

# Families, Learning and Progression

24th September 2008

Megacentre, Sheffield

Family learning team

at

NIACE



Leading learning and skills



# Aims of the day

- launch *Families, Learning and Progression* pack
- share the findings from the project
- develop a shared understanding of what we mean by progression
- examine curriculum and course planning to ensure the capture of the generic learning outcomes and the different types of progression
- discuss the long term tracking of a sample of learners over a three year period

# Overview of the project



and then.....

# ..... along came FLIF!!!!

Wider focus on all family learning

Support the tracking of a small sample of families

Reporting on data but also able to make comments – “numbers and stories”

End up with a systematic national sampling method for progression that captures different types of progression

DCSF requirements to measure the impact

# The policy overview – key areas

The review  
of the  
safeguarded  
funds

*Think Family*  
and role of  
learning for  
families at  
risk

New duties  
on schools  
to promote  
community  
cohesion  
and well-  
being

The  
parenting  
skills  
agenda

The new  
PSA targets,  
local area  
agreements  
and the new  
national  
indicator set

# What we need to do is .....

## think language

- what is the language of our partners
  - progression or outcomes or outputs
  - learner voice or consultation

## think marketing

- what are the needs of the groups of our partners/how do we help them meet their outcomes

## think evidence

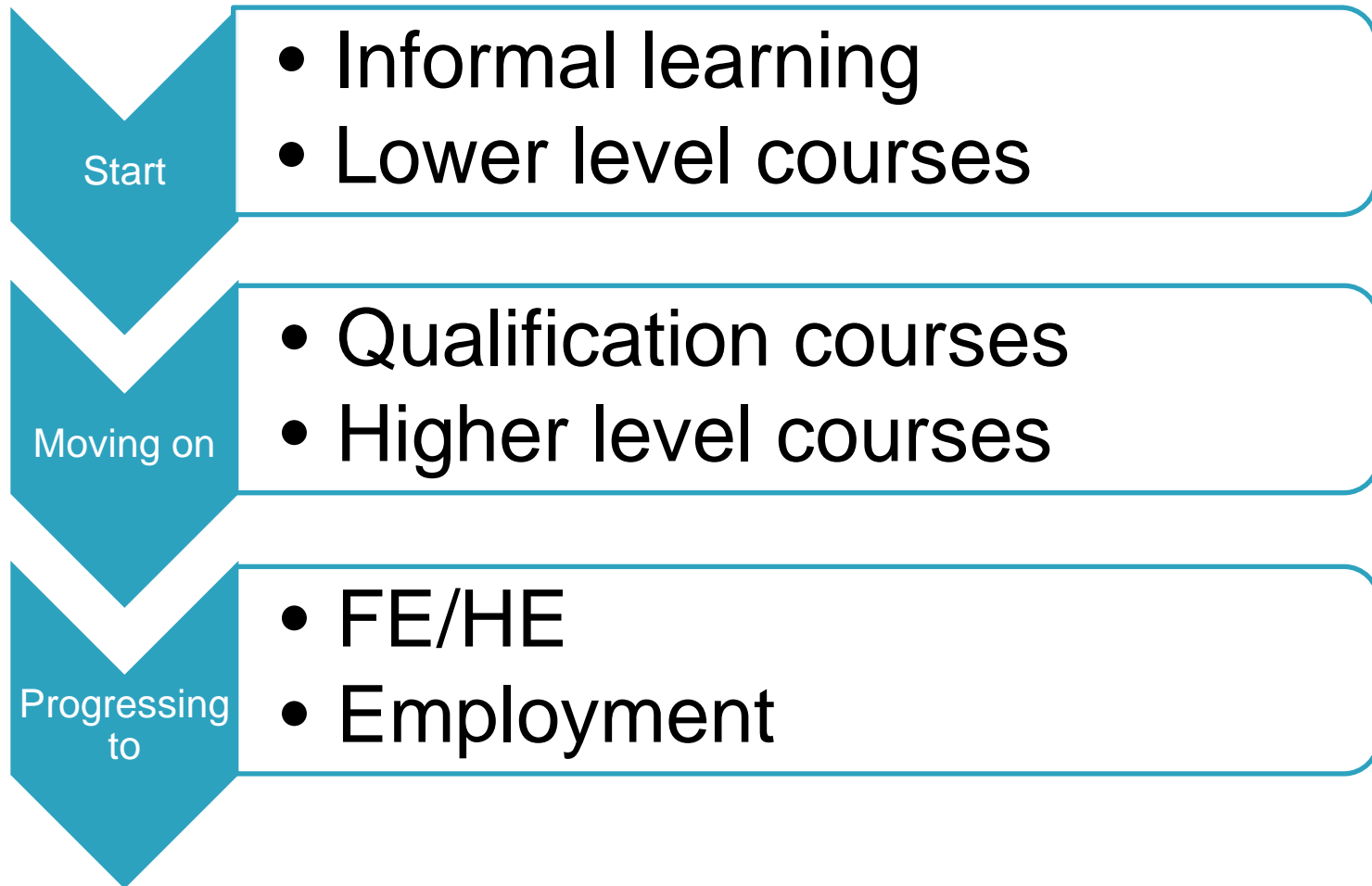
- Proving our impact

# What do we mean by progression?

## Reviewing the literature

### Mandy Thomas, NIACE

# The conventional view of progression



# Definitions

- **Progress** – within a single programme of learning
- **Achievement** – direct and immediate outcome of the programme
- **Progression** – happens after the programme

