key skills rated by employers as being very important are:

- Reliability and motivation;
- Being a team worker; and
- Communication skills/social skills

5.15 Reliability and motivation were seen as very important attributes by 78% of employers surveyed, whilst 67% rated practical skills as important.

5.16 Eighty nine percent of employers believed having qualifications is not important. This finding was not supported by trainees interviewed during the review who felt that gaining a qualification gave them a sense of achievement and personal satisfaction.

5.17 This illustrates that the training package devised by the Engine Shed generates outcomes for each party involved ie some elements of training solely benefit employers whilst others are of primary benefit to the trainee.

- 5.18 The Engine Shed used the findings from this and subsequent employer surveys to ensure that the training provided and skills developed during the training process are designed to produce the skills valued most highly by the employers and trainees.

Work Placements

- 5.19 The survey questioned employers about their experience of taking on a trainee from the Engine Shed on a work placement.
- 5.20 Respondents said that the initial contact made by the Engine Shed to establish the placement was enthusiastic and that they were fully informed about the process involved.
- 5.21 Care was taken to match trainees with suitable employers and the ethos of supporting the individual throughout their placement was evident from the outset.
- 5.22 Ongoing support and communication with Engine Shed staff was seen as vital to the success of the work placement and employers commented that visits and telephone calls to trainees helped to build up their confidence and supported the employer themselves. Regular meetings with employers ensured that any problems that arose were resolved and assisted in areas such as maintaining standards of work.
- 5.23 The review found that employers were satisfied with the level of communication and information provided by the Engine Shed in relation to setting up and running work placements.

Benefits/Effectiveness of Work Placements

- 5.24 Employers were asked to comment on how effective in their opinion work placements are at helping trainees acquire the necessary skills to function in the work place.
- 5.25 Employers said that work placements were beneficial for a number of reasons such as:
- work placements develop confidence and help the trainee learn about appropriate behaviour within the work place;
 - they help trainees to learn new skills which are wider in range than they will experience at the Engine Shed;
 -
 - they give the trainee the chance to work with new people in an every day working environment;

- - the experience helps trainees to focus and gives them a realistic picture of what will be expected from them in the workplace.
- 5.26 Comments made by employers on the benefits and effectiveness of work placements included:

“I would like to think that we are helping the Engine Shed to get people into paid work and gain experience leading to some qualifications”

“I feel the individual learns at their own pace and level but will go away with new skills and an understanding of the outside workplace”

- 5.27 The review found that the work placements set up by the Engine Shed are both beneficial to the employer and trainee and that employers feel they are an effective means of helping trainees move towards permanent employment.

Employers’ Recruitment Process

- 5.28 Employers were surveyed about how they recruit new staff to their organisation and it was found that most organisations used a variety of methods rather than one method of recruitment.
- 5.29 Four organisations said that they recruit through job centres whilst others use a mixture of methods such as: employment agencies; advertising vacancies internally; advertising externally through the Scotsman and Evening News newspapers; holding open days; and recruiting through word of mouth. Comments made by employers include:

“the most effective method is a notice in the window”

“the job centre is not a reliable source for staff”.

- 5.30 Respondents commented that advertising for employees in newspapers is expensive and that in the catering industry word of mouth can work well alongside local adverts to recruit local staff.
- 5.31 Retaining staff was highlighted as a problem by the employers surveyed. This is due to the culture within the catering industry of people moving around between short-term, casual jobs, and the demand for staff within the industry in general which led to a high turnover in staff. This has led to some employers being stretched and has resulted in a trend of them offering short-term contracts or part-time working rather than seeking full-time staff who may not remain with an employer for long.

- 5.32 A potential solution to this problem was recruiting staff who live in the local area to increase the chances of an employee staying on due to the convenience and attraction of employees not having to travel far to get to their place of work.

Issues and Challenges

- 5.33 This review identified the need to continue to develop links with existing employers in addition to generating new partnerships, thereby ensuring that a range of options can be offered to trainees in relation to work placements.
- 5.34 This will also enable the Engine Shed to remain abreast of the changing demands and trends within the catering and retail markets and remain informed of the types of positions available in these industries.
- 5.35 The review further identified the need for the Engine Shed to continue to ensure that the skills training it offers trainees continues to meet the needs of employers. In addition, training needs to continue to be pitched at the correct level to ensure trainees are ready to enter employment and that subsequent training needs are the responsibility of the employers.
- 5.36 The need to ensure a good match between trainees and employers remains key. There may be a good case for trying to match trainees with employers in the area in which they live, for both their work placements and when they seek permanent employment at the end of their training, in order to ensure sustainability of employment.
- 5.37 Continuation of good aftercare for both employers and trainees to smooth the transition into employment remains key.

6 CUSTOMER PERCEPTIONS OF THE SHOP AND CAFE

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- 6.1 The Engine Shed prides itself on producing good quality vegetarian products and providing a high level of service to its customers. In its fifteen years of operation, it has built a loyal customer base and established itself as a main player in the wholefood and vegetarian food sector in Edinburgh.
- 6.2 As part of the review and evaluation, the Engine Shed wished to assess how customers perceived its services. To achieve this, Blake Stevenson designed a questionnaire survey, which can be found at Appendix 5, which customers visiting the café and shop were asked to complete. The findings from each survey are discussed in turn below.

Vegetarian Café Customer Survey

- 6.3 A total of 103 customers who visited the vegetarian cafe at St Leonard's during February and March 2004 completed the survey. The survey asked five set questions, asked customers to make suggestions about additional services that should be provided and asked them to sum up in a few words why they enjoyed coming to the Engine Shed.
- 6.4 It should be noted that not all respondents answered each question and some respondents may have given multiple responses to certain questions.
- 6.5 Customers were asked how they first find out about the Engine Shed and table 6.1 illustrates their response.

