



Leading learning and skills

Family Programmes 2009/10

Part 1: Family Literacy, Language and Numeracy and Wider Family Learning

Guidance and information for Learning and Skills Councils and those managing family programmes.

Family programmes delivered with LSC funding should adhere to this guidance unless specific changes to a programme are agreed with the LSC Partnership Manager

February 2009



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Introduction

1. This document is intended for Learning and Skills Council (LSC) colleagues who have responsibility for Family Programmes and for those managing the provision and recording programmes on the Individualised Learner Record (ILR). This document should 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 2009/10. LSC colleagues are asked to share this document with all family programmes managers immediately.
2. Part 1 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 with LSC Partnership Teams. The Family Learning Impact Funding Guidance Part 2 will provide information on how £10 million of the £30m **Family Learning Impact Funding (FLIF)** provided by the Department for Children, Schools and Families (DCSF) for a set of specific outcomes will be managed and allocated for 2009/10. Those involved in the delivery of FLIF should have copies of both Parts 1 and 2 of the Guidance.

Part 1 – Family Programmes

Changes for 2009/10

Attention is drawn to the following issues:

- **The EYFS introductory and short courses offered as part of the FLIF programme in 2008/09 are now on the menu and available to all providers**
- **Providers should identify the numbers of literacy learners and the numbers of numeracy learners in the plans they present to the LSC and report the separate number of literacy and numeracy achievements on their Self Assessment Report (SAR).**
- **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.**
- **To be consistent with DCSF terminology adults on family programmes will be referred to as 'mothers' and 'fathers' rather than parents. Carers and grandparents can continue to be enrolled if they are a primary carer for the child on the programme.**
- **All family programmes should be intergenerational offering learning to both adults and children, unless otherwise stated in the programme criteria. However where adults complete FLLN courses but need additional sessions to prepare for and take national tests providers may offer adult only sessions.**

3. 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 (ie 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 LSC will consider working with a different provider in the future.
4. 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.
5. LSC Partnership Managers should agree planned literacy and numeracy learner numbers for FLLN and learner numbers for wider family learning provision with each provider based on the information in this guidance.
6. 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 and children wherever possible.

Family Programmes: very short courses

7. In 2009/10, PCDL and other safeguarded funds may still support appropriate short courses (i.e. under 9 hours) where they fit within the organisation's development plan and vision and are in line with local and regional priorities. This position is under continual review and providers should ensure that the majority of their provision is longer programmes. **The rates for longer programmes were increased in 2008/09 to reinforce the importance of learners' developing skills, progressing to longer courses and achieving national qualifications.** Providers should make effective (but not excessive) use of introductory courses and workshops as part of a suite of programmes to engage and motivate mothers and fathers and to encourage them to take up short or standard programmes. 3 and 6 hour Skills for Life diagnostic assessments should only be funded where they form part of a full FLLN programme and the funding for these assessments is included in the rates for these programmes. We will not fund stand alone diagnostic assessments through any of the safeguarded funds. From 2006/07 it has been a requirement that all short programmes funded through FLLN, Wider Family Learning (WFL) and other safeguarded funds be recorded on the ILR.

Definitions

8. **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. The term parent has been replaced by ‘mother’ and/or ‘father’ to be consistent with DCSF terminology.

In addition;

9. Family literacy, language and numeracy programmes aim to;

- Improve the literacy, language and numeracy skills of mothers and fathers;
- Improve mothers’ and fathers’ ability to help their children learn; and
- 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 ICT courses and are not therefore just family ESOL courses.

10. Wider family learning 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; and
- 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.

11. The two specific strands of family programmes funding are usually available to LAs (in some cases other providers) as part of their total allocation of safeguarded funds. In a minority of cases, the LA may subcontract this part of its work in which case the local LSC may wish to make contact (via the LA) with the delivering provider in order to monitor and better understand the provision it is funding. In these cases the LA remains responsible for the quality of the provision and must be able to demonstrate the value they add to the relationship. The LSC will consider this when contracting for future work. It is expected that all FLLN and wider family learning programmes should be delivered at no cost to the learner.

