

LifeSkills created with Barclays – Reporting Criteria

LifeSkills created with Barclays

LifeSkills created with Barclays aims to help all people in the UK, whether that's a young person developing skills and preparing for their first job, to someone wanting to progress in their career, make changes to their working life or even start their own business.

The programme began on 30th April 2013.

As of the 31st December 2020, the number of people that have participated since the programme was launched had reached 12,430,162 (number of participants from launch to 31st December 2019: 10,102,467).

Summary

This document sets out the Barclays LifeSkills team's reporting approach and criteria to enable measurement and reporting on the number of people that have participated in the LifeSkills programme, as well as the measures we have taken to try to ensure that participants are unique.

Key Performance Indicator (KPI) for LifeSkills created with Barclays

The number of people that have participated in the 'LifeSkills created with Barclays' programme.

Scope

All people who have participated in the 'LifeSkills created with Barclays' programme.

There are four ways people can participate in the programme:

1. People register themselves as a 'Young Person' at www.barclayslifeskills.com and participate through interactive content on their own;
2. People participate in lessons/sessions led by Barclays volunteers and charity partners funded by Barclays;
3. People participate in lessons or modules delivered by educators. For example, the educator could be a teacher in a secondary school or a work coach at a JobCentre Plus.
4. People interacting with the Changing WorkLife content on barclayslifeskills.com

Key changes and updates to the reporting criteria in 2020

In 2020, we started working with additional charities to support adults. Participants in their sessions are also included in our results.

Independent assurance

Barclays engaged KPMG LLP (KPMG) to undertake limited assurance using the assurance standard ISAE (UK) 3000 over selected information included within the Barclays Environmental Social Governance Report for the reporting year ended 31 December 2020. We have included some of that information that was subject to KPMG's limited assurance in this LifeSkills report which has been marked with the symbol Δ . KPMG's full assurance statement is available on the Barclays website in the 2020 ESG report at <https://home.barclays/content/dam/home-barclays/documents/investor-relations/reports-and-events/annual-reports/2020/Barclays-PLC-2020-ESG-Report-2020.pdf>¹

¹ The level of assurance provided for a limited assurance engagement is substantially lower than for a reasonable assurance engagement. A summary of the work KPMG performed is included within their full assurance statement. Non-financial performance information is subject to more inherent limitations than financial information. It is important to read the data in the context of KPMG's full assurance statement and the Barclays LifeSkills Reporting Guidelines.

Unit of measurement

Number of people.

1. Young people register themselves online:

Participants for this group are defined as those who have registered as 'Young People', are aged 14 or over, and who have collected 11+ points through participation in the online modules. This means that they have registered and then used a tool or spent enough time on an article that we assume that they have read it. They do not need to be under a certain age: anyone registering under this category is classed as a 'young person'.

Owing to data privacy rules, young people need to be aged 14+ to access the website. When young people aged under 14 contact us to ask how they can register, we recommend they ask a parent or guardian to do so on their behalf.

Exclusions

- a. During the below periods, we only counted young people as those aged between 14 – 35 at the time of registration.

During the period 1 January 2020 - 31 December 2020, we discounted the number of registered participants aged between 14-18 by 71.3%. To calculate this assumption, we used the percentage (71.3%) of online users stating "educator referral" during their online registration in the period 1 Jan – 31 Dec 2019.

For earlier assumptions, please see Appendix A.

2. People participating in lessons or modules with Barclays volunteers and charity partners:

Participation for this group means that the people have attended and completed a lesson/module based on LifeSkills materials and modules/lesson plans with Barclays volunteers or charity partners funded by Barclays.

Method

There are two methods that we count:

i. Sessions run by charity partners funded by Barclays

In 2020, Barclays funded eight charity partners to support young people and adults using LifeSkills content. These were:

- The Talent Foundry (formerly the Transformation Trust)
- Business in the Community in Wales
- Business in the Community in Scotland
- Business in the Community in Northern Ireland
- East London Business Alliance
- Wise Group
- Smallwood Trust
- Family Action

In 2020, Barclays funded additional charity partners to support young people and adults in support of the LifeSkills programme, but not using LifeSkills content. These were:

- Maggie's
- Carers UK
- Timewise

These charity partners record the number of unique beneficiaries at each session. Some, such as The Talent Foundry and Business in the Community, target multiple interventions. i.e. engaging with the same students over 1 or 2 academic years in order to have the most impact. These students are only counted once as unique beneficiaries.

