

Families, Learning and Progression

A checklist for planning for tutors and managers

The purpose of this checklist is to link family learning course planning to generic outcomes and progression. The checklist is for use on Family Learning Impact Funding courses, but it can be used for any family learning course.

Family learning activities produce a number of outcomes including:

New skills	Gains in confidence and understanding	Improved communication	Changed behaviours	Changed relationships with family and community
<ul style="list-style-type: none"> • Develop listening skills • Develop reading skills • Develop writing skills • Develop numeracy skills • Work towards accreditation • Develop skills and knowledge for supporting children's learning • Improve skills and knowledge for budgeting • Develop ICT skills 	<ul style="list-style-type: none"> • Build confidence and self-esteem • Develop self-motivation • Gain information, advice and guidance about progression opportunities and the world of work 	<ul style="list-style-type: none"> • Develop organisational skills • Develop oral communication skills in different situations • Develop interpersonal skills • Develop negotiating skills • Develop problem-solving strategies 	<ul style="list-style-type: none"> • Explore new ideas • Widen aspirations for self and family • Develop an interest in learning for self and family • Develop skills for making decisions • Develop skills for making choices 	<ul style="list-style-type: none"> • Develop knowledge, understanding and tolerance of different cultures • Build relationships within the family/community • Develop skills for working in a group • Develop contact with local community/groups • Develop a sense of inclusion

These outcomes relate to different categories of progression – personal, social, educational, economic.

Course planning needs to take account of some of the intended generic outcomes across the five areas (shown above) and link these to specific course activities or methodology (see below).

The nature and number of outcomes to be achieved during the course will depend on:

- focus of course under Family Learning Impact Funding (see overleaf)
- length of course
- Individual learner needs, level and initial assessment.

Example: A 20 hour Wider Family Learning course on healthy living based round developing home cooking for learners at Entry Level 2/3 with children in Early Years Foundation Stage and Key Stage1.

The example below shows the possible generic outcomes linked to skills development and the method of gaining the skills. The section on method forms the basis of session planning.

Generic outcomes	On the programme, learners have the opportunity to:	Planned activities/methodologies on programme to develop the generic skill or knowledge
New skills	Develop ICT skills	Search internet for chosen recipe types
Gains in confidence and understanding	Develop self-motivation	Set own target for weekly home-cooked meal and keep audio diary of how it went
Improved communication	Develop organisational skills	Plan, budget and time-keep for a weekly home cooked meal
Changed behaviours	Widen aspirations for self and family	Roleplay to persuade the children to try the new food
Changed relationships with family and community	Develop contact with local groups	Make contact with school PTA to discuss packed and school lunches

A checklist for planning for progression on Family Learning Courses

Focus of course under Family Learning Impact Funding

EYFS

Family Numeracy

Financial Capability

Schools Information

WFL

Outcomes for Family Learning activities	On the programme, learners have the opportunity to:	Planned activities/methodologies on programme to develop the generic skill or knowledge
New skills	Example: Improve numeracy skills	Example: Use bus/train timetables to plan half-term family trips MSS1/L1.2
	1.	
	2.	
	3.	
Gains in understanding and knowledge	Example: Build confidence and self-esteem	Example: Learners share dances from their home culture, teach other learners and lead a dance session at their local Children's Centre
	1.	
	2.	
	3.	
Improved communication	Example: Develop oral communication skills in different situations	Example: Role play to highlight body language, register and vocabulary in different situations
	1.	
	2.	
	3.	
Changed behaviours	Example: Develop skills for making choices	Example: Ranking exercise on priority choices for children's well-being
	1.	
	2.	
	3.	
Changed relationships with family and community	Example: Build relationships within the family and community	Example: Learners to take part with their children in joint sessions and activities planned to complete at home
	1.	
	2.	
	3.	