12. Families at Risk

Recent analysis suggests that around 2% of families or 140,000 families across Britain experience complex and multiple problems. Multiple problems include five or more of these disadvantages:

- No parent in the family is in work
- Family lives in poor quality or overcrowded housing
- No parent has any qualifications
- Mother has mental health problems

- At least one parent has a longstanding limiting illness, disability or infirmity
- Family has a low income
- Family cannot afford a number of food and clothing items

13. The FLIF programme as set out in Part 2 specifically seeks to target families at risk who were defined by the Cabinet Office in *Reaching Out: Think Family 2007*.

Informal Adult Learning

14. DIUS is preparing a white paper on Informal Adult Learning that will be published in 2009. Family learning issues and funding are expected to be covered. More information will be available in due course.

Eligibility for Family Programmes

15. LSC eligibility criteria are set out in the [LSC](#) Learner and Eligibility Guidance 2009/10 and should be used for adults on family programmes. Usually the 'family' should include at least one adult member (i.e. 19 or over) and at least one child member (i.e. under 16). However, because of the particular nature of this provision, local LSCs may wish to make provision for young parents who are not at school. In these cases there should be clear agreement with the LA on the funding for the young people. Activities focused solely or mainly on children cannot be supported. All family provision funded by the LSC must have clear learning objectives for the adults and children involved. Activities for adults only that are not defined above should be considered as PCDL or FE and funded from the appropriate budget.

Planning Family Programmes

16. When planning provision LAs 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 wider family learning (e.g. sport, art, 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. Numeracy remains a national priority and some LAs may need to increase the volume of numeracy provision.

17. 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 progress and achieve **'Taster' courses (i.e. less than 9 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 small proportion of the offer in any LA and there should be a clear strategy for following up learners who attend these courses. The LSC 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 RARPA approach <http://rarpa.lsc.gov.uk>.

18. Providers are encouraged to plan a balance of family literacy, language and numeracy 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 (see paragraph 7) 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 – ie those who have not achieved a full literacy or numeracy qualification at level 2.
19. Providers are expected to work in partnerships to plan and deliver the programmes e.g. 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

20. In 2009/10, LSCs may agree with an LA that a specified amount of the family programmes allocation can be used for:
 - Part funding a post in the LA 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 LSC; and
 - Costs associated with preparing and registering for the national tests in literacy, numeracy or ESOL.
21. 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. LSCs should agree individually with LAs 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 LA services).**
22. We have set out in the menu indicative rates for FLLN courses to assist colleagues to calculate and agree how FLLN funds will be spent. Local LSCs 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 for 2008/09.

23. Every local area will have its own priorities and priority groups of learners e.g. a priority might be the progression of unemployed fathers onto subsequent programmes. To enable local LSCs and LAs to be responsive to local and regional need and more flexible regarding the level and length of programmes they offer, we are again asking LSC/LAs to set their own expected figures for participation and achievement in 2009/10. Please use the agreed allocation and the indicative rates for the programmes. The FLLN figures agreed by the LSC and the provider should show proposed literacy and numeracy enrolments separately.
24. Colleagues should identify how many learners they aim to reach for each programme type (e.g. 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. Where a provider wishes to rebalance its provision to offer fewer taster sessions and more longer programmes, the agreed learner numbers for the year will obviously show a reduction on 2008/09.**

Family Literacy, Language and Numeracy (FLLN)

Accreditation

25. All FLLN programmes are defined by DIUS as Skills for Life programmes and the course costs have been set to reflect this. The FLLN programmes must be selected from the menu (at the end of this document). It is expected that learners on FLLN programmes should work towards the **national qualifications in literacy, numeracy and ESOL (e.g. Certificate in Adult Literacy, Numeracy and ESOL Skills for Life)**. For information see:
- www.dfes.gov.uk/readwriteplus/LearningInfrastructureAccreditation.
26. **Outdated literacy and numeracy qualifications are not acceptable** and will not be funded. ILRs should be completed properly to enable where applicable the maximum contribution towards the national Skills for Life literacy and numeracy targets. Any LA that does not directly provide opportunities for adults to access the national tests within FLLN programmes will need to develop their systems, procedures and infrastructure for 2009/10. All data that shows a contribution towards Skills for Life literacy and numeracy targets must be captured and reported in the LA's SAR and on the ILR.
27. LAs 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

28. In addition to those with literacy and numeracy needs learners that have been identified as the national target groups for this provision include 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

29. To enable providers and LSCs 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. LSC partnership managers and local authorities should work through the issues in the table when discussing and agreeing annual allocations.