Table 6.1: How did you first find out about the Engine Shed?		
Source	Number of customers	%
Media	1	1%
From a Friend	78	76%
Passed by	11	9%

- 6.6 As can be seen, almost three quarters (76%) of customers surveyed said that they had first heard about the Engine Shed from a friend and 9% said that they had passed by. The low number of passers by is unsurprising given the fact that the premises at St. Leonard's are not in a good "footfall" area, and signposting to the Engine Shed is limited. These issues will be addressed further in the chapter on publicity.
- 6.7 The Engine Shed recognises that it does not publicise its services on a regular basis and it is therefore not surprising that only 1% of customers learned of its existence through the media.

- 6.8 This review has highlighted the need for the Engine Shed to consider the ways in which it can raise its profile across the board, including with customers, and it is evident that there may be potential to grow the customer base if marketing activity increases.
- 6.9 The survey also asked customers to state the number of years that they had been visiting the Engine Shed Cafe and table 6.2 illustrates their response.

Table 6.2: How many years have you been visiting the Engine Shed?		
Number of Years	Number of Customers	%
Less than one year	10	11%
1-5 years	34	33%
5-10 years	32	31%
10-15 years	27	26%

- 6.10 The highest percentage of customers, 33%, had been visiting the Engine Shed for 1 to 5 years, the lowest percentage of customers, 11%, were new customers who had visited for less than one year. 31% indicated that they had been visiting for between five and ten years and 26% for the last ten to fifteen years.
- 6.11 This demonstrates what it is widely recognised - that the café at the Engine Shed has a loyal customer base and that is because there are aspects of the service provided that keep attracting them back.
- 6.12 To establish what the key attractions of the café were, customers were asked how they rate the services provided. Table 6.3 illustrates their responses and shows that 98% of customers surveyed said the service provided was very good and 2% said it was good. None of the customers surveyed rated services as average or poor.

Table 6.3: How do you rate the services of the Engine Shed?		
Rating	Number of Customers	%
Very Good	101	98%
Good	2	2%
Average	0	-
Poor	0	-

- 6.13 The positive response rate is exceptional and should be something which the Engine Shed takes great pride in.
- 6.14 In order to establish where the main customer base was, the survey asked customers to state if they lived locally. Of 101 respondents, 44% lived locally and 56% did not.

- 6.15 This again demonstrates the loyal customer base as over half of the customers surveyed who don't live locally may have to travel to visit the cafe. Some may be business customers who work locally but live elsewhere. Some respondents commented that they used to live locally and had moved away but continued to make the journey to the cafe.
- 6.16 The Engine Shed is keen that its customers are aware of its aims as a training provider and that it is committed to breaking down barriers for individuals with learning disabilities to help them access employment opportunities.
- 6.17 To measure customer awareness of the Engine Shed's core aims and objectives the survey asked customers if they were aware that the Engine Shed is also a training facility. Of the 102 customers who responded, 93% said that they were aware it was a training facility and only 6% were not.

Customer Suggestions

- 6.18 The final question in the survey asked customers to specify if there are any other services they felt the Engine Shed could provide. Suggestions made by customers are include:

Café Opening times:

- Re-open at weekends and charge customers more if needed
- Open for Saturday lunchtimes
- Open in the evening
- Open later in the afternoons
- Could be a festival venue.

Services

- Offer more take out foods at lunchtimes eg filled rolls, salad boxes and cakes
- Morning coffee at 10am
- Offer a sandwich/food delivery service to local offices
- Evening meals once a month
- Open an Organic shop
- More bakery products
- Offer meals for children to encourage more families, eg veggie sausages, cheese squares, and sell ice cream in the summer.

Premises and Facilities

- Provide more parking spaces
- Bicycle racks
- Provide more tables and space
- Reduce level of noise in the cafe (due to wooden floors)
- Create a patio/conservatory lunch area on the ground floor.

Alternative use of premises

- Holistic exercise classes eg yoga
- Use as a venue for youth groups and clubs at nights /weekends.

Marketing and PR (awareness raising)

- Display signage in the cafe and entrance to inform customers that bread and tofu can be bought from St Leonards
- Display signage, materials to explain the range of services provided eg outside catering
- Display signage and information about the shop at Bruntsfield.

Bruntsfield Shop Customer Survey

- 6.19 A total of 37 customers who visited the wholefood shop at Bruntsfield during February and March 2004 completed the customer survey. The survey asked shop customers the same questions as café customers and the findings from the survey are discussed below.
- 6.20 It should be noted that not all respondents answered each question and some respondents may have given multiple responses to certain questions.
- 6.21 Table 6.4 illustrates that 68% of customers had found out about the Engine Shed Shop when they had passed by and 30% had heard about it from a friend. None of the customers surveyed found out about the Shop through the media which reiterates the need for the Engine Shed to look at how it can market its services more widely to attract additional customers.

Table 6.4: How did you find out about the Engine Shed?

Source	Number of Customers	%
Media	0	-
From a Friend	11	30%
Passed by	25	68%

- 6.22 Engine Shed customers were asked how many years they had been visiting the shop and Table 6.5 shows their response. 38% percent of customers had visited the shop for the last 5 – 10 years, 32% had visited for 1 – 5 years and 19% were long standing customers who had visited the Engine Shed for the last 10 – 15 years, although not necessarily the shop, since this has only been open since December 1996. These figures again demonstrate a strong loyalty amongst customers.

Table 6.5: How many years have you been visiting the Engine Shed?

Number of Years	Number of Customers	%
Less than one year	4	11%
1-5 years	12	32%
5-10 years	14	38%
10-15 years	7	19%

How would you rate the services provided by the Engine Shed?

- 6.23 Table 6.6 shows that 92% of customers rate the services provided by the Engine Shed Shop as very good and 8% consider their services to be very good. As with café customers, this demonstrates an unusually high level of satisfaction with the services being provided.

