



# Humberside Learning Consortium

Ann Dobbs

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## The Learner Journey

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## Scope

The scope of the survey was to identify how three selected organisations already delivering programmes for Humberside Learning Consortium took account of learner views and the learning pathways when identifying the curriculum offer. Trends would be identified from the partner organisations through a variety of methods and shared within all organisations to promote best practice.

Interviews were held with Centre Managers and Tutors to gain their views and methods of working. A questionnaire was circulated to the organisations by HLC with a random sample of active and past learners taking part. The purpose of the survey was to help identify how learners became engaged in learning and what progression routes they followed, how they found out about learning opportunities and what skills they wanted to develop or had already achieved.

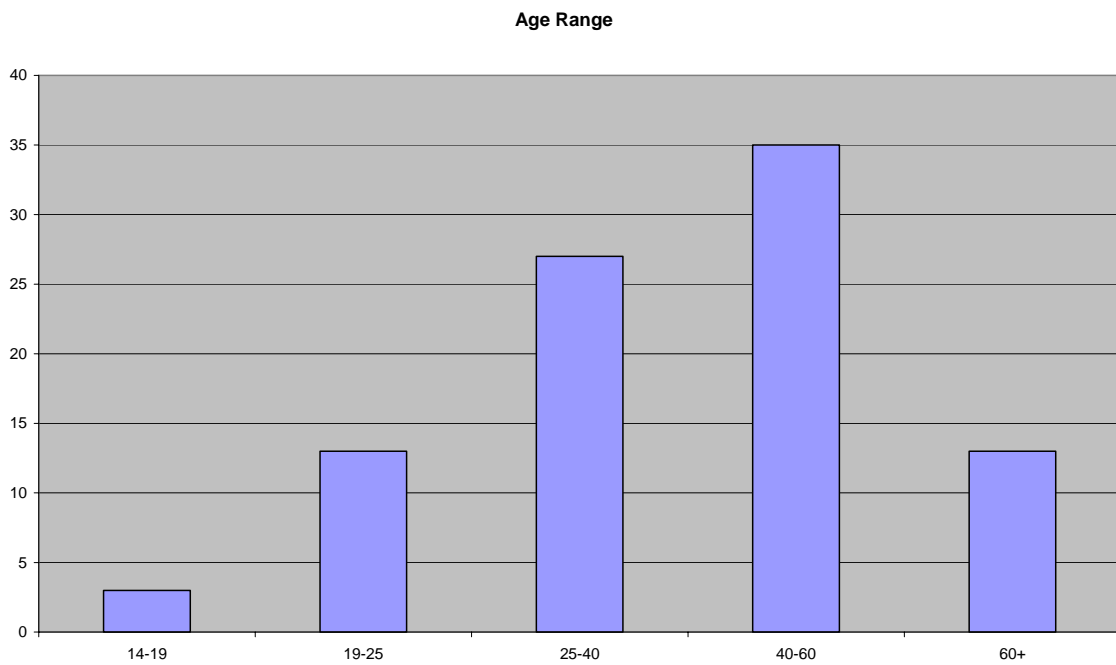
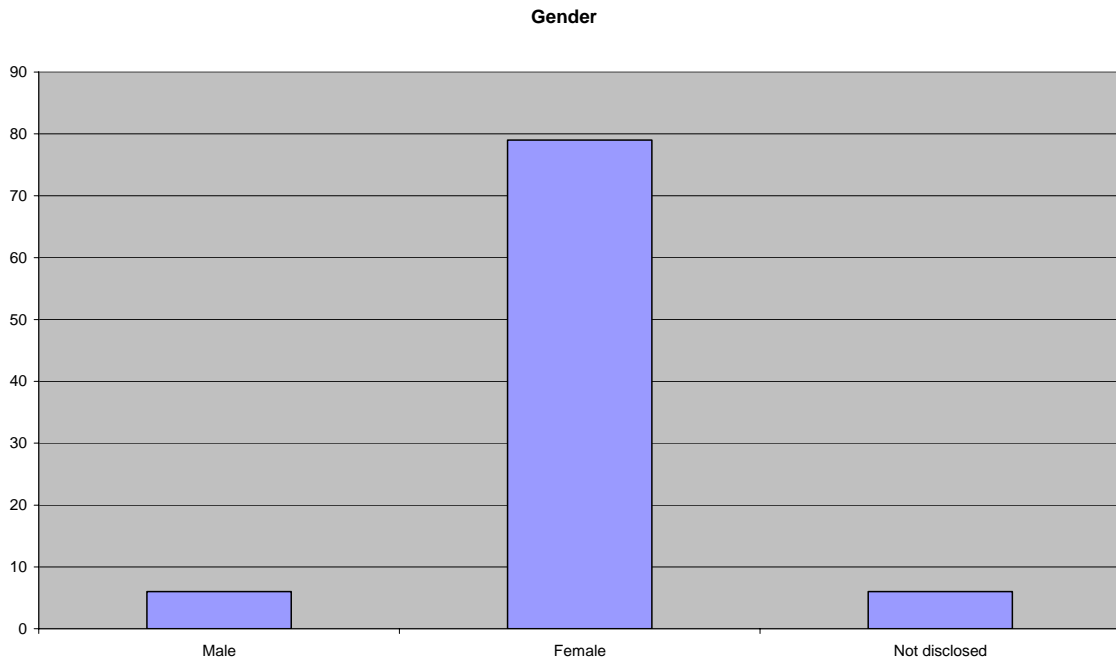
A range of documentation was viewed to establish how the organisations worked within a quality framework to continually improve the curriculum offer and to continue to personalise learning to meet individual learners' needs and aspirations. Documentation included course reviews/tutor evaluation, observation of teaching and learning records, learners' perception surveys, development planning and Self Assessment.

The results of the survey are presented in narrative, graphs and charts, case studies and judgements on the quality of the documentation used to plan future learning opportunities.

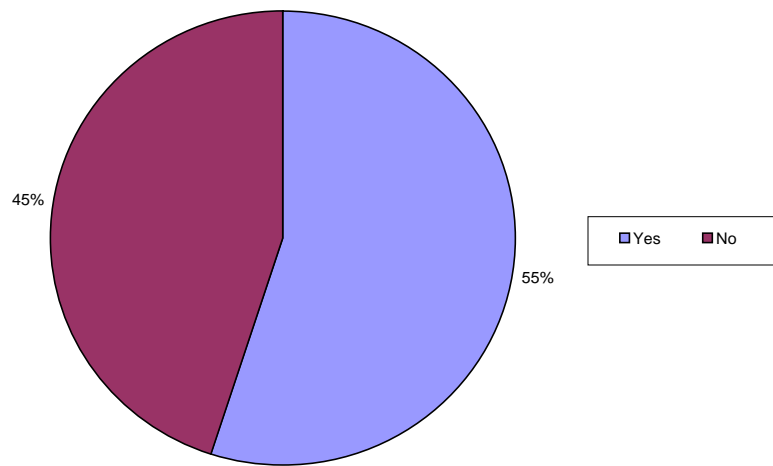
Questionnaire results from each organisation are presented in the appendices at the end of the report.

The organisations were selected by HLC to both demonstrate the geographical spread of the sample and their experience of working with hard to reach groups of learners in deprived areas as well as their experience in working with pre level 2 learners who are returning to learn or those learners who want to develop their skills to improve their lifestyles and employability opportunities.

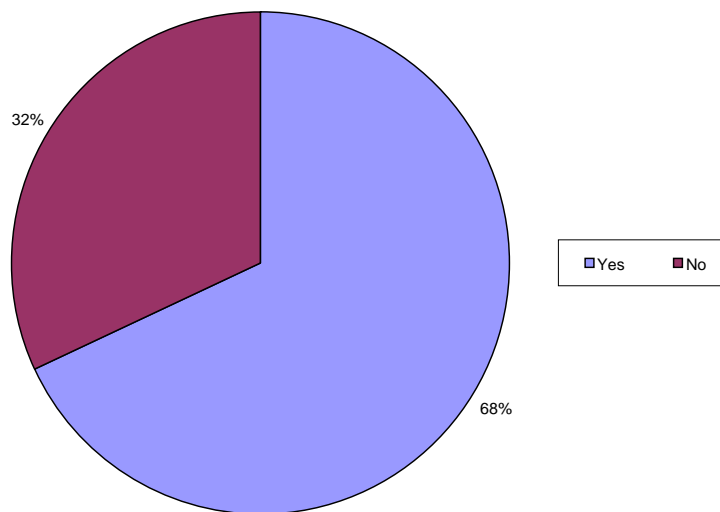
**Learner sample taking part in the Survey:  
91 learners**



