

# **Requirements for Funding - Family Programmes 2011/12**

## **Family Literacy, Language and Numeracy and Wider Family Learning**

**Providers delivering Family programmes with Skills Funding Agency funding should adhere to this guidance unless specific changes to a programme are agreed with the Skills Funding Agency Account Manager.**

## **May 2011**

Of interest to providers delivering family programmes.



# Part 1 - Contents

	Page
<b>1 Introduction</b> .....	3
<b>2 Family Programmes</b> .....	3
- Changes for 2011/12 .....	3
- Definitions.....	4
- Eligibility for Family Programmes.....	5
- Planning Family Programmes.....	5
- Supporting the Programmes – Acceptable Use of Funds .....	7
<b>3 Family Literacy, Language and Numeracy (FLLN)</b> .....	8
- Accreditation.....	8
- Priority Groups.....	8
- Planning Checklist.....	8
- Table 1 - Checklist.....	9
<b>4 Wider Family Learning</b> .....	9
- Developing Provision.....	9
- Priority Groups.....	10
- Key Elements of a Wider Family learning Programme.....	10
<b>5 Data Collection 2011/12 – Individualised Learner Record (ILR)</b>	12
- The Unique Learner Number (ULN) .....	12
- Data on Children.....	13
<b>6 List of Approved Family Learning Courses 2-011/2012</b> .....	13
- Courses Summary Grid.....	14
<b>Annex A – Family Learning Impact Fund – the Legacy</b>	17
<b>Annex B Safeguarding Learners</b>	19
<b>Annex C - Resources</b>	20

# 1. Introduction

1. This document is intended for providers who have responsibility for delivering Family Programmes and for provider staff managing the provision and recording programmes on the Individualised Learner Record (ILR). This document can be shared with colleagues in Children's Centres, Extended Schools, Children's Services and any other settings where family programmes may take place. It aims to help them with the planning, funding and delivery of Family Programmes for the academic year 2011/12.
2. This sets out how ongoing family literacy, language and numeracy (FLLN) and wider family learning (WFL) programmes funding should be used in the coming year based on the allocations that have been discussed and agreed with Skills Funding Agency Account Managers.
3. The Family Learning Impact Funded (FLIF) programme ended in March 2011. The Guidance includes recommendations to help providers draw on the lessons of FLIF and make their provision more targeted and more effective.

## 2. Family Programmes

### Changes for 2011/12

4. The £210m Adult Safeguarded Learning (ASL) programme which includes Family Literacy, Language and Numeracy and Wider Family Learning has been protected as part of the recent spending review. The Department for Business, Innovation and Skills and the Skills Funding Agency are now working with a range of stakeholders to ensure that the reforms to this programme will meet a range of government objectives including helping to build the Big Society and to ensure that public funding is directed to those most in need in our communities.
5. In reducing bureaucracy and unnecessary regulation the government announced a number of 'freedoms and flexibilities' for providers in '*Investing in Skills for Sustainable Growth*'. From 1 August 2011 providers will have flexibility in how they use their allocation to deliver across the four programme areas of ASL. As long as a balanced offer is delivered providers are free to decide how they should meet their funding commitments and how they should respond to the needs of their local communities.
6. From 2006/07 the two strands of family programmes became nationally safeguarded and were allocated alongside funding for Personal and Community Development Learning (PCDL) and Neighbourhood Learning in Deprived Communities (NLDC). However, a national safeguard does not mean that local allocations are automatically protected. Where providers do not offer good value for money (for example, do not use the guidance rates or heavily top slice their allocation), offer no or outdated accreditation, or fail to record their learners correctly on the ILR, the Skills Funding Agency will consider working with a different provider in the future.

7. Where there are concerns about the quality (with regard to teaching, learning and management) or relevance of provision, we will intervene to protect the interests of learners and remove funding from poor quality providers.
8. Skills Funding Agency Account Managers should agree planned literacy and numeracy learner numbers for FLLN and learner numbers for WFL provision with each provider based on the information in this guidance.
9. Family programmes should be planned with due regard to equality and diversity. They should contribute to both the national and local widening participation agenda and complement other strategies for adults, children and families wherever possible.