Formal reporting on events and participation are provided quarterly. Checks to ensure participation figures are reasonable and accurate include reviewing the quarter's event details against the quarter's stated participation, as well as against expectations against KPIs and events and the type of content used across the sessions.

ii. Lessons organised by Barclays volunteers and employees

Barclays volunteers can organise their own lessons independently. Barclays volunteers download materials and deliver lessons in accordance with Barclays LifeSkills internal guidance on the number of volunteers needed per participant. Volunteers report their volunteering hours and the number of

participant to the Barclays Group Citizenship team, whereby the information is recorded on a system called Giving Force.

Only those volunteers that are not already counted by the LifeSkills team in method (i) described above, are counted in this method. Barclays LifeSkills guidance is for one volunteer per 10 participants.

However, we reviewed the average ratio of volunteers to participants in 2018 and found the actual ratio was found to be one volunteer per 14 students. Therefore, we have used this ratio (1:14) to estimate the participation figures for these sessions for the period 1 January 2019 – 31 December 2020.

For the period 1 January 2016 – 31 December 2017 we used a ratio of 1:12.

Before 1 January 2016, we used a ratio of 1:10.

3. People taught through educator-led lessons or modules:

Participation for this group is defined as people being taught LifeSkills content by an educator. For example, a teacher at a secondary school using our lesson content or a work coach at a JobCentre Plus delivering some of our modules.

Method

- a. An active educator is defined as an educator who has:
 - registered on the Life Skills website; and
 - downloaded at least 1 resource in the current academic year (1 August – 31 July). For example, if an educator downloaded materials in January 2020 and again in September 2020, this would mean that they have been active twice. Therefore, we would calculate the number of participants as $2 \times$ educator multiplier (see b. below) \times educator cap multiplier (see c. below). We also consider active educators of adults only to be active once in a 12-month period. For convenience, this runs in line with the academic year.
- b. We use independent research performed for Barclays with a selection of participating educators to estimate the average number of unique people participating in lessons, per educator, per teaching year.

Following the launch of our content for adult educators at the end of July 2019, for the period 1 August 2019 – 31 December 2020, we moved to an approach using our most recent research, with the beneficiary number calculated as:

- 144 for lessons in schools, colleges and universities
- 25 for modules delivered with adults.

Over time, we plan to use an average of our last 3 pieces of research as we did in 2018 for both of these types of educators.

For previous years' assumptions, please see Appendix A.

- c. Most educational institutions have more than one educator registered for LifeSkills. Where there is more than one active educator, there is the risk of double counting as students may participate in lessons with more than 1 educator. We have assessed that applying a cap of 3 active educators per secondary school will reduce the risk to an acceptable level and avoid double counting.

For the period 1 January 2020 – 31 December 2020, we have used a multiplier of 0.933, based on a review of our data at the end of 2018.

For previous years' assumptions, please see Appendix A.

- d. Where educators download both module content aimed at use with adults and lesson content aimed at use with young people, we assume that 32.4% of these were typically educators working in schools/colleges/universities, based on an analysis of active educators between 1st August 2019 – 29th March 2020.

For previous years' assumptions, please see Appendix A.

4. People interacting with the Changing WorkLife content on barclayslifeskills.com

On Mon 21st October 2019, LifeSkills launched a new Changing WorkLife section on barclayslifeskills.com, designed for adults to use independently.

There is no registration/login for those using this content. Participation is estimated from engagement using Adobe Analytics.

Participation for those viewing the Changing WorkLife (CWL) content is classed as:

- they spent more than 3 minutes on a CWL page and;
- they did not subsequently register/login as an educator, young person, parent or business.

Changes to our methodology

We review our calculation methodology in light of improved understanding of the data. Where we have updated assumptions based on this improved understanding we have also considered the impact of any new assumptions on previously calculated participation levels. Where changes to our assumptions have a material impact on the previously calculated participation levels we adjust the brought forward cumulative number of participants by applying the new assumptions.

In calculating the cumulative number of participants from inception of the scheme on 30 April 2013 to 31 December 2020, we have made no adjustments to the cumulative number of participants reported from inception of the scheme on 30 April 2013 to 25 January 2015 of 1,110,434, as we consider that the effect on the previously calculated total of the changes to our assumptions are not material, individually or in aggregate.

Appendix A – Previous years' assumptions

Corresponding to relevant sections in 1. Young people register themselves online:

Exclusions

During the period 1 January 2019 - 31 December 2019, we discounted the number of registered participants aged between 14-18 by 63.16%. To calculate this assumption, we used the percentage (63.16%) of online users stating “educator referral” during their online registration in the period 1 Jan – 30 Jun 2018.