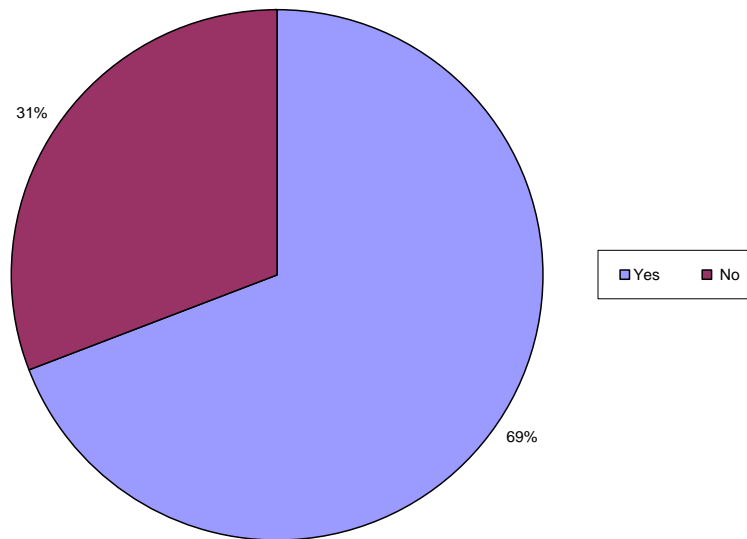
**Learners who had previous qualifications**



**Learners who gained qualifications on their learning journey to date**



Learners who are currently on a course



## Key Findings

### 1. Perception of Provider Staff

Managers and tutors were interviewed as part of the survey to establish how the learning journey was monitored, evaluated and planned. Discussion took place around the mechanisms the providers used to provide evidence that the curriculum offer was relevant, valid and successfully met local, community and learners needs. All organisations had a good understanding of the importance of a learner centred approach to curriculum design and the quality of the teaching and learning was monitored by HLC through annual Health Checks.

Findings suggest that the Providers have a good understanding of their cohorts and the learning pathways individual learners may wish to follow. This can be illustrated by the following:

- Providers offer taster sessions prior to the commencement of the courses to further establish the need. Course information is available to ensure learners have a clear understanding about their course and the requirements to come on a course.
- Learners receive advice and guidance from Provider staff on entry to the course and learners are able to gain further information about future qualifications and directions.

- Learners undertake initial assessment to establish their levels in aspects of Key and Basic Skills with some specific assessment taking place to further identify specific support needs.
- Learners all complete an Individual Learning Plan which helps to identify the individuals learning targets as well as their aims and aspirations.
- Providers routinely require learners to complete satisfaction surveys part way through their programmes and on exit. Information is analysed and used in management meetings to inform future development and identify any trends that are arising from learners' views or within specific groups of programmes.
- Tutors and managers complete reviews of the individual courses and use a range of information to analyse the success of the courses. Retention and achievement of both accredited and non accredited programmes is analysed and issues followed up.
- Attendance is monitored to enable a provider to identify individual learner issues as well as any trends that may arise due to poor attendance.
- Managers and tutors have a good knowledge of local need as well as the needs of employers and the economic community. They are representative on local forums and have access to a range of information to identify trends and needs to ensure that when making the curriculum offer it closely matched to identified needs at all levels.

For many learners attending the Providers used in the survey they are confident to attend a course at the specific provider to engage in a learning experience. Providers feel that they are well supported and have confidence in the fact that the venues are suitably placed in their communities. Providers feel they are not only well placed to offer a range of courses but have the skills to successfully engage learners and good networking skills to meet the needs of a variety of stakeholders.

Providers are aware of some shortfalls in the curriculum offer particularly to be able to offer a variety of accredited routes in house. Although individual learners may be able to progress onto an accredited route within a specific subject their personal and social circumstances and needs may prevent them from being able to access such programmes at much larger organisations such as Colleges

Judgements have deliberately not been made about the quality of the information used to identify learners' pathways, progression routes or on how effectively the Providers use such information to support the planning of the curriculum offer. There are many systems and procedures in place to support the development of learners' pathways within a range of curriculum offers. Learners have the opportunity to create their own learning pathway and this is evidenced in the Case Studies (page 14-16). However there are gaps in the support the individual learner receives in determining their Learning Pathway which is evidenced from the results of the Learners Survey particularly in Chart 7 (page 12) and Chart 9 (page 13).

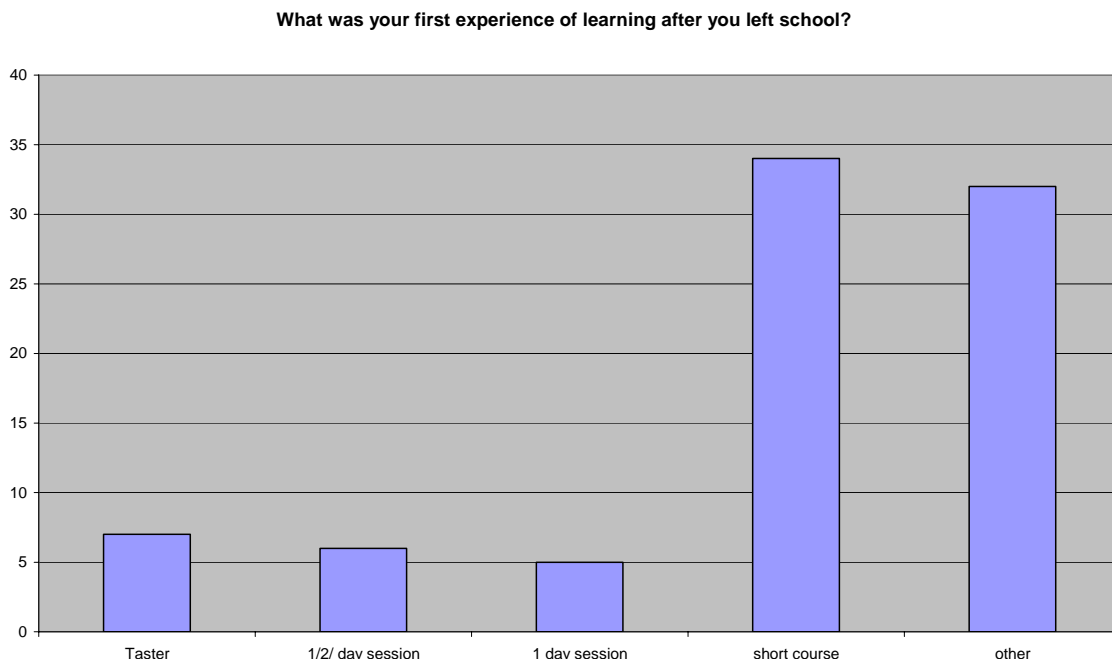
Learners are not receiving sufficient impartial advice and guidance to raise their awareness to what may be available to them away from the centre they are currently attending. Providers are not always in the position to offer this to all the learners throughout their programmes and a centrally managed and impartial team would support this with more involvement from the services that already exist, for example, more access to IAG staff, connexions and job centre plus. Learners who access a number of courses at the moment will have a number of ILPs specific to the individual programmes in some instances. However to truly link the ILP the learner's journey/ pathway this needs to be coordinated centrally to ensure that progression can be accurately tracked and monitored.

## 2. Overall Survey Findings

Charts 1, 2, 3 and 4 give background information to learners' previous experience of learning. Thirty seven percent of learners' first experience was of attending a short course. Thirty five percent of learners who completed "other" identified that in many cases their experience was a college course. Ninety percent of learners in the survey have attended other learning since their first experience and sixty nine percent of learners are currently in learning. Fifty five percent of learners had qualifications prior to their current learning journey (page 3) and sixty eight percent of learners have gained qualifications in a variety of subjects on their learning journey so far (page 3). Qualifications they have gained so far are meeting a range of learner needs. This is highlighted in some of the Case Studies (page 14-16) where learners may have accessed a course initially for pleasure and become hooked into learning. Another learner has had something specific in mind, for example the need to become more proficient in ILT to be able to market their own business when deciding to become self employed.