## Definitions

10. **Family programmes** aim to encourage family members to learn together. They are learning as or within a family. They should include opportunities for intergenerational learning and, wherever possible, lead both adults and children to pursue further learning; 'Family' is purposely not defined to enable adults and children with a range of relationships to participate together. The term "adult" or "learner" has been used throughout but it is assumed that this includes mothers, fathers, carers, grandparents – whoever has a key caring role for the child.
11. To be consistent with Department for Education terminology, adults on family programmes will be referred to as 'mothers' and 'fathers' rather than parents.  
In addition;
12. **FLLN programmes** aim to:
  - Improve the literacy, language and numeracy skills of mothers and fathers
  - Improve mothers' and fathers' ability to help their children learn
  - Improve children's acquisition of literacy, language and numeracy.

These are all Skills for Life programmes aimed at and designed for mothers and fathers with literacy or numeracy needs. Family language is used to describe the programmes for families where English is not the primary language at home. They include a broad coverage of skills including Family English, numeracy and information and communication technology (ICT) courses and are not therefore just family ESOL (English for Speakers of Other Languages) courses.

13. **WFL programmes** are those specifically designed to enable adults and children to learn together or those programmes that enable mothers and fathers to learn how to support their children's learning.

They aim to:

- Develop the skills or knowledge of both the adult and child participants

- Help mothers and fathers to be more active in the support of their children's learning and development and to understand the impact of that support.

14. The two specific strands of family programmes funding are usually available to local authorities (in some cases other providers) as part of their total allocation of safeguarded funds. In a minority of cases, the local authority may subcontract this part of its work in which case the local Skills Funding Agency may wish to make contact (via the local authority) with the delivering provider in order to monitor and better understand the provision it is funding. In these cases the local authority remains responsible for the quality of the provision and must be able to demonstrate the value they add to the relationship. The Skills Funding Agency will consider this when contracting for future work.

It is expected that all FLLN and WFL programmes should be delivered at no cost to the learner.

**Providers should seek to recruit those families most in need of extra support to progress to FLLN or WFL or other adult learning or training.**

### **Eligibility for Family Programmes**

15. Skills Funding Agency eligibility criteria are set out in the [Learner Eligibility and Contribution Rules 2011/12](#) and should be used for adults on family programmes. Usually the 'family' should include at least one adult member (for example 19 or over) and at least one child member (for example under 16). However, because of the particular nature of this provision, the Skills Funding Agency may wish to make provision for young parents who are not at school. In these cases there should be clear agreement with the local authority on the funding for the young people. Activities focused solely or mainly on children cannot be supported.
16. All family programmes should be intergenerational, offering learning to both adults and children, with the exception of Keeping up with the Children. However where adults complete FLLN courses but need additional sessions to prepare for and take national tests, providers may offer adult only sessions.
17. All family provision funded by the Skills Funding Agency must have clear learning objectives for the adults and children involved. Activities for adults only that are not as defined above and in this guidance should be funded from other more appropriate budgets.

### **Planning Family Programmes**

18. When planning provision local authorities should aim for a balance and mix of programmes that meets local need, rather than just responding to demand. There should be an appropriate balance between the range of different areas of learning in WFL (for example, sport, art, health, science etc.) and the number of literacy, numeracy and language programmes delivered. We know that there are more people with numeracy needs but traditionally there have been more literacy programmes offered.