Table 1 – Checklist

1	<p>Information on the scale of need In planning where to offer courses providers should consider the demands of local learners including the literacy and numeracy needs of adults in the area, using labour market information, indices of deprivation and local authority priorities. They should also analyse data from previous year’s provision to establish a profile of parents attending programmes, the scale and scope of provision offered and what has been successful in helping parents achieve qualifications and progress to further learning or employment.</p>
2	<p>Evidence of a strong drive to improve literacy and numeracy The Department for Innovation, Universities and Skills (DIUS) and the Department for Children, Schools and Families (DCSF) are committed to raising standards and improving literacy and numeracy. Providers should reflect their commitment to Skills for Life and Every Child Matters in their planning for family learning provision.</p>
3	<p>Commitment from partners Most providers have effective partnership arrangements with schools, children’s centres, voluntary sector and faith organisations that have helped them engage families and enhance provision. To help identify, encourage and support progression they will need partners in Jobcentre Plus, colleges of FE and Train to Gain providers. Providers should work closely with and draw on partners to maximise the impact of their provision and add value to each other’s their programmes/targets.</p>
4	<p>A local strategy for improving family literacy and numeracy Providers should have a clearly defined strategy for family learning and an implementation plan - a working document that includes targets, the learning offer, proposed numbers of literacy and numeracy learners, information on data collection etc.</p>
5	<p>Targets to measure progress Providers should seek to recruit mothers and/or fathers with literacy, language and numeracy needs on to courses and should measure the improvement of skills of both adults and children. They should set targets for achievement and progression and their contribution to the Skills for Life literacy and numeracy targets.</p>
6	<p>Strategies to engage hard to reach families in family literacy and numeracy provision The Step into Learning training programme has proved to be an effective way of encouraging mothers and fathers to take up learning. Providers should use Step and other promotional activities to engage families with literacy and numeracy needs and families at risk in provision that has been designed to address their needs. Providers should also work closely with colleagues developing and delivering other family services and support in local authorities.</p>
7	<p>Resources to deliver the programme With a static budget providers will need to plan carefully to make a difference to families with the greatest needs, and to maximise the impact of their allocation. They will also need to plan with due regard to equality and diversity.</p>

8	<p>Commitment to meet individual need Providers should ensure that all learners (adults and children) are offered initial and diagnostic assessment, individual learning plans, access to a range of teaching styles and motivational learning materials, and for adults opportunities to take national qualifications and support and encouragement to progress to further learning or employment</p>
9	<p>Value for money By looking at the cost for a guided learning hour and the average cost per learner providers should be able to develop an effective programme that represents good value for money.</p>
10	<p>Structure and content of programme The programme needs a mix and balance that recognises the levels of learners, the different skills and the range and length of courses. Providers should aim to recruit a mix of Entry Level and Level 1 learners and ensure there is a balance of literacy, numeracy and language programmes, with at least 35% numeracy where possible. Although introductory and taster courses are very effective in capturing and motivating learners they do not provide time for mothers and fathers and children to improve skills and to develop the pattern of home time activity that is at the heart of the programme. Providers should be drawing from the list of approved courses in the Guidance to plan a programme that meets local needs that includes a majority of longer courses and enables mothers and/or fathers to have time to consider next steps and appropriate progression routes.</p>
11	<p>Achievement and progress Family literacy, language and numeracy is Skills for Life provision with all learners being offered opportunities to work towards Skills for Life national tests and qualifications. Providers should also be recording other achievements of adults and children – for mothers and/or fathers - improved skills, growth in confidence, more active involvement in school and spending more time on home time activities with their children.</p>
12	<p>Progression Providers should be encouraging and supporting adults to progress to further learning, to access employability and vocational programmes, to secure employment and to become more involved in their children’s schools and learning. They should provide them with information on childcare etc. Details of these progression pathways should be recorded.</p>
13	<p>Qualified and experienced workforce Teachers and staff need to be appropriately qualified in their subject knowledge, their ability to teach and an understanding of the national curricula and/or Early Years Foundation Stage. Providers should be planning to make available the Family Learning Teaching Qualifications.</p>
14	<p>Monitoring and evaluation As well as recording learners literacy or numeracy aims and qualifications on the Individualised Learner Record (ILR) providers should be collecting data on achievement, success, retention, progression etc. They will also need to collect data on the children involved, the role of partners and where courses were offered.</p>
15	<p>Quality In planning for quality providers should focus on meeting individual learner’s needs and abilities, putting in place adequate arrangements to assess learners’ progress and achievement, systematic information, advice and guidance and monitoring of learner progression routes.</p>