During the period 1 October 2018 - 31 December 2018, we discounted the number of registered participants aged between 14-18 by 50.3%. To calculate this assumption, we used the percentage (50.3%) of online users stating “educator referral” during their online registration at the start of 2018.

During the period 1 July 2018 – 30 September 2018, we were unable to track online usage by young people and assumed that participation during this period was equal to our lowest quarter of online participation during 2017 and 2018, which was Q2 2018.

During the period 1 January 2017 – 30 June 2018, we discounted the number of registered participants aged between 14-18 by 42.3%. To calculate this assumption, we used the percentage (42.3%) of online users stating “educator referral” during their online registration.

During the period 22 January 2015 - 31 December 2016, we discounted the number of registered participants aged between 14-18 by 27%. To calculate this assumption, we used the percentage (27%) of online users stating “educator referral” during their online registration.

For the period June 2013 – 21 January 2015 we used the percentage (44%) (based on independent research findings) of educators who refer participants to the LifeSkills website for further information.

Prior to June 2014, registration was not a requirement for young people to access the content and as such during this time participation as defined above was not captured and is not included in the KPI.

Corresponding to relevant sections in 3. People taught through educator-led lessons or modules:

- b. *For the period 1 January 2019 – 31 July 2019, we used an average of our most recent sets of research across the entire programme of 127 students per educator per teaching year.*

For the period 1 January 2018 – 31 December 2018, we moved to an approach using the average of the results of our last 3 pieces of research. This was to ensure that our participation calculations reflected several pieces of research, rather than only being based on the most recent one. For the 2017-18 academic year, the average was 133 students per educator, per teaching year. This gave an average over the last 3 pieces of teacher research of 127 students per educator per teaching year for the period 1 January 2018 onwards.

For the period 1 January 2017 – 31 December 2017 this was revised up to 126 students per educator, per teaching year.

For the period 22 January 2015 – 31 December 2016 this was revised down to 124 students per educator, per teaching year.

For the period 30th April 2013 – 21 January 2015 this was 134 students per educator, per teaching year.

- c. *For the period 1 January 2019 – 31 December 2019, we have used a multiplier of 0.931, based on a review of our data at the end of 2018.*

For the period 1 January 2018 – 31 December 2018, we have used a multiplier of 0.950, based on a review of our data at the end of 2017.

For the period 1 January 2017 – 31 December 2017, we have used a multiplier of 0.946.

For the period 22 January 2015 – 31 January 2016, we have used a multiplier of 0.907.

For the period 30th April 2013 – 21 January 2015, we used a cap of 2 registered educators, giving a multiplier of 0.89 to reflect this cap.

The below points were previously included in section 3. People taught through educator-led lessons or modules but moved to an appendix as they relate to previous years.

Before September 2018, educators could also request Barclays volunteers through the LifeSkills website and these lessons were directly organised with volunteers by the LifeSkills team. This is no longer the case. For reference, the number of participants was logged as an important programme metric but since 22 January 2015 was not included in the final programme participation figures because we assume that the students are taught in educator-led lessons. This ensured that there was no double counting between educators who download lesson plans to use with their students and lessons run with those same students by Barclays volunteers. For the period 30 May 2013 – 21 January 2015 our approach to help ensure no double counting was to remove the active educators (and relevant participants) who downloaded online material and also requested volunteers.

For the period 16 July 2018 – 9 September 2018, downloads for each educator's account were not tracked correctly on barclayslifeskills.com. Therefore, for this period, participation via educator-led lessons was estimated using:

- *Adobe Analytics download tracking data for barclayslifeskills.com*
- *an estimate of the ratio of educator-led participation and Adobe Analytics download tracking data from before 16 July 2018.*

The ratio was calculated from the following data:

- *weekly educator-led participation for 12 September 2017 – 6 November 2017 and 1 January 2018 – 15 July 2018.*

- *Adobe Analytics download tracking data for barclayslifeskills.com for 12 September 2017 – 6 November 2017 and 1 January 2018 – 15 July 2018. i.e. periods where we had Adobe Analytics download tracking data and participation in educator-led lessons calculated from downloads on educators' accounts during this period.*

For 16 July 2018 – 31 July 2018, the average ratio during the period 4 June 2018 – 15 July 2018 was taken as the ratio of weekly participation to weekly downloads.

For 1 August 2018 – 9 September 2018, the average ratio during the period 10 September 2018 – 4 November 2018 was taken as the ratio of weekly participation to weekly downloads during that period.