19. Numeracy remains a national priority and some local authorities may need to increase the volume of numeracy provision. The numeracy ambition is particularly challenging. To realise it will require a step change in the number of adults undertaking and successfully completing numeracy courses and, in turn, require a change in culture and attitudes regarding numeracy (*Skills for Life; Changing Lives 2009*).
20. Family learning provision should be a planned programme of activities designed to engage adult and child learners together over a period of time and help them both to progress and achieve. **‘Taster’ courses (for example, less than nine hours) can be supported only where they are part of a suite of activities to encourage participation or form part of that wider plan.** This includes learning programmes delivered as part of Adult Learners’ Week or Family Learning Week. They should only form a very small proportion of the offer in any local authority and there should be a clear strategy for following up learners who attend these courses. The Skills Funding Agency will consider the range, duration and impact of programmes offered when contracting for future provision. Where there is no external accreditation for a short family learning programme, providers should use the [Recognising and recording progress and achievement \(RARPA\) approach](#).
21. Providers are encouraged to plan a balance of FLLN programmes for parents and carers at Entry, Level 1 and Level 2 to meet the local profile of need. **The emphasis for these programmes is on access, quality and especially progression (including qualifications).** Providers should make effective but not excessive use of engagement courses to engage and motivate mothers and fathers and to encourage them to take up and complete short or standard programmes. FLLN programmes should only be delivered to learners with a literacy, language or numeracy need – for example, those who have not achieved a full literacy or numeracy qualification at Level 2.
22. Providers should identify the numbers of literacy learners and the numbers of numeracy learners in the plans they present to the Skills Funding Agency and report the separate number of literacy and numeracy achievements on their Self Assessment Report (SAR).
23. Where a single learner undertakes a literacy programme AND a numeracy programme (one after the other or at the same time) it is essential that both learning aims are entered onto the ILR as separate learning aims with completion and achievement data.
24. The Family Learning Impact Fund (FLIF) programme targeted families at risk and successfully developed a range of longer courses that helped families achieve and progress. Key to their success were the partnerships developed with schools, children’s centres and other organisations, the responsiveness and flexibility of the learning offer, the longer courses giving parents time to develop their skills, support their children’s learning and consider their future learning. Details of these are set out in Annex A.
25. Providers are expected to work in partnerships to plan and deliver the programmes, for example with Children’s Services (Education and Social Care), the third sector, children’s centres and extended schools, museums and libraries, health and social services, sport and recreation clubs, faith communities and Jobcentre Plus.

## Supporting the Programmes – Acceptable Use of Funds

26. In 2011/12 the Skills Funding Agency may agree with a local authority that a specified amount of the family programmes allocation can be used for:
- Part funding a post in the local authority to manage the programmes (including overseeing the other activities listed below)
  - The co-ordination and support of new programmes
  - Quality assurance activity
  - Professional development for teachers, support staff and crèche workers
  - The collection of detailed evaluative data on a particular programme which can be shared with the Skills Funding Agency
  - Costs associated with preparing and registering for the national tests in literacy, numeracy or ESOL.
27. We do not wish to set a figure for this work so that colleagues can adapt and respond to local circumstances but **we recommend colleagues use 5% of the total family programmes allocation as a guide and should not exceed 10%**. Please consider the short and long term implications of the way this funding is used with particular regard to the sustainability of posts and the impact on the volume of provision. The Skills Funding Agency should agree individually with local authorities how they will monitor this support work. **Providers should be able to account for all funding and to demonstrate the value to the learner of any funded activity that is not direct provision (especially central local authority services).**
28. We have set out in the menu of courses at the back of this guidance, indicative rates for FLLN and WFL courses to assist colleagues to calculate and agree how FLLN funds will be spent. The Skills Funding Agency may wish to agree a small change to this rate for a particular programme (e.g. in a new venue or very small group). **We are keen not to move too far away from established national funding rates and have retained the increased rates for longer programmes of more than 30 hours accompanied by reduced rates for all programmes under 30 hours agreed in 2008/09.**
29. Every local area will have its own priorities and priority groups of learners, a priority might be the progression of unemployed fathers onto subsequent programmes. To enable the Skills Funding Agency and local authorities to be responsive to local and regional need and more flexible regarding the level and length of programmes they offer, we are again asking Skills Funding Agency / local authorities to set their own expected figures for participation and achievement in 2011/12. Please use the agreed allocation and the indicative rates for the programmes. The FLLN figures agreed by the Skills Funding Agency and the provider should show proposed literacy and numeracy enrolments separately.
30. Colleagues should identify how many learners they aim to reach for each programme type (for example, 70 on short literacy programmes, 40 on short numeracy programmes) and ensure that the total cost of this programme broadly equates to the indicative FLLN allocation (minus the 5% to 10% flexibility element if this has been agreed). **Please ensure that the majority of provision is short or standard courses.**