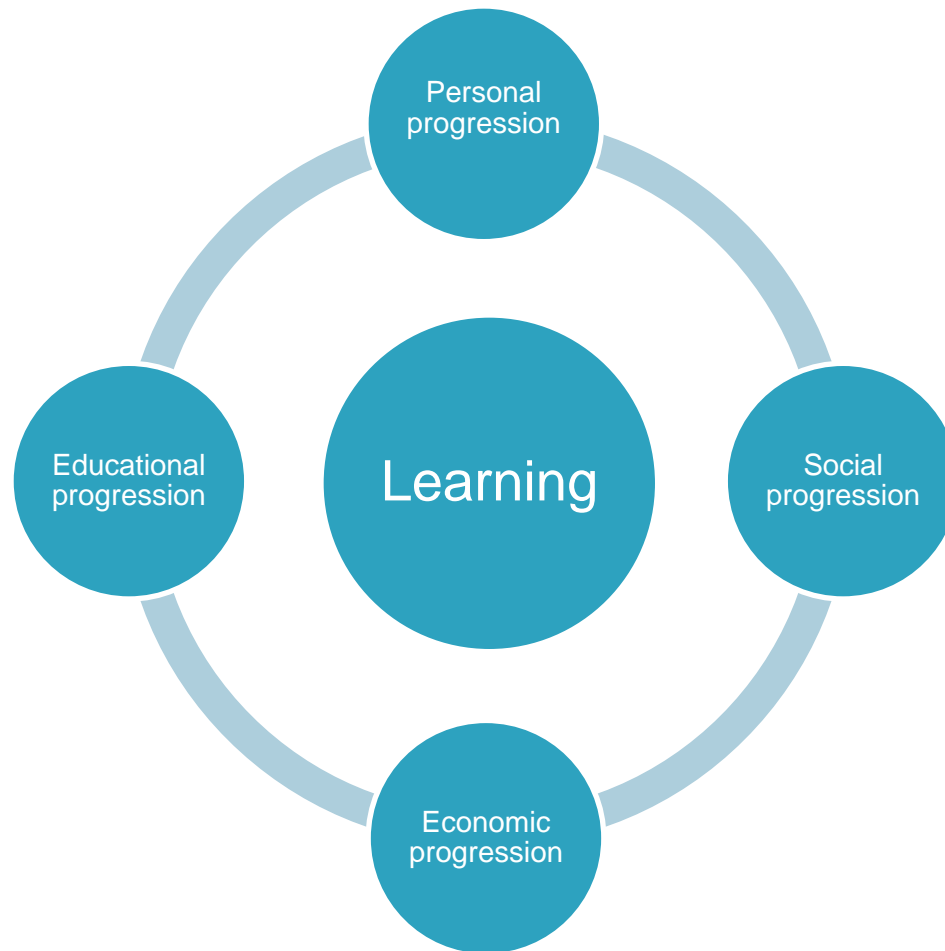
# Types of progression

Educational	Economic	Personal	Social / Collective
<ul style="list-style-type: none"> <li>•Other courses.</li> <li>•Learning at home.</li> <li>•Raised aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>•Skills.</li> <li>•Employment.</li> <li>•Qualifications.</li> <li>•Placements.</li> <li>•Increased confidence.</li> <li>•More effective communications.</li> <li>•Improved budgeting.</li> </ul>	<ul style="list-style-type: none"> <li>•Increased confidence.</li> <li>•Changes in attitude.</li> <li>•Increased choices.</li> <li>•Increased tolerance and understanding.</li> <li>•Improved health.</li> <li>•Improved sense of well-being.</li> </ul>	<ul style="list-style-type: none"> <li>•Volunteering.</li> <li>•Joining groups.</li> <li>•Engaging with community activities.</li> <li>•Feeling included.</li> </ul>
11 mentions	12 mentions	4 mentions	7 mentions

# Progression from Family Learning

Educational	Economic	Personal	Social / Collective
<ul style="list-style-type: none"> <li>•Other courses.</li> <li>•Learning at home.</li> <li>•Raised aspirations.</li> <li>•Other family learning courses.</li> <li>•Supporting children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Skills.</li> <li>•Employment.</li> <li>•Qualifications.</li> <li>•Placements.</li> <li>•Increased confidence.</li> <li>•More effective communications.</li> <li>•Improved budgeting.</li> </ul>	<ul style="list-style-type: none"> <li>•Increased confidence.</li> <li>•Changes in attitude.</li> <li>•Increased choices.</li> <li>•Increased tolerance and understanding.</li> <li>•Improved health.</li> <li>•Improved sense of well-being.</li> </ul>	<ul style="list-style-type: none"> <li>•Volunteering.</li> <li>•Joining groups.</li> <li>•Engaging with community activities.</li> <li>•Feeling included.</li> <li>•Better relationships with family.</li> <li>•Helping at child's school.</li> </ul>

# A different view of progression



# Introduction to the Progression Pack

Clare Meade, NIACE

# Contents

## Background information

Project  
summary

The current  
policy arena

What is  
progression

Inspection  
reports

Project  
findings

Next steps  
and further  
information

# A checklist for planning progression

Generic outcomes from family learning activities



# Collecting progression data

- **Guidelines**
- **Tracking document**
- **Tracking prompt sheet**

## Outcomes, Progression, PSAs and National Indicators

# Curriculum planning for progression

**Karen Fairfax-Cholmeley, NIACE**

**For further information see:**

**<http://www.niace.org.uk/FLprogression>**

**or contact**

- **[Penny.Lamb@niace.org.uk](mailto:Penny.Lamb@niace.org.uk),**
- **[Karen.Cholmeley@niace.org.uk](mailto:Karen.Cholmeley@niace.org.uk) or**
- **[Mandy.Thomas@niace.org.uk](mailto:Mandy.Thomas@niace.org.uk)**