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# COMMON OUTCOMES FOR FAMILY LEARNING

Evidencing wider impact

FLLAG conference June 2018

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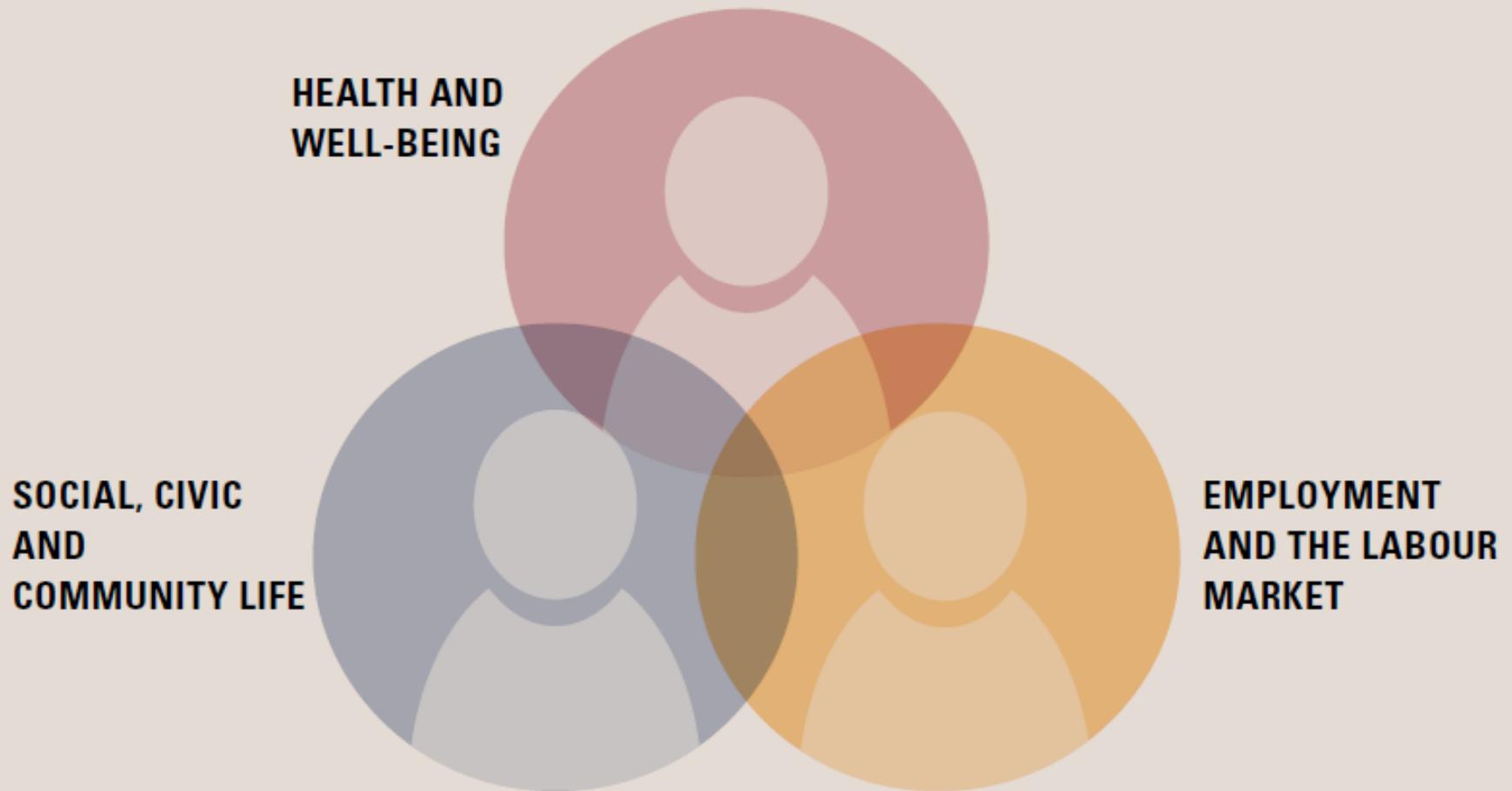
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# THE OVERLAPPING BENEFITS OF ADULT LEARNING