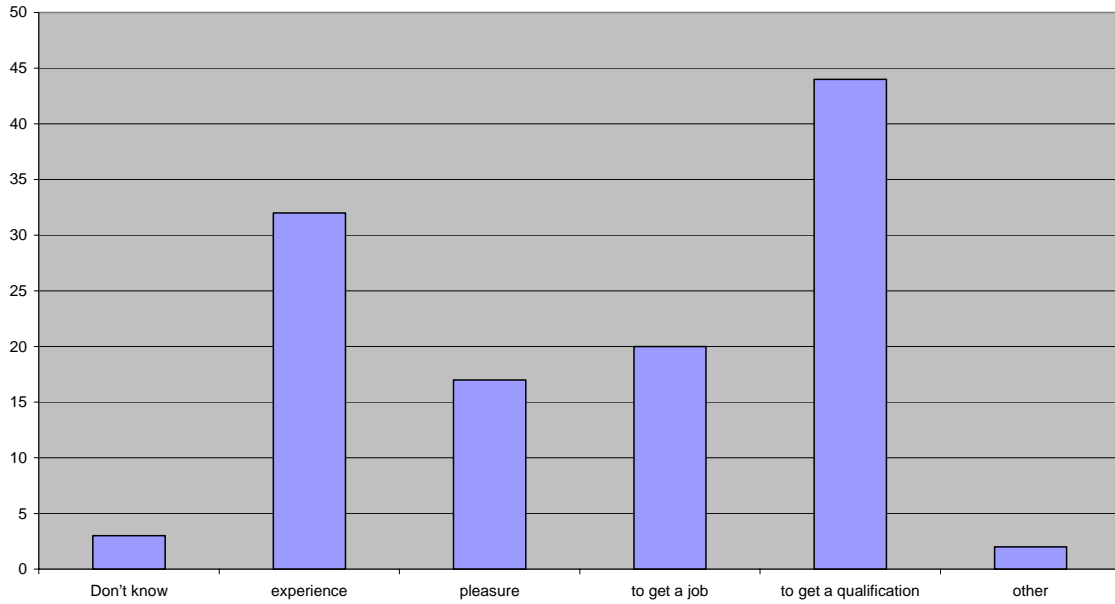
Learners' accessing learning for the first time did have an aim at the beginning of their experience and this was to predominantly gain a qualification or just to gain experience (page 9). Many learners in the survey have had gaps in their learning with sixty eight percent of learners between the ages of twenty five to sixty suggesting that most of these learners are returning to learn, looking to further develop their skills or looking for new directions.

### Chart 1



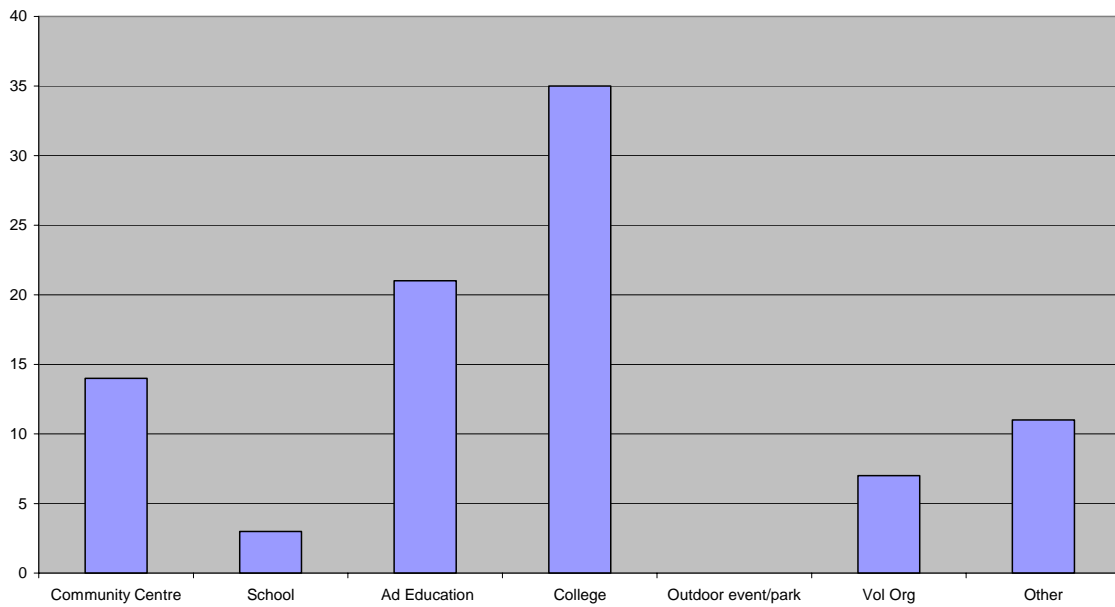
## Chart 2

Did you know what your aim was at the beginning?



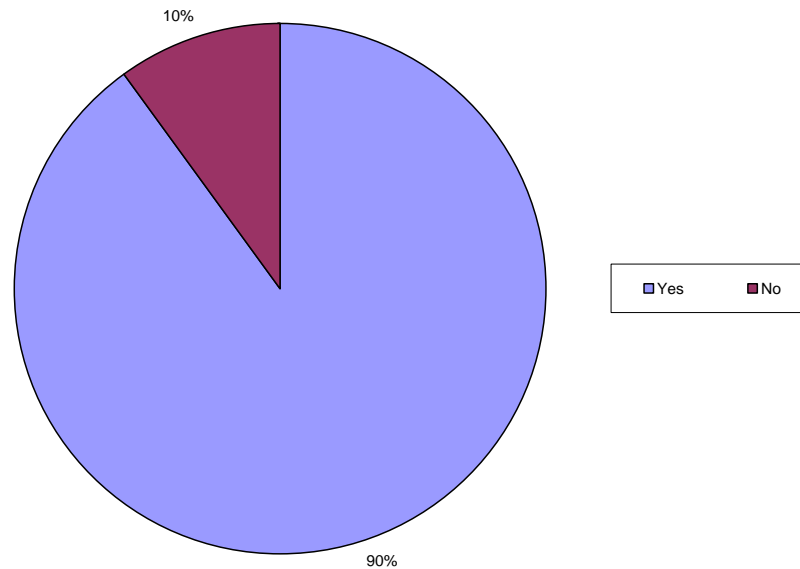
## Chart 3

Where did you attend your first session?



## Chart 4

Learners who have attended learning since their first experience

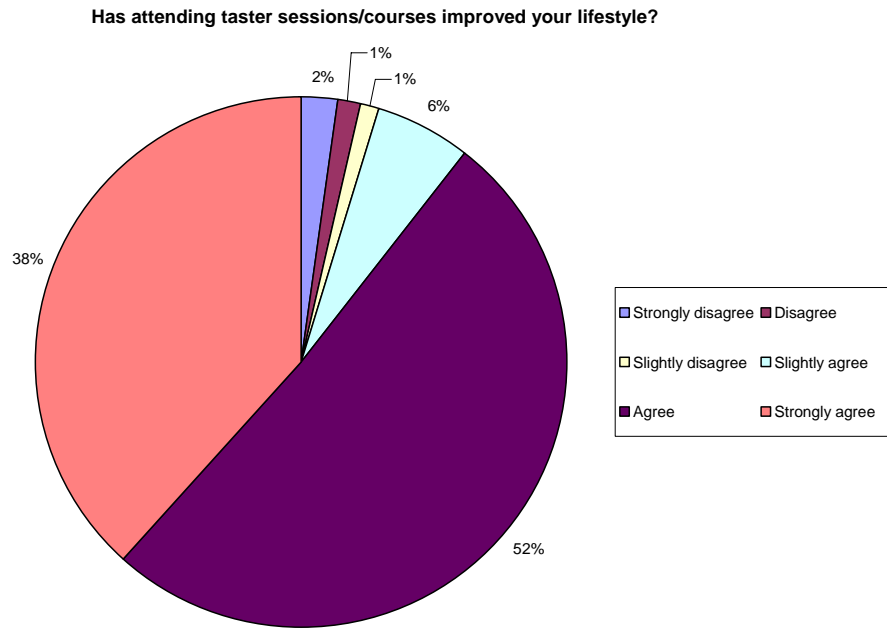


In Chart 5 learners were asked if attending a course had improved their lifestyle. Ninety percent of learners' agreed with this statement. Learners identified that in Chart 6 the skills that had improved regardless of the subject, content or duration of the course. The key skills identified were in confidence, communication and social skills. It is not possible at this stage to see if there is any correlation between learners who want to progress into employment and skills development as only twenty five percent of the learners identified that they wanted to progress into employment next (Chart 8 page 13) .

