



# NIACE FAMILY LEARNING SUMMER UPDATE 2008



## Family Learning Practitioner Qualifications

The new family learning qualification structure has now been developed and agreed by Lifelong Learning UK (LLUK). The framework provides units of assessment from level 2 for those in an intergenerational support role through to level 5 for expert practitioners. Each level has a group on mandatory and optional units that can be studied to gain the appropriate award or can be studied as separate units for continuing professional development opportunities. The system does not replace a need for a subject specialism for those teaching

family literacy, language or numeracy.

It is currently being entered onto the Qualifications and Credit Framework (QCF). It will then be ready for the awarding bodies to adopt. It is also badged by the Children's Workforce Development Council (CWDC): the first framework to cross both the adult and the children's sector. Further updates will be included on the NIACE family learning page.

[www.niace.org.uk/research/family](http://www.niace.org.uk/research/family)

## Progression from family learning

The new family learning funding announced in the Children's Plan is known as **Family Learning Impact Funding**. It will be managed by the Learning and Skills Council as a separate funding stream. There are new requirements with this funding to monitor the impact and progression of a sample of learners funded by this stream for a three year period. This will be looking at progression in its widest sense including education, employment, personal and social progression.

NIACE has completed work on behalf the LSC to support effective progression monitoring. A resource pack has been developed and will be launched in September 2008 with a training event. Copies of the pack will be sent to each local authority and will be available on the NIACE website.


For more information contact [penny.lamb@niace.org.uk](mailto:penny.lamb@niace.org.uk)

### Included in this update



- Family Learning Practitioner Qualifications
- Progression from Family Learning
- Family Financial Literacy
- Family Learning and museums
- Family Learning Local Authority Group (FLLAG) and NIACE Conference
- QIA Project: Extending the Reach & Improving the Quality of FLLN
- Assessing the Impact of Family Literacy Programmes
- Making the Connection: Mental Health & Family Learning
- Learning at Home: Learning at School
- NIACE working visit to Uganda




**COMING  
SOON**



A NIACE Family Learning Matters Topic Paper on **family financial literacy** will be out soon.

The second joint academic conference between FFLAG and NIACE will take place on **January 22 and 23<sup>rd</sup>**. A call for papers and contributions will be issued shortly.



## Family Learning and Museums

We have just completed an evaluation of family learning in museums in the North West Renaissance Hub. The evaluation examines the policy and operational opportunities and challenges, includes examples of imaginative practice and a typology for activities for working with families in museums.

The evaluation report can be found on the NIACE website [www.niace.org.uk/research](http://www.niace.org.uk/research)

Due in October, a joint NIACE / MLA publication for practitioners on family learning in museums, libraries and archives and a new Fast Facts for families new to using museums.

## QIA Project: extending the reach and improving the quality of family literacy language and numeracy

16 out of 18 looked after children pilots for ERIQ were completed by the end of June. All have been successful and the most successful of them built on good practice and positive relationships that already existed.

Work on developing the family language strand for bilingual families and FLLN to employment is drawing to an end with final reports and recommendations to the QIA by the end of July. Family Language pilots have highlighted the growing need for bilingual family learning and produced much successful learning particularly with low Entry level learners. Outcomes have been broad and include improved confidence and self esteem as learners improve their language skills and a fostering of community cohesion as learners share and learn about each other's culture alongside a

greater understanding and involvement in their children's learning.

A full report on all the pilots from this project, jointly run by the Alliance for Lifelong Learning (NIACE and Tribal) will be available from September onwards, and information about the extent and variety of the work can be seen by visiting [www.skillsforfamilies.co.uk](http://www.skillsforfamilies.co.uk)

## Assessing the impact of family literacy programmes

The National Research and Development Centre for adult literacy and numeracy (NRDC) working with the Alliance has been commissioned by the Government to assess the impact and effectiveness of family literacy programmes in England. Professor Greg Brooks is the project consultant and outcomes will inform government decisions about further investment in, and expansion of, the programmes.