### 3. Family Literacy, Language and Numeracy (FLLN)

#### Accreditation

31. All FLLN programmes are defined as Skills for Life programmes and the course costs have been set to reflect this. The FLLN programmes must be selected from list of approved courses. It is expected that learners on FLLN programmes should work towards **the national qualifications in literacy, numeracy and ESOL (for example, Certificate in Adult Literacy, Numeracy and ESOL Skills for Life)**.
32. ILRs should be completed properly to enable where applicable the maximum contribution towards the national Skills for Life literacy and numeracy targets. All data that shows a contribution towards Skills for Life literacy and numeracy targets must be captured and reported in the local authority's Self Assessment Report and on the ILR.
33. Local authorities should use appropriate tools to assess whether or not mothers or fathers have literacy, language or numeracy needs such as Family Fast Track, Skills Check and Initial Assessment both generic and workplace.

#### Priority Groups

34. In addition to those with literacy and numeracy needs, learners that have been identified as the national target groups for this provision incorporate those set out in the *Skills for Life* national strategy. These include:
  - Unemployed people and benefit claimants, and
  - Other groups at risk of exclusion.

#### Planning Checklist

35. To enable providers to plan provision effectively, a checklist of issues to be covered has been developed and set out below in Table 1. This is not an exhaustive list that will cover every area of family learning provision but it should help to ensure that fundamental strategic issues are covered in discussing allocations. Skills Funding Agency Account Managers and local authorities should use the checklist when agreeing annual allocations.

**Table 1 – Checklist**

1	<b>Information on the scale of need</b>
2	<b>Evidence of a strong drive to improve literacy and numeracy</b>
3	<b>Commitment from partners</b>
4	<b>A local strategy for improving family literacy and numeracy</b>
5	<b>Targets to measure progress</b>
6	<b>Strategies to engage hard to reach families in family literacy and numeracy provision</b>
7	<b>Resources to deliver the programme</b>
8	<b>Commitment to meet individual need</b>
9	<b>Value for money</b>
10	<b>Structure and content of programme</b>
11	<b>Achievement and progress</b>
12	<b>Progression</b>
13	<b>Qualified and experienced workforce</b>
14	<b>Monitoring and evaluation</b>
15	<b>Quality</b>

## **4. Wider Family Learning (WFL)**

### **Developing Provision**

36. **The guidance for this provision was strengthened in 2008/09 to increase the impact and improve the quality of the programme.** WFL may contain elements of FLLN but Skills for Life should not be the primary focus of the programmes. All WFL programmes should have processes to signpost a learner to an FLLN or Skills for Life programme if their assessment shows they have a literacy or numeracy need. Family learning can be central to community capacity building and to the regeneration or renewal of neighbourhoods and communities. The Skills Funding Agency will wish to support those programmes that set out clear links to other local plans, even if these are funded from other sources. However, in no circumstances

should funding provided by the Skills Funding Agency be used to double-fund existing activity.

### **Priority Groups**

37. The priority groups for this provision are:
- Learners in the most deprived communities, specifically those who do not have any formal qualifications or have not reached Level 2
  - Fathers in order to increase the number of males involved in this type of provision.

The priority venues for this provision are:

- Those which are able to provide access to a range of other family services and activities to increase the range of possible outcomes and longer term impact for participating families
- Schools seeking to improve children's attainment by working in true / active partnership with mothers and fathers in a 'whole organisation approach'.

### **Learners above Level 2**

38. Providers should not be targeting parents with full Level 2 qualifications. Providers should assess all learners and if a parent with a full Level 2 has needs that can be met by the programme and it is appropriate for the mother or father and the child, the provider may wish, as **an exception**, to enrol him/her. However, we would expect the majority of the learners not to have a full Level 2 qualification.

### **Pre-entry Level parents**

39. The provider will wish to assess the parents' skills and needs and offer them a place if they and their children can progress and benefit from the programme. If the adults have pre-entry Level language needs it might be more appropriate for them to join a beginner's adult only ESOL course first and then to progress to a family language course.