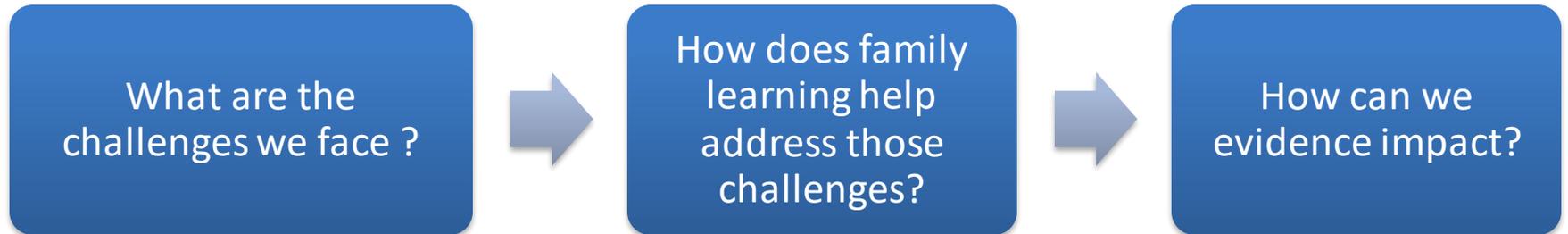


UNESCO Institute for Lifelong Learning (2016) *Third Global Report on Adult Learning and Education*, p.21

# Family Learning

- Learning activity that involves both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family
- Has a large and positive impact on children's learning, and, for parents, the wish to better support their children can be the key motivator for their own learning
- Family learning can improve the life chances and social mobility of adults, children and families, including those from the most disadvantaged backgrounds

# OUR NARRATIVE



# **BENEFITS OF FAMILY LEARNING**

- Children's attainment
- Home learning environment
- Family relationships

# RATIONALE

Evidencing impact increasingly important

Move in England towards devolved system of skills commissioning

Family learning needs robust evidence of impact to “make the case” to local commissioners when they consider how to fund learning to meet local priorities.

# Outcome based measures

- Fundamental shift in skills commissioning towards outcome-based approaches.
- Focus on measuring change.
- Outcome-based commissioning offers recognition for FL contribution to a range of policy agendas.
- Commissioners at both local and national levels (e.g. local authorities, combined authorities, Public Health England and DWP) will all be working with outcomes-based measures.

# Outcome based measures

- Existing evidence base - lack of comparability between projects between providers and over time
- Family learning must present a strong case for the economic and social benefits it delivers for individuals and for society.

# NEED

“Progression from Family Learning” found that while FL providers recognise the importance of outcome-based measures, these vary between providers and are usually developed independently. Without a set of common outcomes, it is difficult to compare the impact of family learning courses, to identify what works - and what does not.

Also difficult to aggregate evidence from different providers

*Tracking progression to employment from family learning: Learning & Work 2017.  
Unpublished report to DfE*

# Common outcomes and indicators

**\*Core outcomes categories:** Children's attainment; Home learning environment; Family relationships; Educational progression; Employment; Wellbeing

**\*Optional outcomes categories:** Adult skills (digital, English, Maths, financial); Health (Physical, Healthy eating)

# PROCESS OF DEVELOPMENT

1. Co-design with members of the NFLF, FLLAG and the Department for Education
2. Framework reviewed by FL providers
3. Framework revised, peer-reviewed
4. Provider trial and revision
5. Acceptance by provider steering group

# COMMON OUTCOMES FRAMEWORK FOR FAMILY LEARNING

## Common outcomes framework for family learning final version

This outcomes framework was developed in consultation with National Family Learning Forum, FLLAG and Department for Education.