Table 6.6: How do you rate the services provided by the Engine Shed?		
Rating	Number of Customers	%
Very Good	34	92%
Good	3	8%
Average	0	0
Poor	0	0

- 6.24 95% of shop customers indicated that they lived locally. This contrasts with the café's customer base, of whom half did not live locally. This suggests that the shop is being used as a local convenience and is not attracting customers from a wider area. We believe that there may be a substantial number of potential new customers from further afield who would be prepared to travel to access the good quality wholefood and vegetarian produce sold by the shop.
- 6.25 Of the shop customers surveyed, 89% were aware that the Engine Shed is a training facility and 11% of customers were not aware of this.

Customer Suggestions

- 6.26 The survey asked shop customers to specify if there were any other services that they felt the Engine Shed should provide or whether they had any general comments. Comments made by customers included:
- the food runs out too early on a Saturday;
 - the shop should produce more homemade products for takeaway;
 - have a delivery service of food such as filled rolls to nearby schools;
 - dispense with all cards and adverts;
 - open another café in Bruntsfield; and
 - stock yeast flakes.

Issues and challenges

- 6.27 The findings from the café and shops customer surveys are extremely positive and a credit to the staff and trainees at the Engine Shed.
- 6.28 It is likely that customers who completed a survey are perhaps more likely to be regular visitors to the Engine Shed and are perhaps its most loyal customers. On this basis, it could be argued that you would expect the outcome of a high level of awareness of the Engine Shed's aims and services and of customer satisfaction amongst this group. However we do not believe that this should detract from the high level of positive responses.
- 6.29 People interviewed as part of this review believed, however, that awareness of the Engine Shed's aims and objectives may not be as extensive amongst the general public more widely. This is something that the Engine Shed is aware of and we would emphasise the need for it to consider ways in which it can raise its profile and sell its services to a wider audience.
- 6.30 What is clear from the information provided by customers through the surveys, is that they consider the Engine Shed to be a real business, rather than just a project which provides training to people with learning disabilities, which is an excellent message and one that suggests there is great potential to develop the Engine Shed's business model even further.
- 6.31 We believe that there is a gap between customers' perception of the Engine Shed (as a business), and the Engine Shed's own perception of itself (primarily as a project).
- 6.32 More extensive marketing could have a positive impact on income generated through the café and shop.

7 PROGRESS TOWARDS TARGETS

Background

- 7.1 To enable us to measure the Engine Shed's progress towards achieving targets, we undertook an assessment of progress against the quantifiable indicators which were set out in the ESF applications submitted to the Objective 3 Partnership.
- 7.2 Since this was an historical evaluation, we measured progress for the period 2000-2003. A table showing the outcomes of this exercise can be found at Appendix 9.
- 7.3 At the point that the first application (funding period 2000-2003) was submitted to the Objective 3 Partnership, the Programme was brand new and guidance concerning the ways in which targets should be set was limited. There were errors and inconsistencies in application forms across the Programme and many applicants were required to re-submit their targets - the Engine Shed was among them.
- 7.4 To take account of this process, table 1 at Appendix 9 show both the original and revised targets for this period. Our assessment of progress was based on the revised targets.

Targets 2000-2003

- 7.5 As Table 1 in Appendix 9 shows, the Engine Shed has exceeded its targets for the overall number of people trained, and for the number of positive outcomes on leaving.
- 7.6 The Engine Shed has not met its other targets, but in all cases the variance between targets and actual numbers achieved has been so minimal that this review does not find any cause for concern.
- 7.7 The original targets did not include targets for a number of the indicators, however in practice progress has been made in these areas and reported to the Objective 3 Partnership through quarterly claims.
- 7.8 The drop-out rate at the Engine Shed during this period was low.

Targets 2003 to date

- 7.9 As activity for this funding period is in the very early stages, it is difficult to make an assessment of progress accurately. Early indications, based on the figures contained in progress reports submitted to the Objective 3 Partnership, suggest that the Engine Shed is on track to achieve its targets in the current funding period.
- 7.10 Overall, this evaluation finds that the Engine Shed has demonstrated an ability to accurately predict what it can achieve and has gone on to fulfil these achievements in practice.
- 7.11 There may be a case for the Engine Shed setting itself more challenging targets in future and perhaps being prepared to take some calculated risks in order to help them to achieve even more.

8 ASSESSMENT OF VALUE FOR MONEY

Introduction

- 8.1 In order to undertake an assessment of value for money, Blake Stevenson conducted a desk-based exercise using the information contained in quarterly claims (to end December 2003) and collected through the interviews conducted as part of this evaluation.
- 8.2 The assessment takes account of actual spend against profiled spend, and value for money in terms of the activities delivered.
- 8.3 Although beneficial, the value for money exercise is both difficult and potentially contentious in a European funded initiative. Due to the nature of the activity, outcomes are both quantitative and qualitative, obvious and hidden. Outcomes such as the number of participants attending training courses can be measured statistically but qualitative outcomes such as increased confidence of trainees or increased motivation, and longer-term impacts are much more difficult to measure.
- 8.4 Benefits will occur which are not directly attributable to the Engine Shed's activities whilst the Engine Shed's activities may have an impact which reaches further than the group of individuals directly receiving support. Isolating only the Engine Shed's activities and outcomes is therefore a difficult and imprecise exercise.
- 8.5 This chapter details the findings of the review in relation to value for money under the following headings:
- profile of expenditure;
 - monitoring of expenditure;
 - added value.

Profile of Expenditure

- 8.6 The measurement of value for money was based on information contained in the claim covering the period to end December 2003. The value for money assessment was conducted using the information contained in quarterly claims and collected through the interviews conducted as part of this evaluation.
- 8.7 The total budget for the period 1 July 2000 – 30 June 2003 was £853,012. Actual spend to the end of the period was £839,517 which indicates an accuracy in budgeting and spend.