### **Key Elements of a Wider Family Learning Programme**

40. Every WFL programme should include:
- an assessment of learner level and need so that the programme can meet his / her needs
  - a commitment and a system to signpost a learner to Skills for Life (SfL) or FLLN provision if the assessment reveals a literacy or numeracy need
  - an individual learning plan for the adult and child (on shorter courses this may not be much more than a statement of a goal but it is important the adult learners are aware of the learning outcome for themselves and their children)
  - regular reviews and a measure of progression for the adult and the child
  - access to accreditation (see below)
  - simple evaluation to ensure intended outcomes are being met.

41. Every WFL course should include for both adult and child:
- Some learning specific to the subject area (for example, football, healthy eating, dance)
  - Some development of personal and social skills (for example, communication, tolerance, concentration, resilience, persistence).

And for the adult:

- Learning how children learn (specifically what their child is learning) and the value a family can add by supporting that learning
  - Practical examples of how to support their child
  - Information, advice and guidance and support for progression – learning and activities (this could be delivered by partners).
42. **Accreditation** - The opportunity to achieve external accreditation should always be available to those learners who want it and should be considered when planning all programmes. **Any accreditation offered through these programmes must be current, at an appropriate level and recorded accurately on the ILR.**
43. **Progression** – Many providers do not have systems to evidence progression or whether families progressed to FLLN or other family friendly provision.
44. **Funding rates** - Below are the suggested rates for WFL programmes for 2010/11. These are based on the FE funding rates and are for planning and guidance purposes (many providers did not use the FE funding rates and it is hoped that this table will be useful). Please note that the minimum number of adult learners has been reduced to acknowledge that many providers have found it difficult to find appropriate accommodation for the larger groups of parents, children and staff.

Programme type	Minimum Adult Participants	Number of glhs	Funding per joint programme	Funding per adult only programme
Taster	9	Min 2 - 5	£285	n/a
Introductory	9	6 – 9	£600	n/a
Short	9	10 - 19	£1100	£650
Long	9	20+ (must include accreditation)	£2200	£1300

45. **Adult only programmes** – These programmes should only form a very small part of the programme.

## 5. Data Collection 2011/12- Individualised Learner Record (ILR)

46. Understandably there is a great deal of interest from Ministers, and elsewhere, in the Family Programmes data. **Providers are reminded that it is their responsibility to ensure that returns are timely and accurate.**
47. An Individualised Learner Record (ILR) should be created for **all** adult learners on FLLN and WFL programmes. From 2008/09 the ILR is collected by *the Information Authority* and the Skills Funding Agency will have access to the information.
48. All providers should read the Adult Safeguarded Learning ILR Support Manual. The Adult Safeguarded Learning Provider Support Manual for 2010/11 is available to download from [the information authority website](#).
49. All short programmes funded through FLLN, WFL and other safeguarded funds **must** be recorded on the Adult Safeguarded Learning ILR and properly identified as Family Programmes.
50. A flag (field A58 of the Adult Safeguarded Learning ILR) should be used to indicate whether a learner is participating on an FLLN or WFL programme regardless of which strand of the safeguarded allocation has been used to fund that programme. This will enable us properly to record and report back to the Department for Business, Innovation and Skills and Department for Education. **Providers must flag them correctly in this field otherwise we are unable to identify them as family learners and will not be able to count them when monitoring contracts or reporting to government.**
51. A learner should only appear on the ILR return of one Skills Funding Agency funded provider for each programme (unless the provider flags the learner as exclusively funded from another source). **If a learner undertakes more than one programme in an academic year they should be entered on the ILR with a unique identifier number within the institution. Where the learner undertakes two literacy programmes for example they would be regarded as a single learner for funding purposes. However where a learner undertakes both literacy and numeracy courses, although they will have the same unique identifier they should be regarded as two learners.**