It was agreed that a set of common outcomes and indicators should be defined for Family Learning, with associated evidence of change which could be consistently applied across ESFA-funded family learning provision.

| Brief description of programme or activity being assessed |                                 |   |   |  |   |
|---|---------------------------------|---|---|--|---|
| Outcomes category   | Beneficiary (Who changes?)      | Intermediate outcomes (How do they change?)               | Tools / methods to capture information  | Evidence of change (What will we measure?)   | Notes   |
| (Broad area of change)*                                   | (e.g. adult learners, children) | (Specific outcomes resulting from learning participation) | (Consistent approach to collecting evidence)  | (What will we measure?)  |   |
| 1 Children's attainment                                   | Children                        | Increased educational attainment                          | Age-related Early Years / schools data<br><br>Schools attendance data<br><br>FLLAG survey | Change in attainment of children on FL programmes compared to local / national average/ setting<br><br>% children on FL courses with improved attendance<br><br>% learners reporting increase in children's attainment | Service Level Agreement (SLA) with schools should include agreement to provide children's attainment and attendance data<br><br>Based on FLIF home activities questionnaire (appendices G (Q10), H, and I) and revised FLLAG survey<br>SLA with schools will need to include agreement to provide children's data |
| 1 Children's attainment                                   | Children                        | Readiness for school                                      | Age-related Early Years / schools data (scores on entry to Year 1)                        | Attainment of children on FL programmes compared to  | SLA with schools will need to include agreement to provide children's data  |

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- Measured through FLLAG learner survey and tutor /provider survey
- Analysis
- National aggregation
- Comparison with local / national average/ setting

# FLLAG Learner Survey

- Uses social metric tools where possible
- Reviewed in terms of instrument validity; the ability to benchmark against UK national data; validity for use with protected groups
- Alternatively, cognitively tested questions used
- Combined with provider / tutor data (ILR)

# LEARNER QUESTIONS

## SOCIAL METRIC SCALES & COGNITIVELY TESTED QUESTIONS

**Family Relationships:** **Kansas Parental Satisfaction Scale tool & Satisfaction with Family Life Scale**

**The home learning environment:** Questions adapted from FLIF and revised FLLAG survey.

**Child / children's progression:** Questions adapted from FLIF survey and revised FLLAG survey.

**Employment:** Questions used in Government run surveys, and cognitively tested. These include survey for the Supervised Jobsearch Pilot Trial and Lone Parent Obligation Survey - both conducted by L&W for DWP.

**Adult skills – English:** Questions were designed by L&W for this project and focus on learner confidence.

**Adult Skills – maths:** The Short Numeracy Scale - a validated 3-item version of the Subjective Numeracy Scale (SNS-3).

**Adult skills – digital:** Questions developed by L&W for the project based on the digital competencies required by DWP by applicants for Universal Credit and on the 2018 digital skills questions from the Tech Partnership/Lloyds Banking Group.

**Adult skills – financial:** The PFRC Measuring financial capability short survey instrument which has been updated to be more sensitive to low income households. It was commissioned by the Financial Services Authority to inform future financial capability measurement in the UK.

**Wellbeing:** Short Warwick-Edinburgh Mental-Wellbeing Scale (SWEMWBS). Short 7-item version of the Warwick-Edinburgh Mental Well-Being Scale, developed through RASCH analysis of WEMWBS. Large scale use by community learning providers who took part in DfE's Community Learning Mental Health programme which demonstrated that participation in learning positively impacted on wellbeing.

**Physical health – activity:** Tested questions from UCL Medical School's British Regional Heart Study Activity Survey.

**Healthy eating:** Tested questions [How healthy is your diet? Questionnaire - British Heart Foundation](#)

# FLLAG Survey

**Consists of tutor / provider data (ILR) and learner responses**

## **Pre-course survey**

- [https://www.snapsurveys.com/wh/SURVEY\\_PREVIEW.asp?k=152336716083](https://www.snapsurveys.com/wh/SURVEY_PREVIEW.asp?k=152336716083)