- 8.8 The total budget for the Engine Shed from 1 July 2003 to 30 June 2006 was £954,704. Spend to date (up to and including 31 December 2003) was £151,352, which gives a variance of £803,352. This is in line with expected levels of expenditure at this early stage of the tranche of funding.
- 8.9 The Engine Shed is 16.67% of the way through its delivery time and has spent 15.85% of its budget. This suggests that the Engine Shed is on track in terms of expenditure.
- 8.10 The majority of costs incurred are for the delivery of project activity. Overheads are kept to a minimum.
- 8.11 Central staff resources are the minimum required to manage and monitor a project of this size.
- 8.12 Overall, Blake Stevenson found that to date the Engine Shed has demonstrated good value for money.

Monitoring of Expenditure

- 8.13 The Objective 3 application form provides a clear framework for expenditure, with clearly identified cost headings making monitoring straight forward. Clear lines of accounting could be demonstrated.
- 8.14 Monitoring systems have been examined a number of times by European Funders and are always found to be rigorous.

Added Value

- 8.15 Within this evaluation, added value is defined as the extent to which the activities funded through the Engine Shed have improved the quality of, given added impetus to, or extended the reach of, the pre-existing mainstream services.
- 8.16 At application stage, the Engine Shed indicated that it would add value through:
- increasing outputs by 50%;
 - providing innovative training for people with learning disabilities;
 - continue to operate in it's present form which would be impossible without ESF.
- 8.17 Evidence of this added value was provided through the interviews, focus groups and desk-based research. It is clear that the Engine Shed is

delivering activity to, and reaching individuals, that would not otherwise have been reached.

- 8.18 Based on the interviews, focus groups and desk research, it is our assessment that the Engine Shed has added significant value to existing provision.

9 PUBLICITY

- 9.1 The Engine Shed has produced a range of publicity materials to raise awareness of its work. A range of the publicity materials developed were assessed as part of this evaluation and were found to be of a high standard, providing clear information about the Engine Shed in a creative way. All were found to be user-friendly.
- 9.2 The Engine Shed has also successfully attracted some publicity through ministerial visit. An open discussion was also organised with social work staff to talk to them about the training programme provided by the Engine Shed.
- 9.3 The Engine Shed has been recognised as a model of good practice in the field of vocational training for people with learning disabilities and is highly regarded.
- 9.4 However, a number of issues arose in relation to publicity during this review.
- 9.5 The first of these is that the Engine Shed is not exploiting all of the opportunities available to it in relation to publicity. We identified a number of opportunities for additional PR which are outlined in the next section.

Sending out the Right Messages

- 9.6 In recent years , the Engine Shed reported a drop in numbers of trainees which is believed to be due to a change in the nature of the client group seeking training opportunities. Whilst keen to recruit new trainees, the Engine Shed does not wish to compromise its position, as an organisation which has an excellent track record of getting people into work, by operating as a day centre rather than a training provider. It is essential, therefore, that the Engine Shed ensures that this message is relayed effectively to referral agencies.

Unique Selling Point

- 9.7 The Engine Shed has a clear unique selling point (USP) - it is highly regarded as an organisation which produces vegetarian food and it is renowned as a tofu producer. In addition it is widely recognised as an organisation which provides high quality training for people with learning disabilities. Blake Stevenson believes that there is the potential for it to better advertise this USP.

- 9.8 There may be the potential, for example, for the Engine Shed to put itself forward for awards, and in addition, the Engine Shed could actively promote itself as a vegetarian/wholefood producer through trade or travel publications. This could help to attract new customers to the Engine Shed.

Sponsorship

- 9.9 Given the Engine Shed's close links to employers, we believe that there would be merit in exploring the potential for sponsorship. We believe that large companies, particularly ones with which the Engine Shed already has links, would be interested in sponsoring publications, events, etc particularly given the benefits to their organisation of being closely associated with an organisation which not only supports learning disabilities, but also encourages healthy eating.

Presentation

- 9.10 Whilst recognising that the Engine Shed has a limited budget for publicity or infrastructural change, we believe that there may be merit in reviewing the format of the shop at Bruntsfield. The shop is currently badly signposted and it is not immediately obvious from the outside what the shop sells. The table in the window, for example, suggests that the shop is a café, whereas the main point of business is in fact the sale of organic and wholefood. This is currently unclear to a passer-by.
- 9.11 Bruntsfield is an area where the market for the sale of this type of produce is ideal. It is an excellent "footfall area" and we believe that there is significant potential to attract higher numbers of passers by through improved presentation.

10 CONCLUSIONS AND RECOMMENDATIONS

Overview

- 10.1 This review has provided evidence that the Engine Shed is an effective provider of supported employment opportunities for people with learning disabilities.
- 10.2 People approached as part of this review were united in their view that the Engine Shed is a provider of high quality training and support, and provides trainees with an excellent working environment. Customers talk of the good quality food, pleasant environment and efficient staff in both the café and shop.
- 10.3 As an organisation which draws down funding from external sources, the Engine Shed continues to achieve the targets it sets and delivers its activities on budget.
- 10.4 However, the Engine Shed remains an organisation which is evolving and one which needs to ensure its sustainability for the future. It is likely that the possibilities afforded by ESF funding to date will dramatically reduce post-2006 and the Engine Shed may need to look elsewhere for support.
- 10.5 The Engine Shed will need to continue to evolve as an organisation to ensure that it remains attractive to funders, but continuing to identify opportunities for revenue generation will also be critical.
- 10.6 In considering the evidence collected through this review, we have identified a number of opportunities for development and change and these are outlined in the next section. We have presented these according to a number of key issues which we believe the Engine Shed needs to consider in moving forward.

Key Considerations

How can the Engine Shed attract a greater number of trainees with learning disabilities?

- 10.7 In respect of this question, we would wish to highlight a number of key considerations:
 - Consider whether the number (ie size of population) and the needs of the Engine Shed's client group have actually changed or whether the traditional client group now needs to be reached in different ways;

- Conduct labour market research to determine the exact nature of the client group, including:
 - measurement of the number of people who have learning disabilities in the Edinburgh area;
 - assessment of the level of needs of people with learning disabilities; and
 - a comparative study of other training providers who work with people with learning disabilities, including an assessment of their outcomes.
- Consider the ways in which the Engine Shed publicises its training and how it could increase the number and range of people who are aware of its services. We would strongly recommend that the Engine Shed develops a comprehensive marketing strategy which includes measures to reach people with learning disabilities who may not have access to information through the usual routes.