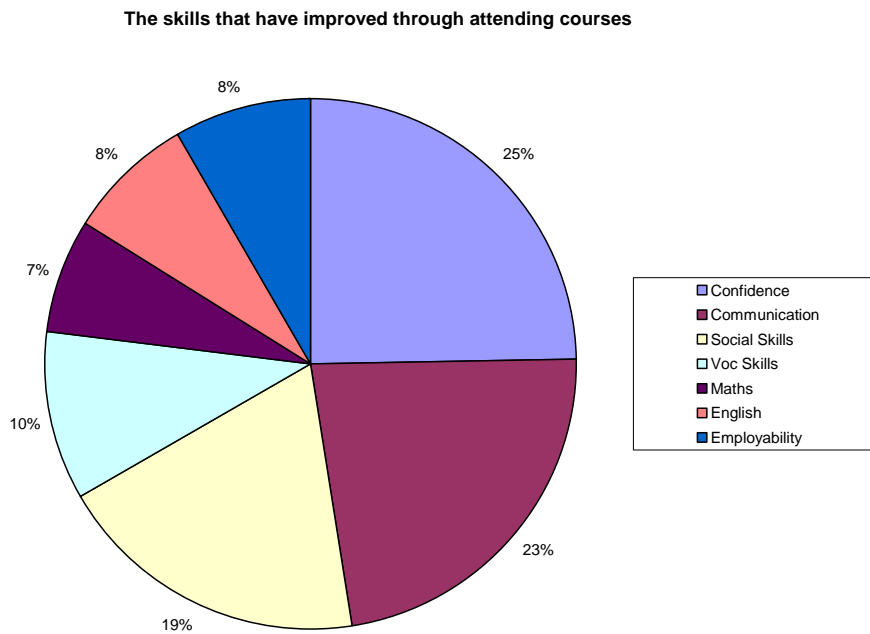
There are trends identified between learners' views that they have improved their lifestyle and the types of skills they have developed through the learning experience. Further trends are identified when learners are asked what they would like to do next. Fifty nine percent of learners want more courses. The courses identified are varied and range from basic skills, to skills that will help maintain their lifestyle, to specific vocational qualifications that will further develop their employability skills and increase their opportunities to get a job.

Providers need to raise their awareness to these factors which can impact on the curriculum offer and raises issues in determining the learner cohorts, the progression routes and the transition that may occur within individual learner focussed pathways.

**Chart 5**



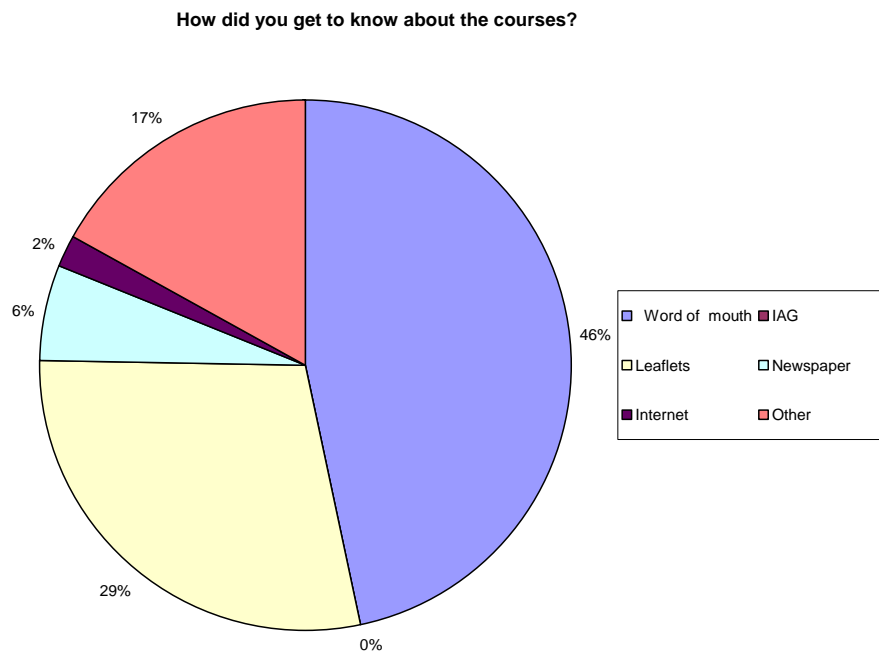
**Chart 6**



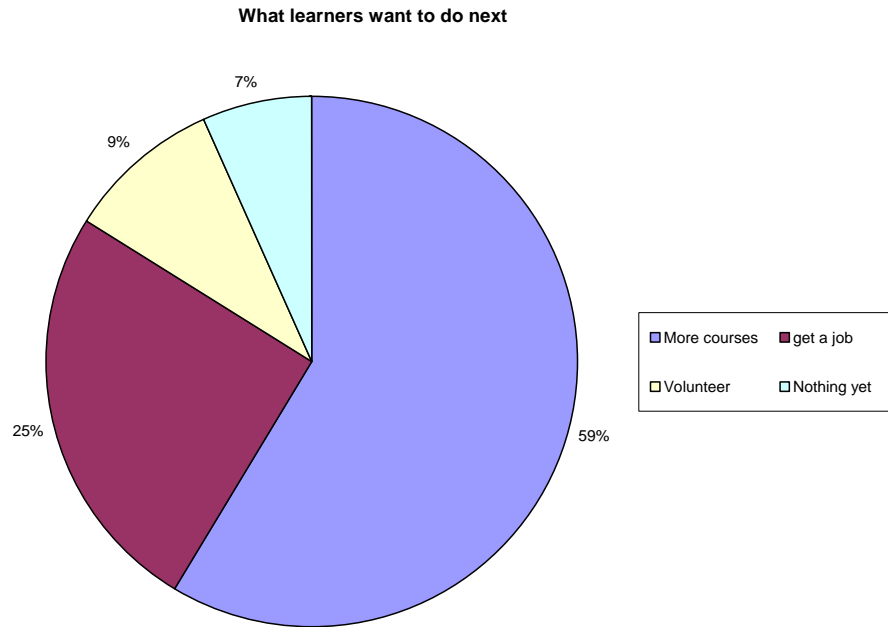
In Chart 7 and 9 learners were asked about how they found out about the courses they accessed and how they would find out about future learning opportunities. Responses are varied with forty six percent of learners finding out about their current courses through word of mouth and twenty nine percent through leaflets. Regarding future learning opportunities learners would use a variety of methods. There is an increase from learners using the internet to access information from two percent who found out about current courses to thirteen percent who would use the internet to search for future learning opportunities.

The results of the survey identify a significant issue in the knowledge of learners to use impartial agencies/services to access information about learning opportunities with poor use if Connexions, IAG and Job Centre Plus. Learner awareness or confidence in these support services is poor and should improve to enable leaning pathways and progression pathways to be identified and followed to fully support personalised learning.

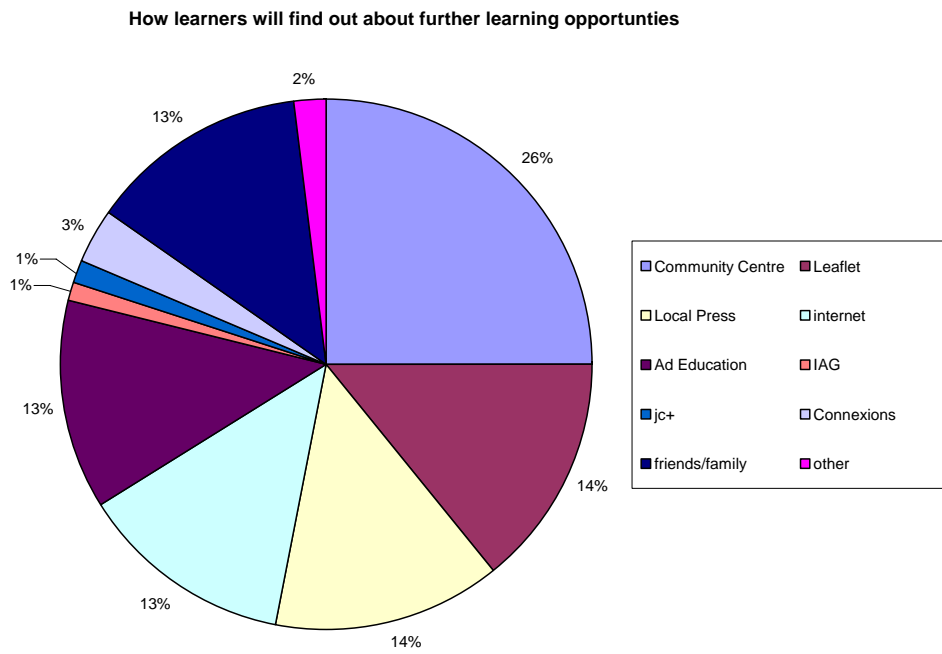
### Chart 7



**Chart 8**



**Chart 9**



### 3. Learner Journey Case Studies

#### Learner 1

Learner 1 left school with no qualifications: the support from her family was non-existent. She married and had four children staying at home to be a full-time carer. It was not until a friend suggested that she should have some time to herself and she joined a Reflexology class that her life took on a different edge. From a simple feel-good factor course she went on to continue studying various subjects - Help your children to learn enabled her to join GCSE Maths and English at a local college. The thirst for education and learning continued and she became heavily involved in volunteering, becoming a member of the management committee for two years and undertaking employment as an admin/finance assistant. Her hard work and dedication to giving back to the community has enabled her to progress through the organisation structure and she is now a Centre coordinator - her commitment to empowering those who are not unlike herself continues and it is now more than eleven years since she took those first steps to making a difference in not only her life but that of her family and any new women that walk through the Centre doors.