### The Unique Learner Number (ULN)

52. For 2011/12 a ULN is not obligatory for learners on the Adult Safeguarded Learning ILR. However, providers are encouraged to register as many learners as possible for a ULN and to use it to track learners across provision. Where an Adult Safeguarded Learning provider works in close partnership with another provider (for example, a college) and has systems to signpost learners to further programmes, the ULN will help them to show their institution's contribution to a particular learning journey. **This is particularly relevant where the Adult Safeguarded Learning provider engages and supports a learner but accreditation is gained later with another provider.**

53. **Data on Children**

**We will continue to collect data on Supplementary Learner Record A for Child Learners on Family Learning. A copy can be found at *the Information Authority's* website address – see below. Please do not use the ILR to record data on children participating in family programmes on the ILR. The only time data on under-16s can be recorded on the ILR is where they are the parent on a family programme. This is an 'exceptional case' and providers must keep clear documentation to prove this at audit.**

54. The supplementary learner record containing the children's data will be collected three times a year as set out in the pro forma called Supplementary Learner Record A for Child Learners on Family Learning available on [the information authority website](#)

Providers should return the form to:

[familyprogrammes@skillsfundingagency.bis.gov.uk](mailto:familyprogrammes@skillsfundingagency.bis.gov.uk) at National Office.

## **6. List of Approved FLLN Courses 2011/12**

55. Providers should ensure that all learners on short and standard FLLN programmes have:

- Access to initial and diagnostic assessment
- An individual learning plan (ILP) setting out learning aims, goals and the smaller steps that the learner will take in order to achieve their goals
- Teachers who give regular, positive and recorded feedback and who are able to use a range of teaching approaches
- Opportunities to take national qualifications at the appropriate level
- Guidance to help plan their progression into other learning, training or employment opportunities. (*Skills for Life: Focus on Delivery to 2007*)

56. All programmes are joint adult/child programmes unless otherwise stated in the programme criteria. Providers should ensure that learners are not repeating the same programme or participating in more than one workshop with no progression and that all FLLN learners should be working towards a national qualification. Programmes may be joined together e.g. a short joint programme followed by an adult only programme to support a learner in progression and achievement. **Additionally, there will be greater focus on national tests and achievements. Providers are expected to ensure that all their learners and their literacy or numeracy achievements are recorded as FLLN for their own institution and never 'traded' with other providers. Such practice could jeopardise the future funding of Family Learning funding.**

57. The menu includes both engagement and learning programmes:

**Engagement programmes** seek to attract, motivate families into learning and encourage them to enrol on courses.

58. **Learning programmes** are the short and standard courses that provide parents and carers with opportunities to improve their literacy, language and numeracy, to find out more how they can support their children's development and to develop and practice home time activities with their children.
- Courses are listed:
- as engagement or learning courses
  - as literacy, numeracy or language courses to ensure they are accurately entered as Skills for Life courses on the ILR
  - by theme, where relevant, for example: Being Healthy is listed as Literacy (Being Healthy) and Family Finance is listed as Numeracy (Family Finance).
59. Providers wishing to respond to local needs or work with particular groups (for example, grandparents or foster carers and/or families whose first language is not English) will be able to select the type and length of course, the skill area, the theme if appropriate and customise the course for a particular group, using materials available from the LSIS website.

### **The Summary Grid of FLLN and WFL Programmes**

60. The summary grid of programmes sets out the course lengths and indicative costs.

**All FLLN courses except Keeping up with the Children (KUC), are joint courses for mothers/fathers/carers and children. All WFL courses are joint courses for mothers/fathers/carers and children.**

All courses can be offered to parents / carers and their pre-school, primary or secondary age children. Courses should average nine adults and nine children.

The list of approved Family Literacy, Language and Numeracy courses with details of criteria and course objectives can be found on the LSIS Excellence Gateway website.