Is there a need for a strategy for diversifying the Engine Shed's client groups in future?

10.8 In respect of this question, we would wish to highlight a number of key considerations:

- Consider whether the Engine Shed needs to move away from supporting only its traditional client group to include providing substantive support to people with mental health issues;
- Consider the impact that widening the client group would have on staff resources in terms of levels of staffing required, the need for staff training etc.;
- Consider the implications of working with groups with distinct and separate needs – if a decision is taken to work more extensively with people with mental health issues, a separate package of support will need to be developed for them which takes account of the differing nature of their needs.
- Consider the issue of the current demand for part-time training and whether the Engine Shed should (or could) offer this on a more formal, long-term basis;

- Recognise that diversifying the Engine Shed's client groups and training model would be a move away from the Engine Shed's unique selling point (USP), ie its reputation for working with people with learning disabilities in a very work-focused environment on a full-time basis. The loss of its USP could in itself prove a risk to the organisation.

What is the long-term strategy for the organisation?

10.9 In respect of this question, we would wish to highlight a number of key considerations:

- Consider at the earliest possible opportunity the implications for the Engine Shed of a reduction in ESF funding post-2006.
- Consider the possibility of working towards the social firm model and the implications this would have for the organisation. Although financial constraints, such as the high level of rent payable to the Council for its premises, make this currently prohibitive, we believe it may be a viable step for the Engine to take. It is recommended that the Engine Shed explores the possibility of opening discussions with the City of Edinburgh Council in relation to the acquisition of the land and property currently leased from them. There is a political imperative to encourage the development of the social firm sector and this step would fit well with current policy.
- Pursuing a more business-oriented route would necessitate the development of a comprehensive Business Plan, Marketing Plan and Funding Strategy.
- Pursuing the social firm model infers a far greater focus on the business and income generation side of the Engine Shed's activities. This could have implications for staffing needs, since it may be unreasonable to expect the current cohort of core staff (co-ordinator and administrator) to be able to manage the increase in income generating activity and associated marketing needs. There may be merit in considering a split in roles between the business and the project management.

10.10 In addition to the issues for consideration outlined above, we have identified a range of specific actions which we believe the Engine Shed may benefit from considering. These are grouped under a number of key headings.

Business Opportunities

- This review identified substantial scope for the Engine Shed to be more influential in helping companies to change their policies in respect of employing people with learning disabilities (or disabilities more generally). We believe that there may be the scope and market for the Engine Shed to offer training to companies or act in a consultative capacity in respect of recruitment policies.
- This review identified considerable potential for the Engine Shed to expand its outside catering business. The customer survey indicated significant interest in this, and given the low overheads associated with outside catering (and the high profit margin), this could be an excellent means of generating future revenue.
- There is significant potential to generate additional revenue through hiring out the Engine Shed as a venue for business meetings, workshops and seminars, in particular by developing those rooms in the Engine Shed which are currently not in use.
- A large number of the customers surveyed were interested in the Engine Shed opening at weekends and we would suggest that despite the current constraints (in terms of security and staff), this should be seriously considered. It may be possible to run the weekend café as a separate business with its own complement of staff.

Funding

- There is a range of potential new funding sources for the Engine Shed to tap into. Lotteries funding, Forward Scotland, the Scottish Arts Council, the Gulbenkian Foundation and Social Investment Scotland (a loan provider), among others, may be worth investigating. A funding factfile has been appended to this report which may inform this process.

Training

- Feedback from trainees, parents and employers suggests that there may be significant merit in the Engine Shed exploring the potential to offer additional skills, such as literacy, numeracy and money management, to trainees. Links could be built with money advice organisations and training providers who could develop packages

which could be delivered in-house at the Engine Shed to ensure ease of accessibility.

Publicity

- More extensive publicity and awareness raising by the Engine Shed could have a substantial impact on its ability to attract new trainees and customers.
- It is recommended that the Engine Shed continues to develop its existing website as a marketing tool.
- It is recommended that the Engine Shed explore the opportunities for attracting sponsorship from companies, and support from high-profile members of the community. It should be proud of its ability to attract support from well-known people like Ian Rankin and capitalise more fully on the benefits of this.
- It is recommended that the Engine Shed reviews the presentation of its businesses, including ensuring that clear messages are being conveyed to customers, and appropriate signage is in place.

Appendix 1

LIST OF DOCUMENT SOURCES

“Short Change for People with Learning disabilities”, Paper by Marian Macdonald

ESF Grant Application Form	2000 – 2003
ESF Grant Application Form	2003 – 2006
ESF Claim Form	April 2003 – June 2003
ESF Claim Form	October 2003 – December 2003
ESF Progress Report Form	July 2000 – June 2003
ESF Progress Report Form	July 2003 – December 2003

Case Study of the Engine Shed, report produced for the Engine Shed

Engine Shed Equal Opportunities Policy

Employer Survey, conducted by the Engine Shed

Appendix 2**LIST OF INTERVIEWEES****Employers**

Keith Boyle	The University of Edinburgh
Linda Letford	Debenhams
Diane Jamieson	McDonalds

Funders

Rhona Laskowski	The City of Edinburgh Council
Tania Morlan	Objective 3 Partnership

Management

Marian MacDonald	Co-ordinator
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Board Members

Rosie Barclay	(Chair) Careers Scotland
Keir Sim	(Director) Edinburgh's Telford College

Appendix 3

INTERVIEW SCHEDULES**Funders**

- How long has the Engine Shed been in receipt of your funding and when will the current tranche of funding run out?
- How often is the ES required to report progress to you? Are they submitted on time?
- Is the Engine Shed meeting its targets? Has it done so in the past?
- What has worked well and what factors have contributed to its success?
- In what way is the support provided by the Engine Shed distinct from other training provision for people with learning disabilities in the Edinburgh area?
- What are the key issues still to be addressed by the Engine Shed and how do you think these should be taken forward?
- Do you see any specific barriers to the future development of the Engine Shed?
- How could the Engine Shed become less reliant on external funding?
- What are the prospects of the ES being funded by your organisation following the current allocation of funding?