Wider Family Learning

Developing Provision

30. **The guidance for this provision was strengthened in 2008/09 to increase the impact and improve the quality of the programme.** Wider family learning 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. Local LSCs 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 LSC be used to double-fund existing activity.

Priority Groups

31. 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, and
- Fathers in order to increase the number of males involved in this type of provision.

32. 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, and
- Schools seeking to improve children's attainment by working in true /active partnership with mothers and fathers in a 'whole organisation approach'.

Learners above L2

33. Providers should not be targeting parents with full level 2 qualifications, but there may be cases where this is appropriate. 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

34. 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

35. Every WFL programme should include:

- some 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
- for programmes over 5 hours, 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.

36. Every WFL course should include for both adult and child:

- Some learning specific to the subject area (e.g. football, healthy eating, dance);
- Some development of personal and social skills (e.g. communication, tolerance, concentration, resilience, persistence).

37. 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).

38. **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 properly on the ILR.**

39. **Progression** – Many providers do not have systems to evidence progression or whether families progressed to FLLN or other family friendly provision. NIACE has provided information on ways of collecting this information in a systematic way to help providers plan provision and monitor its effectiveness.

40. Below are the suggested rates for WFL programmes for 2009/10. These are based on the FE funding rates and are for planning and guidance purposes only (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

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

Data Collection 2009/10- Individualised Learner Record (ILR)

41. Understandably there is a great deal of interest from Ministers, and elsewhere, in the Family Programmes data. Regional and local colleagues will be particularly focused on the messages it gives about how we target resources and plan funding for the future in this area of our work. The LSC has been working with Learning and Skills Improvement Service (LSIS) through the regional Skills for Families adviser programme this year to improve the quality and use of ILR data in family programmes. Although most returns in 2008/09 are complete and accurate a small but significant number of 2008/09 returns still contained a large number of errors. **Providers are reminded that it is their responsibility to ensure that returns are timely and accurate.**
42. 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 LSC will have access to the information. The number of ILR returns per year has been increased from three to five as set out in the [ILR Timetable 2009/10](#).
43. All providers should read the ASL ILR Support Manual, The ASL Provider Support Manual for the 2009/10 will be available in due course. ILR will be available to download from the IA website in due course.
44. All short programmes funded through FLLN, WFL and other safeguarded funds **must** be recorded on the ASL ILR and properly identified as Family Programmes.
45. A flag (field A58 of the Adult Safeguarded Learning ILR) should be used to indicate whether a learner is participating on an FLLN or wider family learning programme regardless of which strand of the safeguarded allocation has been used to fund that programme. This will enable us to properly record and report back to the DIUS and DCFS. **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.**

46. A learner should only appear on the ILR return of one LSC funded provider for each programme (unless one of the provider's 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 with 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)

47. For 2009/10 a ULN is not obligatory for learners on the ASL 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 ASL provider works in close partnership with another provider (e.g. 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 ASL provider engages and supports a learner but accreditation is gained later with another provider.**

Data on Children

48. **We will continue to collect data on supplementary record Annex A. A copy is attached to this document. Please do not 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.**

49. The supplementary learner record containing the children's data will be collected three times a year as set out in the enclosed pro forma at Annex A. Providers should return the annex A to their local LSC in the first instance. LSCs will then forward the forms to familyprogrammes@lsc.gov.uk at National Office.