# Family Programmes 2011/12 Summary Grid

## Family Literacy, Language and Numeracy Courses

Literacy

Numeracy

Family Workshops 2 - 4 hours £285 per course

Literacy

Combined Literacy/Language  
and/or Numeracy

Numeracy

Introductory Courses 9 – 13 hours £1,045 per course, £715 Adult

Literacy or  
Language

Combined Literacy/Language  
and/or Numeracy (KUC or EYFS)

Numeracy

Short Courses 30 – 49 hours £5,040 per course, £3,150 Adult only

Literacy (Early Start)

Literacy or  
Language

Combined Literacy/Language  
and/or Numeracy (KUC or EYFS)

Numeracy

Family Finance

Being Healthy

Standard Courses 60 - 72 hours £7,980 per course

Literacy

Combined Literacy/Language  
and/or Numeracy

Numeracy



**Wider Family Learning Courses**

**Taster Courses 2-5 hours £285 per course**

**Learning and Information online  
for Families**

**WFL  
Every Child Matters**

**Introductory Courses 6-9 hours £600 per course**

**Learning and Information online  
for Families**

**WFL  
Every Child Matters**

**Short Courses 10-19 hours £1,100 per course**

**Learning and Information online  
for Families**

**WFL  
Every Child Matters**

**Long Courses 20 hours £2,200 per course**

**Learning and Information online  
for Families**

**WFL  
Every Child Matters**

## Annex A

### Family Learning Impact Fund (2008/11) – the legacy

The Family Learning Impact Fund (FLIF) programme aimed to develop an effective programme that would enhance and complement existing family learning provision and contribute to national and local priorities.

The Programme achieved an increase in the number of:

- Families at risk and fathers engaged in family learning
- Families taking up family numeracy courses and mothers and fathers gaining numeracy qualifications
- Mothers and fathers with a better understanding of the Early Years Foundation Stage and their role in supporting their children's learning
- Families gaining competence and confidence in money management
- Parents reporting greater ability to support their children's learning at home and in school and to become involved in their children's schools and schooling
- Children gaining confidence and skills

FLIF providers made great efforts to target families at risk and developed strategies and a programme that engaged them and delivered outcomes for both parents and children. From the data already collected it seems that the approaches adopted have been successful. Providers will wish to consider these in their planning to help strengthen their FLLN and WFL provision.

	<b>FLIF approaches</b>	<b>Recommendations</b>
1	Targeting families at risk – providers found effective ways of reaching and engaging disadvantaged families	Target families at risk , those at the greatest disadvantage and those with LLN needs
2	The focus of the programme was on learner achievement rather than engagement. Providers engaged learners with literacy, numeracy and other needs, helped them achieve and progress. They were able to recruit Entry level learners knowing they could provide them with the level and pace of learning they needed. There were no taster or workshops on the menu.	Focus on learner achievement rather than engagement
3	Programme content : <ul style="list-style-type: none"> <li>• EYFS</li> <li>• Numeracy</li> <li>• Financial Capability</li> <li>• Digital Families</li> <li>• Wider Family Learning leading to ECM</li> </ul>	Plan a balance and mix of literacy, EYFS, numeracy, financial capability and digital families. Plan a range of WFL courses
4	Course numbers – providers had some flexibility with course numbers to enable them to work	Tailor courses for more challenging families but try to reach as many

	with families at risk e.g homeless hostels, prisons, learning disabilities groups	families as possible
5	Course length - FLIF providers engaged families at risk, families often seen as hard to reach and recruited ( and retained) them onto long courses that provided the children and their parents with learning at the level and pace that sustained their interest and helped them achieve, both on course and afterwards	Long courses to be major part of the offer
6	Course timing - providers were flexible and responsive to families offering courses at times to suit e.g. weekends, evenings	Offer courses at times to suit families, be flexible and responsive.
7	Partners – providers forged positive links with partners in schools and children’s centres and with other community, voluntary and non education organisations	Find partners that can help identify families with the greatest needs, encourage them to take up learning and support them on course and afterwards
8	Recruitment was successful when partners , Parent Support Advisers, numeracy and learning champions were involved	Work closely with Parent Support Advisors and others working with families. Train and use numeracy and learning champions
9	Promotion was careful with courses titles selected to be up to date and upbeat <i>credit crunch</i> , <i>grab a bargain</i> , <i>crafty business</i> rather than <i>financial capability</i>	Choose course titles carefully, give clear message that courses for those that haven’t rather than those that can’t
10	Providers used a range of teaching styles and practical activities	Use range of teaching styles, lots of practical activities, make extensive use of new technologies
11	Training ,guidelines and learning materials made available for teachers gave them skills and confidence	Provide teachers with access to professional development and resources
12	Home time – longer courses enabled families had time to develop and try out learning activities on course and at home	Exploit opportunities to create and try out learning activities to share with family on course and at home
13	Accreditation – longer courses gave learners time to improve skills and work towards qualifications	All adults to have opportunities to work towards national literacy and numeracy qualifications and other appropriate awards in WFL
14	Progression – providers offered information and support for progression and in some instances provided further courses to enable learners that needed additional time to reach level 1 and above and prepare for qualifications	Develop progression pathways to enable Entry level parents to continue to develop skills and confidence
15	Progression tracking provided a wealth of data on families aspirations and achievements. Providers found it helpful in judging what worked and in planning future courses	Track learners on short and standard courses