Board members

- The extent to which the Engine Shed has met its original aims and objectives?
- How have these evolved during its lifetime?
- What has worked well and what factors have contributed to this success?
- In what way is the support provided by the Engine Shed distinct from other training provision for people with learning disabilities in the Edinburgh area?

- How does the Engine Shed publicise its work? Could the Engine Shed's profile be enhanced, and if so, how?
- Are new ways for the Engine Shed to attract trainees?
- What have been the key successes of the Engine Shed during the last 15 years?
- What are the key issues still to be addressed by the Engine Shed and how do you think these should be taken forward?
- Are there any specific barriers to the future development of the Engine Shed?
- How could the Engine Shed become less reliant on external funding?

Employers

- Please describe your partnership/involvement in the ES? (how many trainees have been on placement/recruited from ES, what positions do they fill, who manages their progression etc)
- How did you become involved with/hear about the ES?
- What support is provided to trainees during their placement from your organisation and from the Engine Shed?
- What aspects of your partnership work well for your organisation and what factors have contributed to this success?
- Are there any areas that could be improved, if so how?
- In what way is the support provided by the Engine Shed distinct from other training provision for people with learning disabilities in the Edinburgh area?
- Has working with the Engine Shed helped your organisation and employees understand issues faced by people with learning disabilities?
- How do you think the ES should develop over the next 10 years?
- Do you think that there are new ways for the Engine Shed to work to attract and work with trainees?
- Do you see any specific barriers to the future development of the Engine Shed?

Appendix 4

FOCUS GROUP SCHEDULES**Parents and Carers**

- How did you find out about the Engine Shed?
- What are the main benefits of the Engine Shed?
- Are you satisfied with the level of support provided to your child?
- What changes have you seen in your child since they started at the Engine Shed?
- Was the work experience element beneficial to your child? In what way?
- Are there any changes to The Engine Shed's services which you would like to see implemented?
- Is there sufficient liaison between the Engine Shed and parents/carers?

Staff

- What are the Engine Shed's strengths and what factors have contributed to its success?
- What has worked particularly well?
- Anything that hasn't worked well?
- Anything particularly innovative?
- Do you think there are any gaps in provision which still need to be addressed?
- How do you monitor the progress of individuals?
- Do you have any examples of good practice?
- Do the trainees have any involvement in the decision making process, or in helping to shape the future of the Engine Shed's activity?

- Do you track progress beyond the period of time that trainees are at the Engine Shed?
- Is there any aftercare, beyond initial period of intervention?
- How does the Engine Shed publicise its work? Could the Engine Shed's profile be enhanced, and if so, how?
- Do you think that there are new ways for the Engine Shed to attract trainees?
- What have been the key successes of the Engine Shed during the last 15 years?
- What are the key issues still to be addressed by the Engine Shed and how do you think these should be taken forward?

Current trainees

- How did you find out about the ES?
- Were there other choices available to you?
- What type of training do you get from the ES?
- What are the best things about being at the ES?

Past Trainees

- When did you leave the Engine Shed?
- What are you going now?
- How well did the Engine Shed prepare you for the world of work?
- How did you first hear about the Engine Shed?
- Why did you choose to come to the Engine Shed and were there other choices available to you?
- What type of training did you get from the Engine Shed/In which part(s) of the business did you train?
- What did you like about training and the Engine Shed?

- Is there any aspect of the training that could be made better?
- Was 3 years long enough for you/too long?
- What do you think of training on a full time or part time basis?
- Is there anything you would like to change about the ES eg is 3 years too long/not long enough, are the full time days too long/to short?
- What do you hope to do when you leave?

Appendix 5

CUSTOMER SURVEY QUESTIONNAIRE

The Engine Shed will celebrate its 15th anniversary later this year. As part of the celebrations we have decided to commission a publication reviewing the past 15 years and the services we currently provide. We would be grateful if you would be willing to spare 5 minutes of your time to complete the questionnaire below. The information collected will be used by the consultants drafting the publication to gain an impression of our customers' views of the services we provide.

**How did you first find out about
The Engine Shed?**

- Media
- From a Friend
- Passed by
- Other*
- *Please specify _____

**How many years have you been visiting
The Engine Shed?**

- Less than one year
- 1-5 years
- 5-10 years
- 10-15 years

**How would you rate the services
provided by The Engine Shed?**

- Very Good
- Good
- Average
- Poor

Do you live locally?

- Yes
- No

**Were you aware that The Engine Shed
is also a training facility?**

- Yes
- No

Do you think that there are any other services The Engine Shed could provide? Please specify:

Please sum up in a few words why you enjoy coming to The Engine Shed

Appendix 6

**LABOUR MARKET INFORMATION – EMPLOYER’S SURVEY
2002**

Eighteen employers completed a survey from the following organisations:

- Lothian University Trust
- BHS Ltd
- Sodexo x 4
- Scottish Courage
- O’Briens Irish Sandwich Bars
- CEC Catering Ltd
- Toys R Us
- Lothian NHS Board
- AC Catering Portobello Indoor Bowls
- Hendersons of Edinburgh
- Hibs Football Staff Restaurant
- Dobbies Garden Centre, Lasswade
- University of Edinburgh Accommodation Services
- Eurest Catering
- Hays DX