50. From March 2007, LSIS took responsibility for developments in improving the quality of FLLN programmes, including the Skills for Families adviser network (see web address in annex C).

List of Approved FLLN Courses 2009/10

51. 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; and
- Guidance to help plan their progression into other learning, training or employment opportunities.

Skills for Life: Focus on Delivery to 2007

52. 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, in the light of the Leitch Report 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 of Family Learning funding.**

53. The menu includes both engagement and learning programmes:

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

55. **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 practise home time activities with their children.

56. Previously the menu of courses listed every course under its title e.g. Play and Language, Keeping up with the Children, etc. Last year's Guidance simplified the menu by listing courses:

- 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 e.g. Being Healthy is listed as Literacy (Being Healthy) and Family Finance is listed as Numeracy (Family Finance).

57. Providers wishing to respond to local needs or work with particular groups e.g. 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 QIA website.

The Summary Grid of Family Literacy, Language and Numeracy Programmes

58. The summary grid of Family Literacy, Language and Numeracy programmes sets out the course lengths and indicative costs.

Family Literacy, Language and Numeracy Courses - (2009/10) Summary Grid

1. Family Workshops 2 to 4 hours

£285 per joint course of 9 parents and 9 children (average) or £171 for an adult only course

**Literacy
(Play & Language)**
0-3 years

Literacy
3 years +

Numeracy
3 years +

**Combined Literacy /Language
and/or Numeracy/Language**
5 years +

**Literacy or Numeracy
(Keeping Up with the
Children)** Mothers & fathers of
school age children

2. Introductory Family Courses 9 to 13 hours

£1045 per joint programme of 9 parents and 9 children (average) or £715 for an adult only programme

**Literacy
or/Language
(Play & Language)**
0-3 years

**Literacy/or
Language
(Playing with
Language)** 3-5
yrs

**Literacy/or
Numeracy Early
Years Foundation
stage** 0-5 yrs

**Literacy/or Numeracy
(Keeping Up with the
Children)**
School age
children

**Numeracy
(Family Finance)**
School age
children

**Literacy / or
Numeracy
(Being Healthy)**
3+

**Literacy
(Skills for Families –
Springboard)**
Mothers & fathers – of
school age children

3. Short Family Programmes 30 to 49 hours

£5040 per joint programme of 9 parents and 9 children (average) or £3150 for an adult only programme

**Literacy
(Early Start 0-1 yrs,
Small Talk 1-2 yrs, Talk
Together)** 2-3 yrs

**Language
(Playing
with
Language)**

**Literacy/or
Numeracy Early
Years FS** 0-5 yrs

**Literacy or
Language**
School age
children

**Numeracy (Family
Finance)**
School age
children

Numeracy
School age
children

**Literacy
(Being
Healthy)**
3+

**Literacy or
Numeracy (Keeping
Up with the Children)**
– parents of school

4. Standard (formerly Intensive) Family Programmes 60 to 72 hours

£7980 per joint programme of 9 parents and 9 children (average)

Literacy
School age children

Numeracy
School age children

**Combined Literacy and Language/or
Numeracy/ Language**
School age children

List of Approved Family Literacy, Language and Numeracy Courses

Engagement Activity

1. Family Workshops (2-4 hours)

£285 per joint course of 9 mothers and fathers and 9 children (average) or £171 for an adult only course

Criteria:

Workshops should attract new learners and include a facility for signposting participants to other programmes. They should offer some screening for literacy, language or numeracy needs so that learners can be offered an appropriate choice of next steps. All learners should progress to further programmes or learning activity.