#### Learner 2

Learner 2 became engaged in learning again through a number of short courses at the centre. She created her own learning pathway with the help of the centre and has now successfully gained employment in the centre nursery and is continuing her studies by following a work-based qualification in Early Years Learning and Development. Along the way she has learnt new skills in Computing and has achieved Level 1 and 2 qualifications in Literacy and Level 1 in Numeracy and working towards Level 2. Other short courses have given her an insight into children's writing and making food fun.

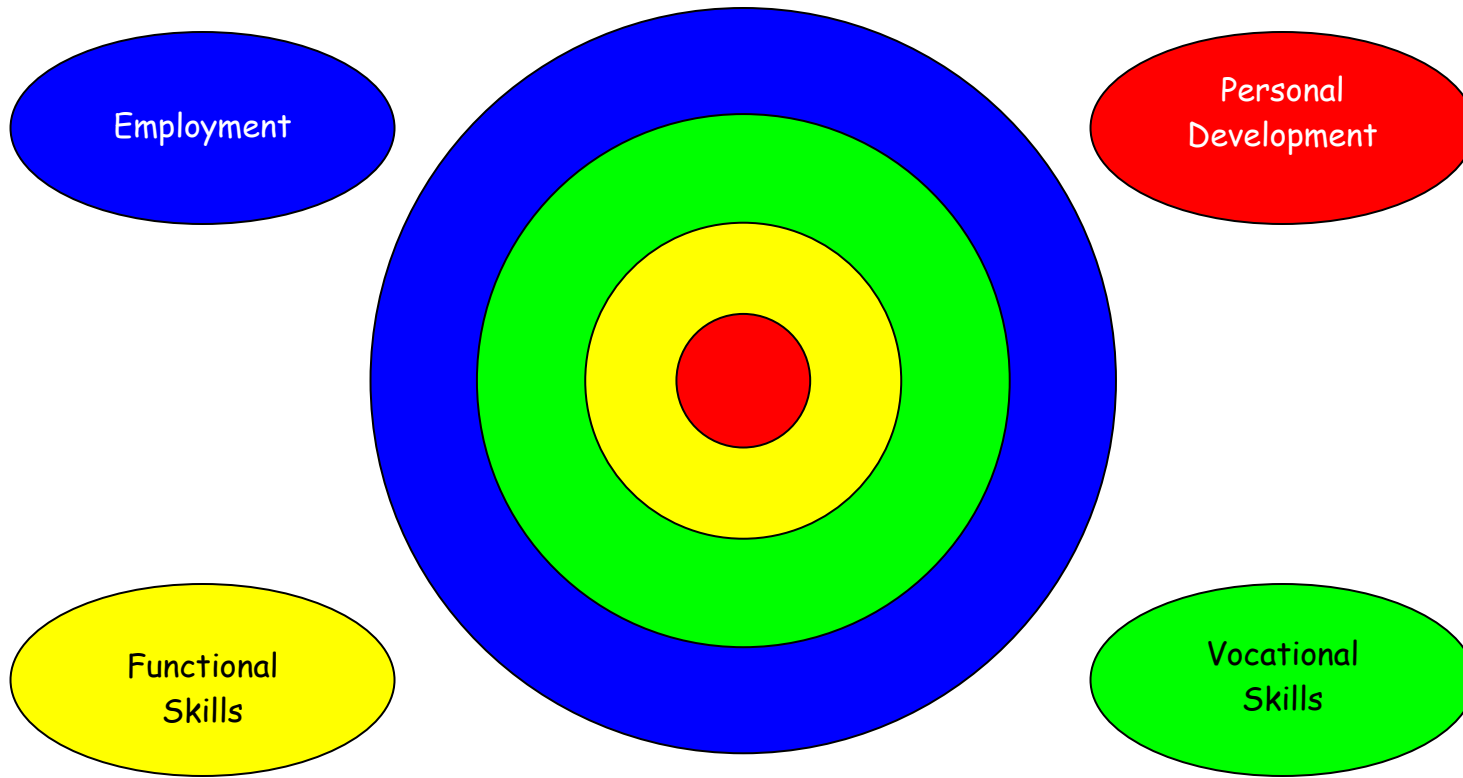
#### Learner 3

Learner 3 wanted to start his own business but needed to learn computing skills. He enrolled on a beginner's course in computing and is now enrolling for the next level. In the meantime he has successfully started his own business and had this to say about his learning experience. "I have enjoyed my course so much I have enrolled for the Next Step Computing. I am starting my own business and this course has helped everything! Thanks".

#### **Learner 4**

The first contact with the learner was in April 2006 when she started a ten hour Confidence Building Course. Following this they progressed along their learning pathway and undertook an eighteen hour programme in Volunteer Training resulting in gaining OCN accreditation at Level 2. She then progressed to Volunteering in a sheltered office environment to further develop skills in confidence and administration. During this time she accessed a course in interview skills gaining OCN Level for Assertion. In September 2006 she successfully secured part time employment in a hairdressing salon. Her hours increased to full time and she secured a management role in January 2007. She regularly keeps in touch with Centre Staff and is happy and confident in her role.

# Learner Journey



Learner 4	Red	Blue	Blue						
Learner 3	Green	Green	Blue						
Learner 2	Red	Yellow	Blue	Blue					
Learner 1	Red	Yellow	Green	Green	Green	Yellow	Green	Blue	Blue
Years	1	2	3	4	5	6	7	8	

#### 4. Summary

It is clear from the Case Studies presented that learners do access personalised learning and that their learning pathway is unique and relevant to them with positive outcomes. However the pathways identified within the case studies although had positive outcomes does not necessarily follow a specific timeline and may take the individual partially up to functioning at Level 2 or at level 2 or above Level 2.

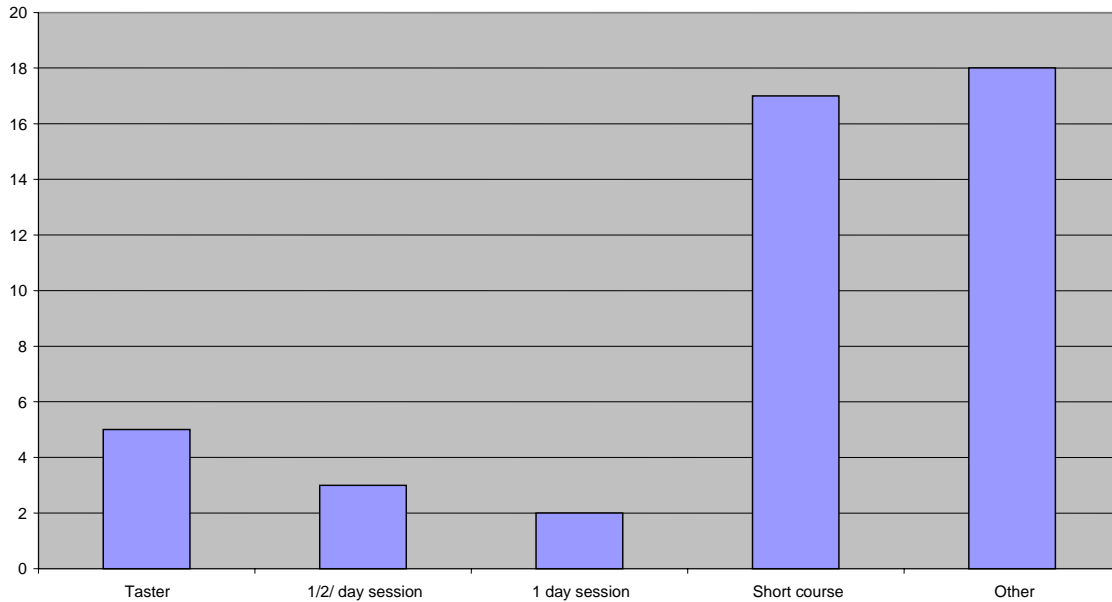
HLC and the providers they successfully collaborate with already meet the criteria for the FLT and aspects of the Key Principles and the guidance for FLT programmes. They are well placed to offer programmes to learners and have the experience to undertake this but would need to further develop and support the following key issues to ensure that the Learners Journey is well structured, coherent and supported.