The research aims to assess the impact of family literacy courses on the skills of

parents and their children, and on family relationships, progression and social mobility. A range of short and standard family literacy courses involving children aged between 3 years and 6 years 11 months will be included. Local authorities are being asked to volunteer courses within these criteria for assessment over the next 12 months.

For more information contact  
Karen.cholmeley@niace.org.uk or  
Sarah.bosley@niace.org.uk

## Learning at Home: Learning at School

This is a two year action research project funded by the DCSF. ECOTEC Research and Consulting Ltd are managing the project, in partnership with NIACE and Professor John Bastiani.

The project is concerned with schools involvement in the widest sense – from activities that are planned and run by schools for parents directly, to those that are led by community partners and local authority teams. It includes both school-based and home-based practices, and seeks to explore the relationship between the two in bringing about positive outcomes for families.

The project is based on work in six local authorities in which school work/working with families is well established. The Local Authorities involved part are the Isle of Wight; Northamptonshire; City of Nottingham; Rochdale; Sefton; and Tower Hamlets.

The Local Authorities are working in pairs to share key aspects of their work to ensure learning through the process is captured as well as exploring how this experience can be more widely disseminated. Following the development stage of the project, six schemes were identified for the action research stage and are currently being shared. They are as follows:

- Working with families model
- Educational home visits
- Family SEAL
- Curriculum workshops
- Community arts and literacy
- Law and citizenship education scheme

For more information see the website and latest newsletter at [www.learning-hs.org.uk](http://www.learning-hs.org.uk)

## Making the connection: Mental Health and Family Learning

Making the Connection is a two year project, funded by the Department of Health Section 64. NIACE has been working with practitioners, service users and organisations in the North West, West Midlands or South West to explore the ways in which family learning and mental-health can work together to enhance positive learning opportunities and promote mental well-being,

A draft information and good practice pack for practitioners in mental health and family learning was produced and piloted in the three regions. The pack has now been updated following feedback from the pilot stage and the finalised pack will be printed this Summer.

The resource pack will be launched at three events in Autumn 2008. It is hoped that the resource pack will create a greater national awareness of the issues around mental health and family learning as well as promoting cross-agency working.

For more information contact  
clare.meade@niace.org.uk

## A chance to share your family learning practitioner research

Have you or your organisation carried out some family learning practitioner research? Or are you in the process of carrying out some action research or evaluation? Are you frustrated that your critical local research is never recognised? If so, we would love to hear from you.

In September, 2008, NIACE will be launching a new website for Family Learning practitioners to share their research with each other, and with academics and policy makers. The idea for the website came out of the joint NIACE/Family Learning Local Authority Group (FLLAG) 'Building Family Capital' conference in January 2008. The conference recognised that there was a wealth of practical, on the ground research being carried out by Family Learning practitioners and providers

working with families, but that it was not being seen by the academics who carry out research on families and family learning, or by policy makers in these areas. The website will make this research available for the first time in one searchable database.

To submit your research for consideration, please complete the submission form, and return it to us **by Thursday 31 July, 2008** (NB please read the guidelines before submitting your research).

For further information, please contact [Mandy.Thomas@niace.org.uk](mailto:Mandy.Thomas@niace.org.uk) or [Penny.Lamb@niace.org.uk](mailto:Penny.Lamb@niace.org.uk)

## NIACE Working Visit to Uganda 15–28th MAY 2008

**As part of the international activities that NIACE is involved in a working visit to the Wakiso District of Uganda took place during May 2008**

The visit involved:

- visits to Community Parents Concern and Foundation Adult Learning programmes (7 settings altogether) to understand the context, meet with key community leaders and see some of the existing work with families and adults
- working with the participants to consolidate the training in 2007.
- a two day strategy planning meeting with a range of key organisations (28 participants)
- a three day family learning training which explored a range of activities to develop family learning in the Ugandan context. Looking at language, literacy and numeracy. The evaluations were very positive and participants identified some of the activities that they were going to put into action in their settings straight away.

For more information contact [clare.meade@niace.org.uk](mailto:clare.meade@niace.org.uk)