## Annex B

### Safeguarding Learners

Although the Department for Education has overall responsibility for child protection policy, the Skills Funding Agency has a legitimate interest in health and safety and child protection in the education sector it funds as part of its statutory duties to secure proper and reasonable provision for education and training.

All Skills Funding Agency funded providers are required to provide a safe, healthy and supportive environment and comply with the Skills Funding Agency funding terms and conditions. These terms and conditions generally require providers to adopt recruitment processes that comply with the law and will ensure that young and vulnerable learners are protected.

Providers should register with the Criminal Records Bureau where their employees or volunteers may have regular contact with learners under 18 or other vulnerable learners. They must make certain that the appropriate checks are made to ensure that employment that involves regular contact with young people under the age of 18 is not offered to, or held by, anyone who has been convicted of certain specified offences, or whose name is included on lists of people considered unsuitable for such work held by the Department for Education and the Department of Health.

Other useful links include:

[Safe Learner Website](#)

[Department for Education](#)

[Health and Safety Executive](#)

[Safeguarding Children: Safer Recruitment and Selection in Education Settings](#)'.

### Online basics

Online basics is available free of charge at [www.onlinebasics.co.uk](http://www.onlinebasics.co.uk), and includes five key modules covering the basics people need to know to get going online - from keyboard and mouse skills through to email, internet searching and how to stay safe on the internet.

Online basics also provides access to guidance for people supporting someone to use the course, from tutors in learning centres to family and friends.

# Annex C

## Resources

There is an increasing range of excellent resources for family learning managers and practitioners. The following list highlights a small selection.

- The national Skills for Families programme developed a wide range of teaching and learning resources that can be found on the webpage now housed on [the LSIS Excellence Gateway](#):  
[Teaching and learning resources and guidance documents](#) were developed in 2009 and 2010 to support providers in receipt of FLIF funding.
- Nationally developed [Skills for Life resources](#) and other Department for Education Publications (Materials for Embedded Learning including Family Health, Assessment Materials, Screening Materials):
- Resources from [previous LSIS Skills for Life Programmes](#)
- and the [Understanding Dyslexia materials](#)
- Assessment tools and guidance can be downloaded from [the Tools Library](#)
- [National Family Learning Network](#)
- [NIACE](#) and [information on new qualifications and publications](#) including *'The Building Blocks of Quality in Family Learning: Guidance for Planners, Managers and Practitioners'*, *'Family Learning - Does that include us'?* and *'Linking the Thinking'*.
- [Quick Reads](#)
- BBC [RaW](#)
- [National Occupational Standards](#) in Family Learning at Lifelong Learning UK (LLUK)

### New Skills for Life Resources

LSIS has developed a number of starter kits which draw together some of the most recent nationally developed resources into themed packages. These include numeracy, employability, embedding, ESOL, and flexible and blended learning. Each resource includes policy messages, self assessment tools, teaching and learning resources and continuing professional development packages. A number of family learning teaching and learning resources are [available](#).

### On-line core curriculum: Family Learning (available May 2011)

LSIS is currently developing a new section on the [on-line core curriculum site](#) for family learning to demonstrate to FL teachers how literacy, language and numeracy can be integrated into family learning provision.

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