- Further develop initial assessment.
- Further develop a holistic ILP which will develop with the learner during the learning journey.
- Further establish IAG and ensure there is good access for all providers to an impartial service when identifying the individual learner pathway.
- Further develop interagency collaboration and strategy with local Connexions and Job Centre Plus to ensure there is consistent and appropriate advice and guidance for learners on opportunities in both training and employment. (to develop and support a wrap around information, advice and guidance service with effective initial assessment, ongoing review and provider collaboration)
- Further develop marketing information to meet learners needs
- Further develop curriculum models to ensure that within the range of provider used there is the incorporation and opportunity for learners to access:
  - Vocational and subject based learning
  - Skills for Life ( basic and key skills/ functional skills)
  - Personal and Social Development

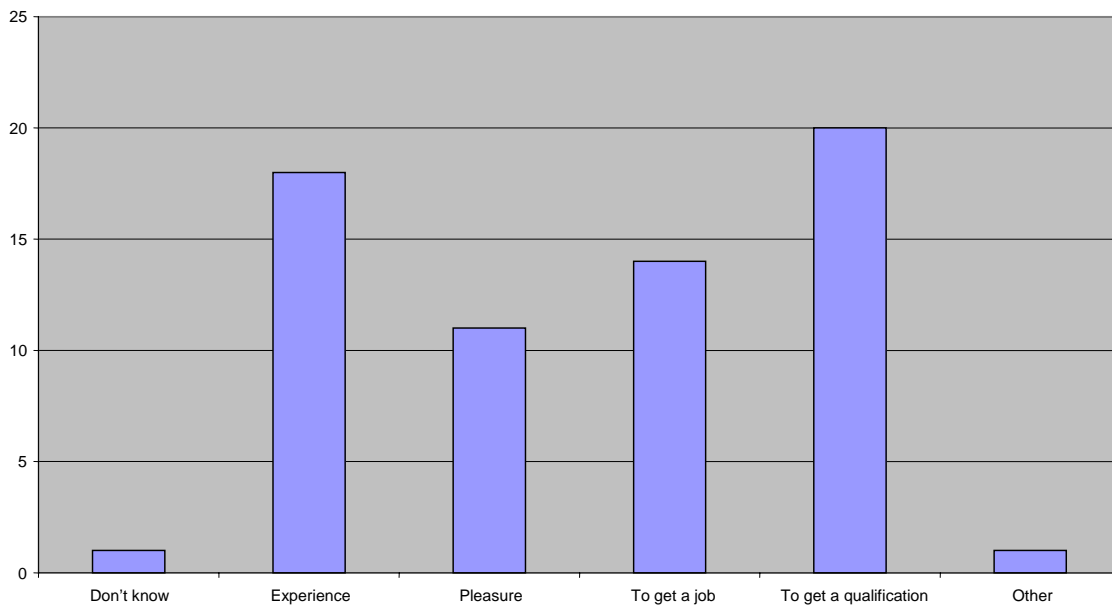
## Appendices 1

### Willow Centre

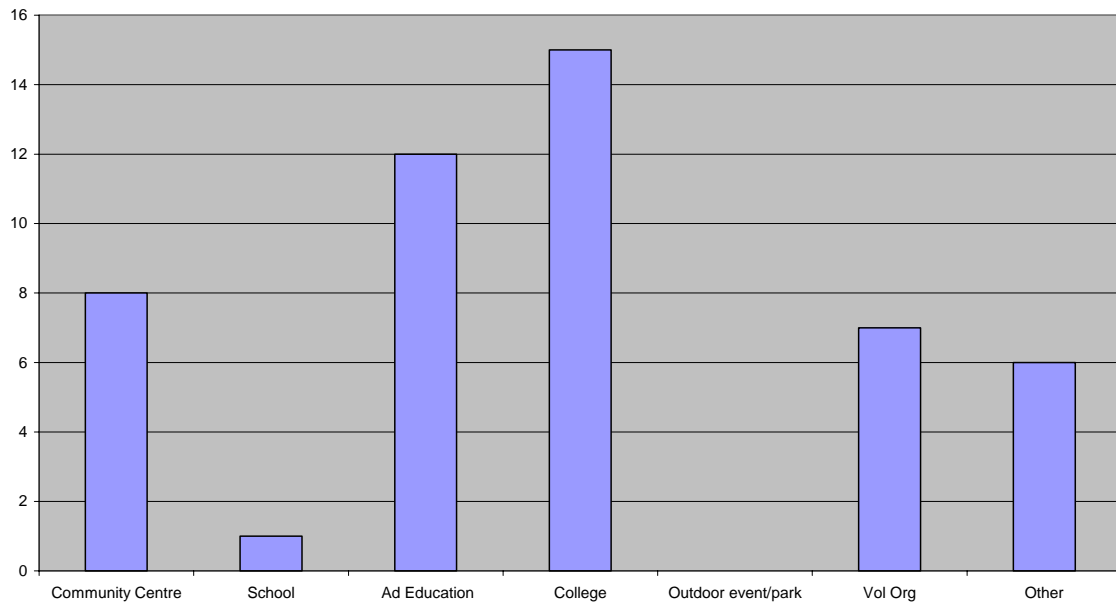
What was your first experience of learning after you left school?



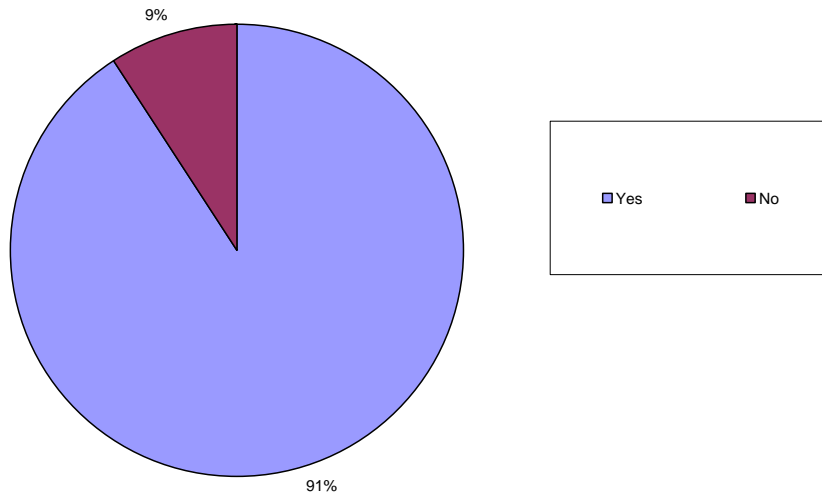
Did you know what your aim was at the beginning?



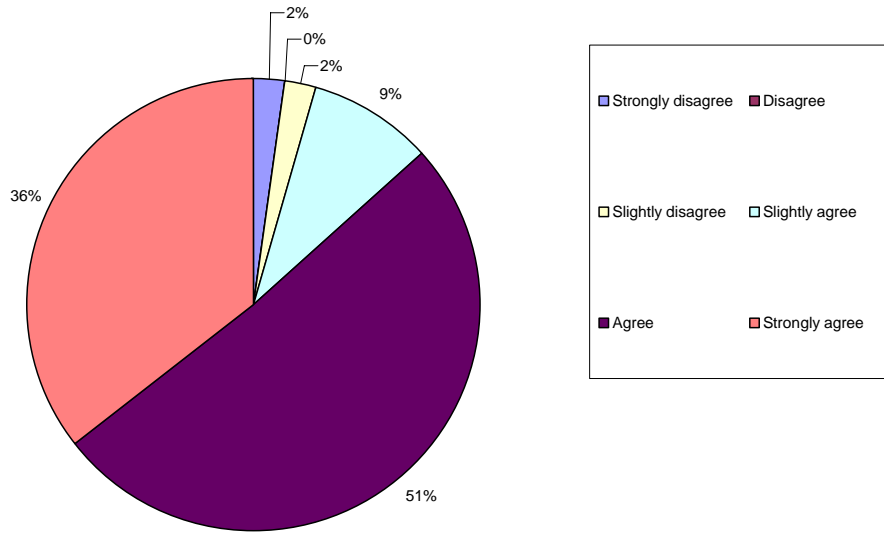
Where did you attend your first session



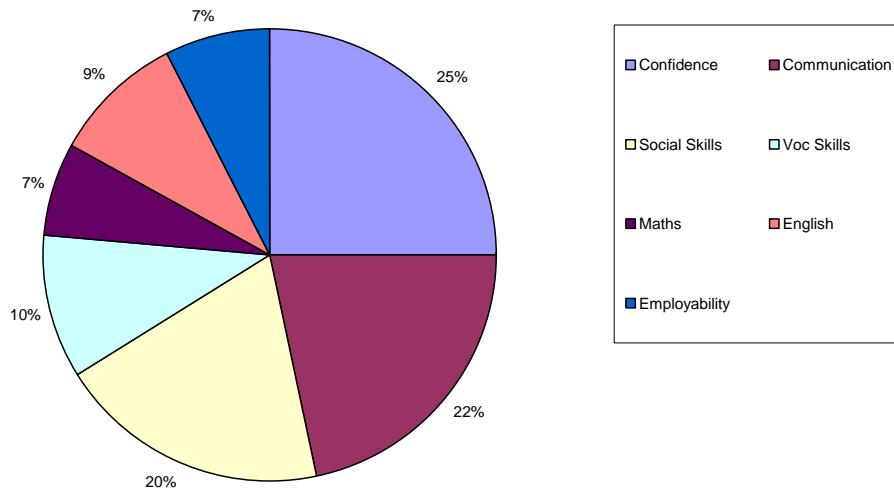
Learners who have attended learning since their first experience