Language (Play and Language)

Objective: To encourage mothers and fathers with no or few qualifications to talk to and play with their babies and toddlers. Also, to set out the importance of play in early language development

Literacy

Objective: To raise standards of literacy for both mothers and fathers and children, to extend mothers' and fathers' skills in supporting their children's developing literacy skills and to provide opportunities for mothers and fathers to go on to further programmes.

Numeracy

Objective: To provide opportunities for mothers and fathers and young children who need it most, to improve their numeracy skills.

Combined Literacy and/or Language and/or Numeracy

Objective: To provide and explain opportunities for mothers and fathers and children to improve their literacy/language/numeracy skills.

Literacy or Numeracy (Keeping up with the Children)

Objective: To explain how mothers and fathers can become more involved in their children's education by understanding the literacy/numeracy curriculum and improving their own skills. Where screening shows that a learner does not have a literacy/numeracy need, the programme should signpost other (non FLLN) activities or programmes including those based in school or wider family learning. For adults with LLN needs who have school age children.

Learning Programmes

2. Introductory Family Courses (9-13 hours)

£1045 per joint programme of 9 mothers and fathers and 9 children (average) or £715 for an adult only programme

Criteria: Introductory programmes should attract at least 60% new learners and set out clear progression opportunities (in learning and beyond) for learners. Learners should develop their own skills and improve their ability to help the children in their family. All adult learners should be assessed on their own skill level and progress to further learning.

Language (Playing with Language)

Objective: To support mothers and fathers and their children with language development and positive interaction. To show mothers/fathers how improving their own skills can help their children

Numeracy (Family Finance)

Objective: To develop mothers' and fathers' literacy, language and numeracy skills and their knowledge and understanding of everyday financial matters based family centred allowances and benefits. To provide opportunities for adults and school age children to develop financial literacy skills.

Literacy or Numeracy (Being Healthy)

Objective: To improve literacy, language and numeracy skills alongside an understanding of better nutrition, healthy lifestyle and physical and mental wellbeing.

Literacy or Numeracy (Early Years Foundation Stage EYFS)

Objective: To introduce mothers and fathers to the Early Years outcomes and approaches. To help adults support their children's 'learning and development. To help adults improve their literacy, language or numeracy

Literacy (Skills for Families Springboard) (mothers and fathers only)

Objective: To introduce mothers and fathers to the range of family services and programmes available in their locality and to signpost them to the most appropriate progression route (including family learning or other programmes, local opportunities or voluntary work in schools, children's centres etc). Can include an element of 'home grown' provision to make the programme appropriate to a particular group of learners or setting (e.g. Sure Start or Children's Centre). Must include some assessment of skill level.

Literacy or Numeracy (Keeping up with the Children (mothers and fathers only)

Objective: To introduce mothers and fathers to how their children are taught in the literacy hour and the daily maths lesson at schools, so that they can be confident in supporting them. To develop adults' own literacy and numeracy skills. For parents/carers with LLN needs who have school age children.

3. Short Family Programmes (30-49 hours)

£5040 per joint programme of 9 mothers and fathers and 9 children (average) or £3150 for an adult only programme

Criteria: Short courses should be suitable as a progression programmes from an introductory course or for a new learner. They will identify those learners who are able to gain qualifications. Learners should be screened and offered some diagnostic assessment to ensure that the programme content is appropriate to their needs. All short programmes should include a range of 'home time' activities and demonstrate clearly how effective family engagement with a child's education can make a significant impact. These programmes may be taken as two successive, complementary but different modules of up to 30 hours each with the national test being the final learning goal using the Move On approach. Subject to local LSC/LA negotiation it is possible to run short programmes of between 25 and 30 hours to better fit in with school timetables. If you do, please ensure that issues of cost and access to qualifications are taken into account. There should be time available within the programme for information, advice and guidance on possible next steps.

Literacy or Language (Early Start – Baby Talk 0-1 year; Small Talk 1-2 years; Talk Together 2-3 years)

Objective: To enhance language development from birth to 3; encourage strong attachments and positive everyday interactions among mothers/fathers and their babies and young children. To help mothers and fathers explore ways of playing and talking with and listening to their children and to enhance early language development. Programmes should provide situations for adults to develop their own language, literacy and numeracy skills while providing relevant activities for babies and young children to extend the range of vocabulary and communication skills they use. Early Start encourages the use of all languages spoken at home and lays a foundation for lifelong literacy and learning.