Appendix 7

TRAINEE PROFILE BY DURATION UNEMPLOYED AND AGE - I JULY 2000 - 30 JUNE 2003

Duration unemployed	16 - 24 years		25 - 39 years		40 - 49 years		50+ years		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Up to 6 months (under 25)	0	2	0	0	0	0	0	0	2 (3%)
7 - 12 months (under 25)	3	2	0	0	0	0	0	0	5 (8%)
7 - 12 months (over 25)	0	0	2	1	0	0	0	0	3 (5%)
13 - 24 months	2	2	0	0	0	0	0	0	4 (6%)
25 - 36 months	0	1	0	0	0	0	0	0	1 (2%)
Over 3 years	10	9	8	10	7	3	2	2	51 (77%)
Total	15	16	10	11	7	3	2	2	66 (100%)

Source: Progress Report Form, July 2000 - June 2003

Appendix 8

CASE STUDIES

Parents

Name: Mr and Mrs X Trainee name: Y	Please provide your response to each question in the space provided. Thank you for your contribution.
Case Study Questions	Response
How did you find out about the Engine Shed?	I saw an advertisement for places in a magazine for those with learning difficulties.
How long has your son/daughter been at the Engine Shed?	For three years and three months.
Which aspects of the training/work experience have they enjoyed so far?	Y enjoyed his placements. He particularly enjoyed the responsibility of looking after the people attending conferences.
Has the work experience element been beneficial to your child? In what way?	It gave Y work experience, confidence and an idea of what kind of work he would like to do.
What changes have you seen in your child since they started at The Engine Shed?	Growing maturity and confidence, for example, Y can and does now initiate conversation with people.

What do you feel are the main benefits of The Engine Shed?	Giving Y a constructive and disciplined work experience, leading to useful work placement. With the help and guidance of the staff providing him with a real job.
Would you recommend the Engine Shed to other parents? If so, please summarise why?	Without question or reservation we would highly recommend the work of the Engine Shed, because of the development it gave to our son's ability and maturity, and for the help they gave to finally providing our son with a job.

Continuation Sheet/

“ As the parents of Y, during his time at the Engine Shed, we always found Marian McDonald and her staff very helpful and supportive. They were always available to give advice and help when needed. Through their help and guidance our son became the confident and capable young man he is today. We owe to all involved a deep debt of gratitude”.

Staff

Name:	Z
Please state your position and describe your role at the Engine Shed	<p>Position: Group worker</p> <p>Role: To manage a wholefood bakery and use this setting to provide vocational training and guidance for people with special needs.</p>
How long have you been employed at the Engine Shed?	Eight years.
What do you believe are the Engine Shed's strengths?	We are well established and apparently well respected for our 'outputs' - healthy food and vocational training. We have a small but committed team with many years of experience. We have customer loyalty and a positive and straightforward approach to work and problem solving.
How does the Engine Shed differ from other training providers working with people with learning disabilities?	I think we have a much more practical approach and very clear objectives. We focus on helping to develop work skills and confidence in a fairly realistic work environment.
In what way do you feel that you have benefited personally from being involved with the Engine Shed?	I think I am more understanding and tolerant of people's needs and problems than before, and perhaps more patient. I have enjoyed the interaction with my colleagues, and have learnt a lot about many different things. Last but not least, the Engine Shed has helped me to maintain a healthy lifestyle.

Current Trainee

Name	Trainee B
Involvement with Engine Shed (e.g length of time involved, trainee or parent etc.)	First came to the Engine Shed on a work placement from school when he worked in the bakery
How long have you been at the Engine Shed?	Trainee B started at the Engine Shed in July 2002
What type of training do you get from the ES?	“ I work in the café and make salads, set up the counter, tables and chairs” “after lunch I do the dishwashing, clean up and chop vegetables for the next day”
Where did you carry out your work placement? What did you learn at your work placement?	“I work in the café bar at the Filmhouse making coffees and cappuccinos. When I started I worked in the kitchen and did the dishes”
What have you learned from being at the Engine Shed?	“Serving people, dealing with people, making salads and how to clean tables. I like serving and talking to customers the best”
What are the best things about being at the ES?	“I’ve made friends here and have good fun and a laugh with the group workers” “I like that its in the middle of town”
What do you hope to do when you leave?	“Go to the Filmhouse and work in the café and bar”

*Review of the Engine Shed**Case Study Pro-Forma – Employer*

Keith Boyle, Portering and Security, The University of Edinburgh

Dear Keith

We would be grateful if you could write a few words for each of the questions below to summarise your views and experience of working with the Engine Shed. Please feel free to write as much as you like and continue on the additional sheet attached if you wish– thank you for your contribution.

Question	Response
1. How long has your organisation been working with the Engine Shed?	My direct working relationship with the Engine Shed has been for 2 and a half years. I do not know how long the University as a whole has been working with the Engine Shed.
2. How did you find out about the Engine Shed?	I was made aware of them through our Human Resources department.
3. Why did your organisation decide to offer a work placement or permanent job to a trainee from the Engine Shed?	The role of Porter that I had vacant at the time was that of a manual nature and one where the person who would fill the role would be able to develop both the role and themselves personally.
5. Please describe your working relationship with the Engine Shed supervisors and staff?	First class. Cathy would be on the phone or into see me very regularly after the appointment of the trainee. Through time these visits were reduced as the trainee developed to the point where now, as a full time member of the University staff, I receive an occasional call from Cathy to ask how the young man is doing and to pass on her regards.