## **Immediate post-course survey**

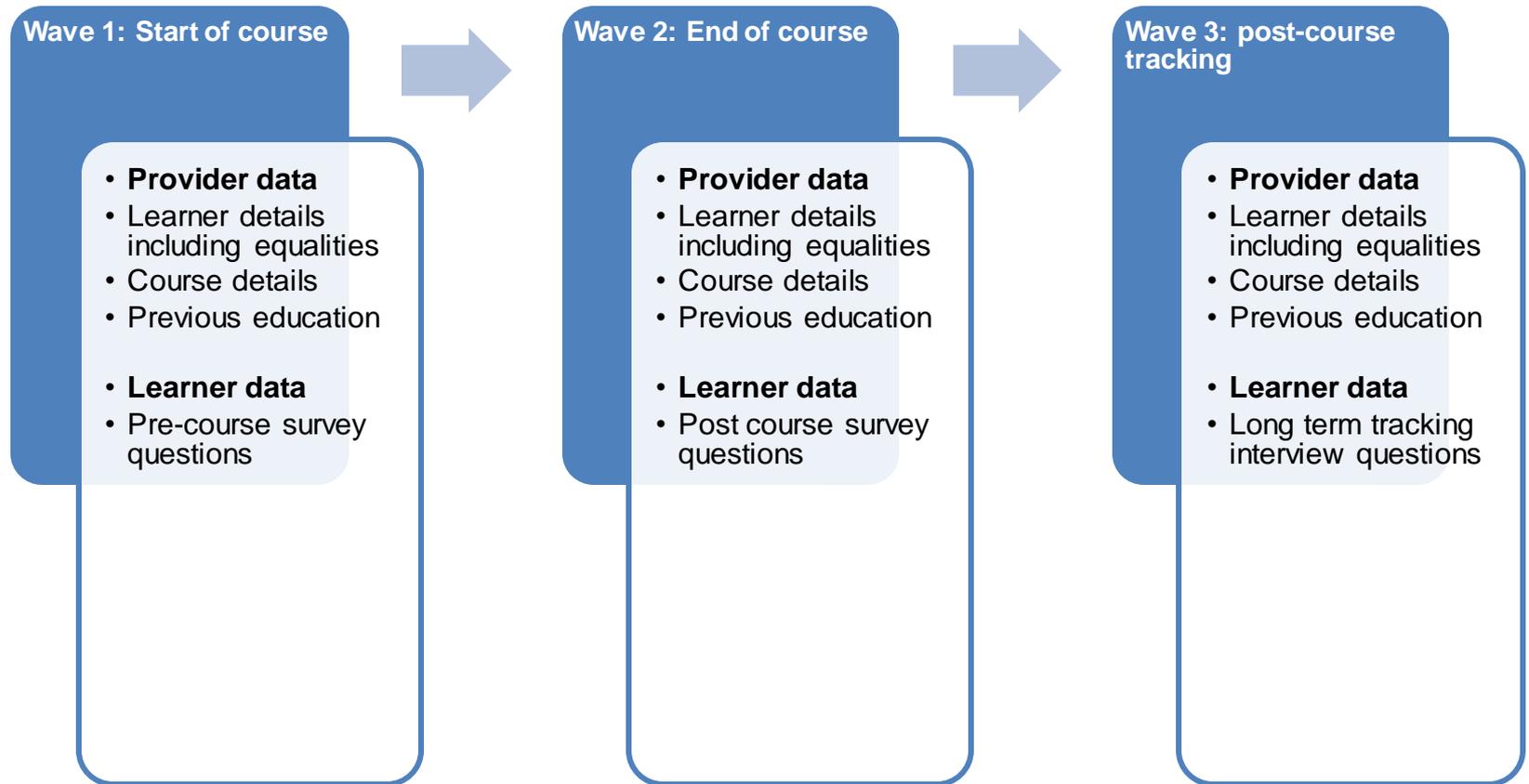
- [https://www.snapsurveys.com/wh/SURVEY\\_PREVIEW.asp?k=152336802323](https://www.snapsurveys.com/wh/SURVEY_PREVIEW.asp?k=152336802323)

## **Long term survey**

- [https://www.snapsurveys.com/wh/SURVEY\\_PREVIEW.asp?k=152336841641](https://www.snapsurveys.com/wh/SURVEY_PREVIEW.asp?k=152336841641)

# 3 STAGE COLLECTION

Where possible electronic data collection adopted. Learners should, where possible, enter their own responses for Wave 1 and 2.



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# THANK YOU QUESTIONS

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