Language (Playing with Language)

Objective: To help mothers and fathers understand, develop and use language interactions that have been researched and shown to be useful. To improve mothers and fathers skills and help them prepare for their child's entry to school. To provide opportunities for adults to work towards the national tests

Literacy (Family Literacy)

Objective: To raise standards of literacy for both mothers and fathers and children, to extend mothers and fathers' skills in supporting their children's developing literacy skills and to provide opportunities for adults to work towards entry level qualifications and/or national tests as appropriate

/Continued below

3. Short Family Programmes (30-49 hours) (continued)

Numeracy (Family Numeracy)

Objective: To raise standards of numeracy for both mothers and fathers and children, to extend mothers and fathers' skills in supporting their children's developing numeracy skills and to provide opportunities for adults to work towards entry level qualifications and/or national tests as appropriate.

Numeracy (Family Finance)

Objective: To develop mothers and fathers' literacy, language and numeracy skills and their knowledge and understanding of everyday financial matters or self-employment. To provide opportunities for mothers and fathers and school age children to develop financial literacy skills. Adults should have opportunities to work towards the national tests.

Literacy or Numeracy (Family Health)

Objective: To improve LLN skills while developing a better understanding of how families can work together to have a more healthy diet and lifestyle. This should be linked to work with partners on the 'Being Healthy' outcome of *Every Child Matters*. Adults should have opportunities to work towards the national tests.

Literacy or Numeracy (Early Years Foundation Stage EYFS)

Objective: To introduce mothers and fathers to the Early Years outcomes and approaches. To help adults support their children's learning and development. To help adults improve their literacy and numeracy

Keeping up with the Children + (KUC+) (adult only)

Objective: to extend mothers'/fathers' skills in supporting their children's literacy and numeracy (by understanding what the school curriculum) and to provide opportunities for parents to develop their own literacy or numeracy skills

4 Standard Family Programmes (60-72 hours)

£7980 per joint programme of 9 parents and 9 children (average)

Criteria: Standard programmes should include diagnostic assessment of skills level and challenge and encourage learners to develop their literacy, language and numeracy skills. All learners must have an ILP. These programmes may attract fewer new learners but at least 40% of those on these programmes should successfully complete the national test in literacy, numeracy or ESOL. There should be time available within the programme for information, advice and guidance on possible next steps

Literacy (Family Literacy)

Objective: To raise standards of literacy for both mothers and fathers and children, to extend mothers'/fathers' skills in supporting their children's developing literacy skills and to provide opportunities for adults to achieve entry level qualifications and/or national tests as appropriate.

Numeracy (Family Numeracy)

Objective: To raise standards of numeracy for both mothers and fathers and children, to extend mothers' and fathers' skills in supporting their children's developing numeracy skills and to provide opportunities for adults to work towards entry level qualifications and/or national tests as appropriate.

Literacy and Numeracy (Combined Family Literacy and/or Language and/or Numeracy)

Objective: To improve the literacy, language and numeracy of both the mothers and fathers and the children, to develop mothers' and fathers' skills in supporting their children's progress at school and to provide opportunities for adults to achieve entry level qualifications and/or national tests as appropriate. Providers may choose how best to combine modules of literacy, language and numeracy to suit particular groups of learners (e.g. bilingual families).