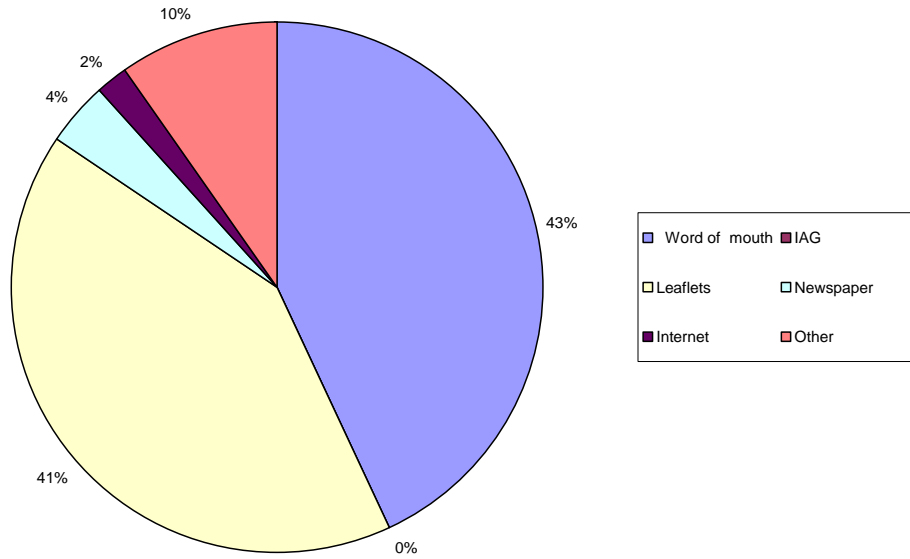
**Has attending the taster sessions/courses improved your lifestyle?**



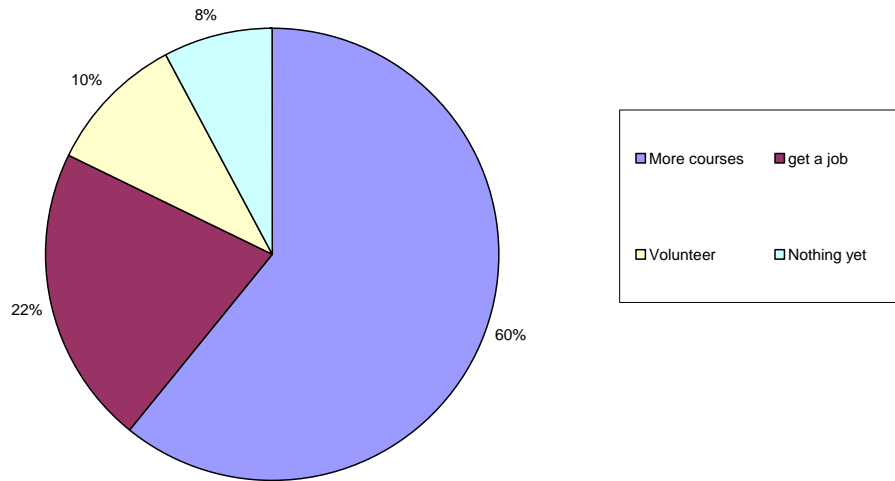
**The skills that have improved through attending courses**



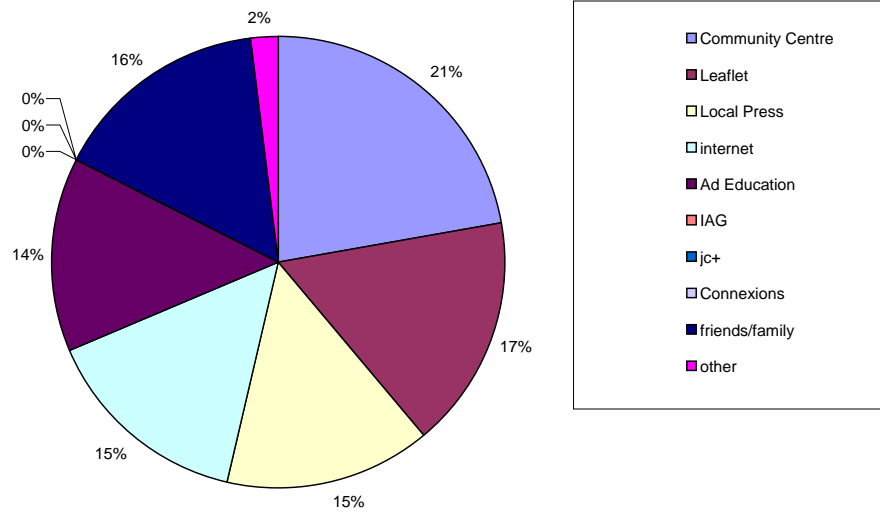
**How did you get to know about the courses**



**What learners want to do next**



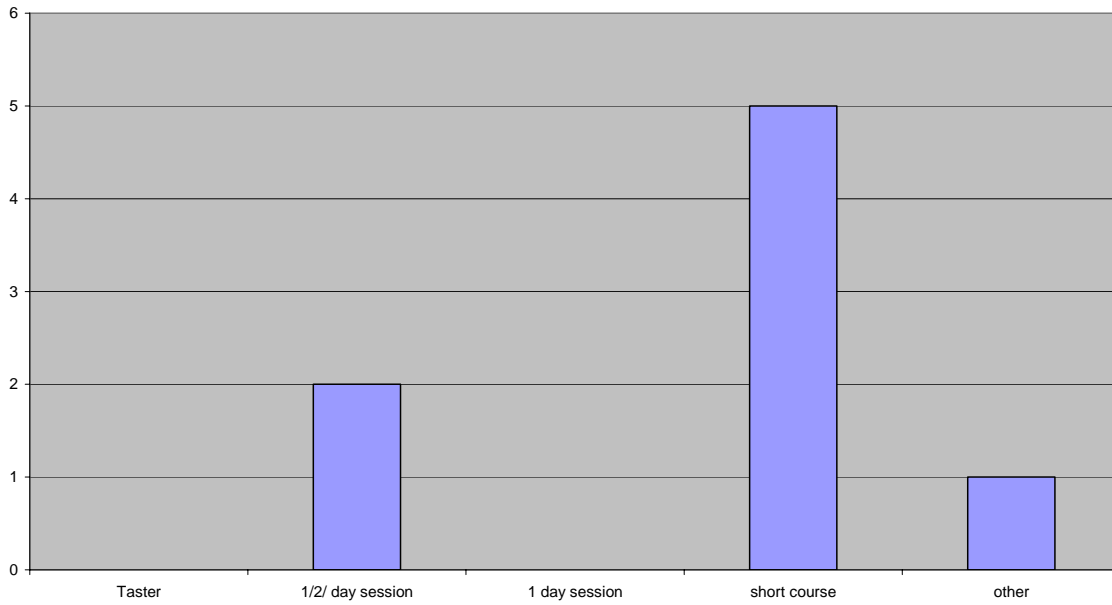
How learners will find out about further learning opportunities