<p>6. What are the positive aspects of employing someone with a learning disability?</p>	<p>Giving that person the chance to develop and grow in an environment where the stress and challenges can be controlled to minimise any damage to confidence and ability. The satisfaction the person gets from completing the task, a sense of achievement.</p>
<p>7. Do you think that employing someone with a learning disability has had a positive impact on other members of your workforce/has it changed attitudes in any way?</p>	<p>Very much so. Many of the staff have learned a lot about themselves and how to deal with people with learning difficulties.</p> <p>A lot more tolerance has been observed.</p>
<p>8. Would you consider offering a work placement /permanent position to an ES trainee in future? If so, please state why?</p>	<p>Only if an appropriate vacancy came up.</p>
<p>9. How does your organisation see its relationship with the Engine Shed developing in the future?</p>	<p>Unfortunately I cannot comment on what the University Policy may be.</p>

Are you happy for your name to appear alongside this information in the publication for which it is intended? YES

Would you be willing to have your photograph included in the publication?
YES

Continuation Sheet/**Your Views – Café Customers**

Question	Options	Number of Respondents	
		No.	%
How did you first find out about The Engine Shed?	Media	1	1%
	From a Friend	78	76%
	Passed by	11	9%
	Other* Please specify	12	12%
How many years have you been visiting The Engine Shed?	Less than one year	10	11%
	1-5 years	34	33%
	5-10 years	32	31%
	10-15 years	27	26%
How would you rate the services provided by The Engine Shed?	Very Good	101	98%
	Good	2	2%
	Average		
	Poor		
Do you live locally?	Yes	44	43%
	No	57	55%
Were you aware that The Engine Shed is also a training facility?	Yes	96	93%
	No	6	6%
Total of 103 respondents			

Your Views – Shop Customers

Question	Options	Number of Respondents	
		No	%
How did you first find out about The Engine Shed?	Media	0	0
	From a Friend	11	30%
	Passed by	25	68%
	Other* Please specify	1	3%
How many years have you been visiting The Engine Shed?	Less than one year	4	11%
	1-5 years	12	32%
	5-10 years	14	38%
	10-15 years	7	19%
How would you rate the services provided by The Engine Shed?	Very Good	34	92%
	Good	3	8%
	Average	0	0
	Poor	0	0
Do you live locally?	Yes	35	95%
	No	2	5%
Were you aware that The Engine Shed is also a training facility?	Yes	33	89%
	No	4	11%
Total of 37 respondents			

Beneficiary Profile by Age and Gender - 1 July 2000 – 30 June 2003

Source: ESF Progress Report Form, July 2000 - June 2003

Age	Gender		Total
	Male	Female	
16 - 24 years	15	16	31 (48%)
25 - 39 years	10	11	20 (31%)
40 - 49 years	7	3	10 (15%)
50 + years	2	2	4 (6%)
Total	34	32	66 (100%)

Beneficiary Profile by Duration Unemployed and Age – 1 July 2000 – 30 June 2003

Duration unemployed	16 - 24 years		25 - 39 years		40 - 49 years		50+ years		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Up to 6 months (under 25)	0	2	0	0	0	0	0	0	2 (3%)
7 - 12 months (under 25)	3	2	0	0	0	0	0	0	5 (8%)
7 - 12 months (over 25)	0	0	2	1	0	0	0	0	3 (5%)
13 - 24 months	2	2	0	0	0	0	0	0	4 (6%)
25 - 36 months	0	1	0	0	0	0	0	0	1 (2%)
Over 3 years	10	9	8	10	7	3	2	2	51 (77%)
Total	15	16	10	11	7	3	2	2	66 (100%)

Source: ESF Progress Report Form, July 2000 – June 2003

Outputs Assessments

Forecasts for 2000 – 2003 against Annual Progress towards targets for the period

	2000		2001		2002		2003		Total			
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Original target	Revised Target	Actual	Variance
Number of people trained	36	36	36	13	36	9	36	8	144	60	66	+6
Number of people given guidance		36		13		9		8	0	0	66	0
Number of companies given guidance	0	0	0	0	0	0	0	0	0	0	0	0
Total number of beneficiaries receiving support		36		13		9		8	0	0	66	0
Number of young people receiving help before 6 months	0	0	0	0	0	0	0	0	0	0	0	0
Number of women receiving support		17		9		4		2	0	35	32	-3
Number of adults (aged 25 and over) receiving help before 12 months	0	0	0	0	0	0	0	0	0	0	0	0

Source: Grant Application Form July 2000 – June 2003 and Claim Form June 2003

Impact Assessment

Forecasts for 2000 – 2003 against Annual Progress towards targets for the period

Impact	2000		2001		2002		2003		Total			
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Original Target	Revised Target	Actual	Variance
Number of people training going into employment	2	1	10	10	5	5	12	2	29	18	18	0
Number of people going onto further education or training		2		10	1	6	2	1	3	20	19	-1
Number of people going into self-employment	0	0	0	0	0	0	0	0	0	0	0	0
Number in work on leaving (and at 6 months)		1		9		5		2	0	18	17	-1
Number of beneficiaries completing their course		1		13		6		3	0	26	23	-3
Number of positive outcomes on leaving (and at 6 months)		3		19		11		3	0	32	36	+4
Number of people trained gaining a (part) qualification		1		30		8		0	0	45	39	-6

Table 1 Outputs Assessments

Forecasts for 2000 – 2003 against Annual Progress towards targets for the period

	Total 2000 – 2003			
	Original target *	Revised Target	Actual	Variance
Number of people trained	144	60	66	+6
Number of people given guidance	0	0	66	0
Number of companies given guidance	0	0	0	0
Total number of beneficiaries receiving support	0	0	66	0
Number of young people receiving help before 6 months	0	0	0	0
Number of women receiving support	0	35	32	-3
Number of adults (aged 25 and over) receiving help before 12 months	0	0	0	0

Source: Grant Application Form July 2000 – June 2003 and Claim Form June 2003

* original target revised due to changes in the initial applications process (refer to page 41 for further details)

Table 2 Impact Assessment

Forecasts for 2000 – 2003 against Annual Progress towards targets for the period

Impact	Total 2000 - 2003			
	*Original Target	Revised Target	Actual	Variance
Number of people training going into employment	29	18	18	0
Number of people going onto further education or training	3	20	19	-1
Number of people going into self-employment	0	0	0	0
Number in work on leaving (and at 6 months)	0	18	17	-1
Number of beneficiaries completing their course	0	26	23	-3
Number of positive outcomes on leaving (and at 6 months)	0	32	36	+4
Number of people trained gaining a (part) qualification	0	45	39	-6

* original target revised due to changes in the initial applications process (refer to page 41 for further details)