SUPPLEMENTARY LEARNER RECORD:

CHILD LEARNERS ON FAMILY PROGRAMMES

Learning and Skills Council (Area)

Local Education Authority

Wider Family Learning

Number of children participating in Wider Family Learning Programmes:

<i>Pre-school/EYFS</i>	<input type="text"/>
<i>Primary School</i>	<input type="text"/>
<i>Secondary School</i>	<input type="text"/>

Family Literacy, Language and Numeracy

Number of children participating in FLLN programmes:

<i>Pre-school/EYFS</i>	<input type="text"/>
<i>Primary School</i>	<input type="text"/>
<i>Secondary School</i>	<input type="text"/>

Family Learning Impact Funding

Number of children participating in Family Learning Impact programmes:

<i>Pre-school/EYFS</i>	<input type="text"/>
<i>Primary School</i>	<input type="text"/>
<i>Secondary School</i>	<input type="text"/>

Please ensure that all adults on family programmes are recorded on your ILR and flagged in field A58 as either WFL or FLLN

Signed

Name

Date

<p><u>Submission dates:</u></p> <p>1 Dec 2009</p> <p>6 Sept 2010</p> <p>7 Feb 2011</p> <p><i>Please tick appropriate date</i></p>
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Please ensure that this form is completed and returned for each provider by email only to familyprogrammes@lsc.gov.uk

Annex B

Childcare for Training and Learning for Work

What is Free Childcare for Training and Learning for Work?

The new childcare scheme is specifically aimed at providing childcare support for low income families with dependent children, where one parent is working and the other parent aged 20 years or over, is out of work and looking to participate in learning. The household income needs to be £20,000 or less in the previous tax year.

The new childcare scheme complements existing childcare schemes offered by the LSC and will help us to encourage a further 50,000 out of work parents back into learning or training that will improve their prospects of progressing into sustainable employment.

When will Free Childcare for Training and Learning for Work be available?

The scheme will benefit learners from April 2009. The scheme will be rolled out nationally, across all 150 Local Authority Areas in England, from this date.

How does a learner apply for the scheme?

Learners will need to complete an application form to apply for this childcare support. They will need to ensure that their partner, their Learning Provider and their Childcare Provider have also completed their relevant sections of the form.

How do I find out more?

You can find out more about the new scheme by calling the helpline on **0845 600 2809**. We also produce a monthly e-newsletter to keep you informed and up-to-date with the latest information. These e-newsletters are available online, however, if you would like to receive a copy by email please let us know at freechildcare-adults@lsc.gov.uk

Annex C

Safeguarding Learners

Although the Department for Children Schools and Families has overall responsibility for child protection policy, the LSC 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 LSC funded providers are required to provide a safe, healthy and supportive environment and comply with the LSC funding terms and conditions. The 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 and ensure 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 of Children, Schools and Families and the Department of Health.

Other useful links include:

The Criminal Records Bureau (CRB) www.crb.gov.uk
Safe Learner Website www.safelearner.info
DCFS Guidance and Publications www.dfes.gov.uk/publications
Health and Safety Executive www.hse.gov.uk
The Children's Plan www.dfes.gov.uk/publications/childrensplan
[Safeguarding Children: Safer Recruitment and Selection in Education Settings'](#).

Annex D

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:
<http://skillsforfamilies.excellence.qia.org.uk/>
- Teaching and learning resources and guidance documents are being developed in 2009 to support providers in receipt of FLIF funding and these can be found on:
http://skillsforfamilies.excellence.qia.org.uk/index.php?option=com_content&task=view&id=84&Itemid=96
- Skills for Life Strategy Unit: www.dfes.gov.uk/readwriteplus and other DfES Publications (Materials for Embedded Learning including Family Health, Assessment Materials, Screening Materials):
www.dfes.gov.uk/readwriteplus/publications and the Understanding Dyslexia materials at www.dfes.gov.uk/readwriteplus/understandingdyslexia
- National Family Learning Network: <http://www.campaign-for-learning.org.uk/familylearningnetwork>
- NIACE: www.niace.org.uk/research/family Information on new qualifications and the home of the former Basic Skills Agency. Also for 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: www.niace.org.uk/quickreads/
- BBC RaW: www.bbc.co.uk/raw/
- National Occupational Standards in Family Learning at LLUK:
http://www.lifelonglearninguk.org/standards/fl_standards.html

There are a number of parenting programmes funded by DCSF and providers should liaise with the Parenting Commissioners in each local authority to understand the range of services available.

For further information on new qualifications and training for the workforce open the following link to LLUK (www.lifelonglearninguk.org).