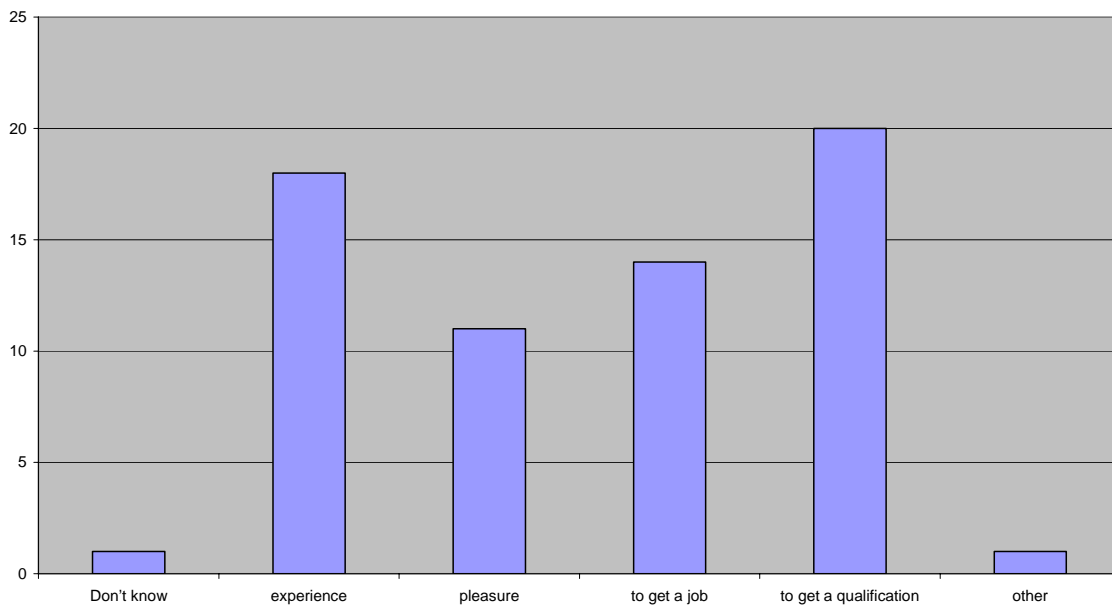
## Appendices 2

### Christ Church

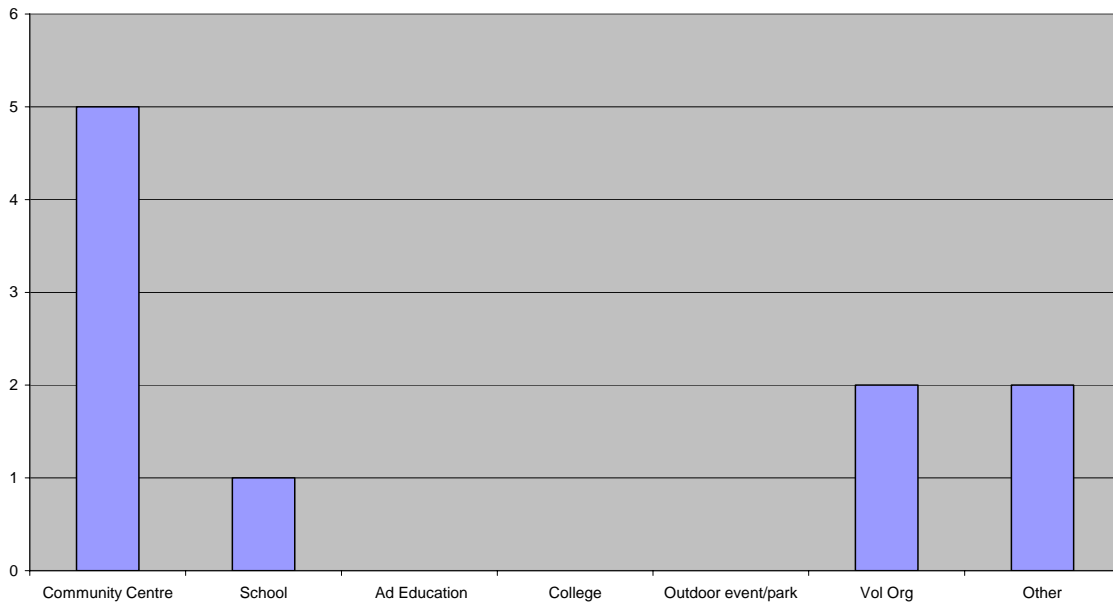
What was your first experience of learning after you left school



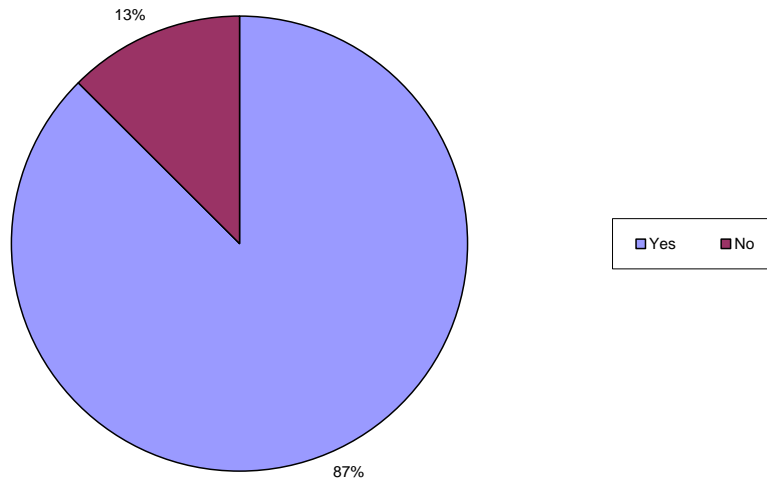
Did you know what your aim was at the beginning



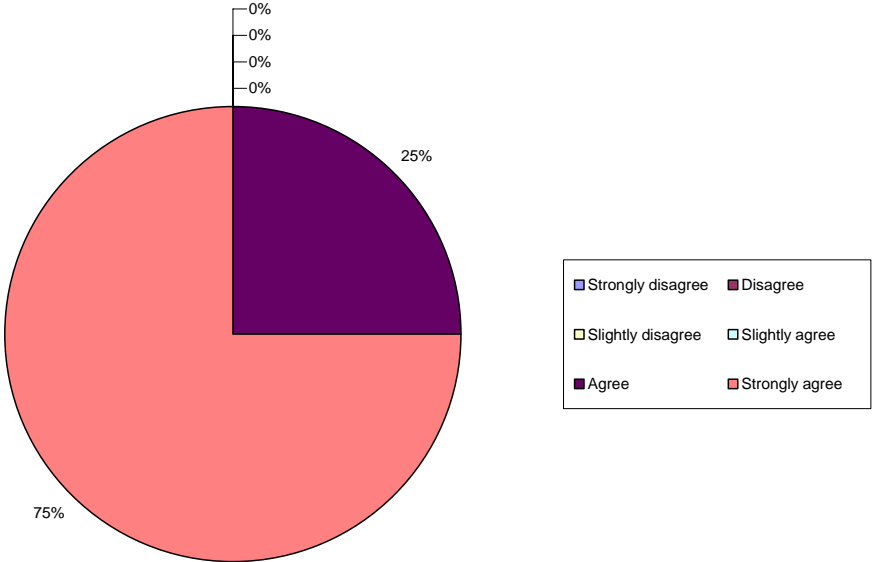
**Where did you attend your first session**



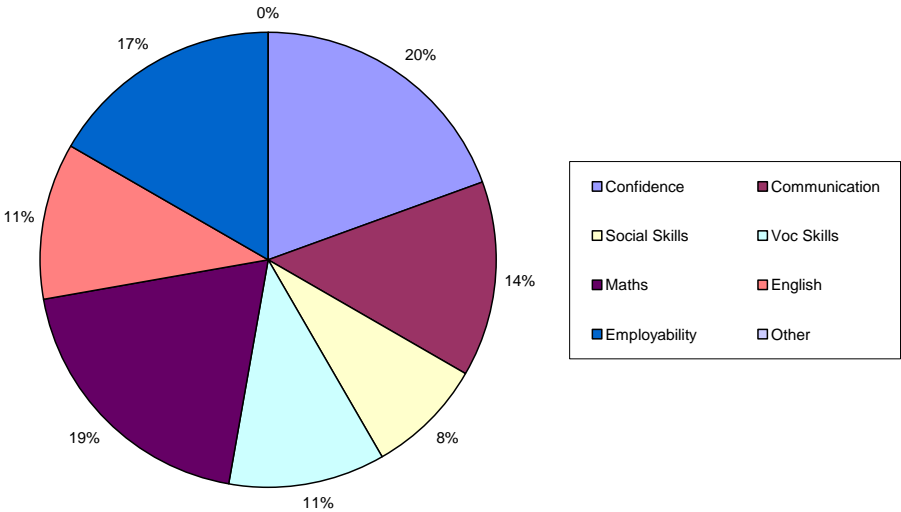
**Learners who have attended learning since their first learning**



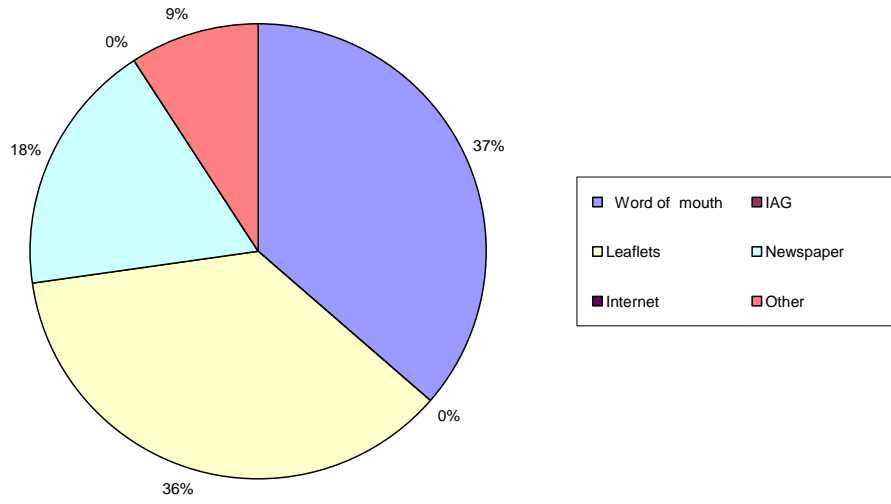
**Has attending these taster sessions/courses helped improve your lifestyle**



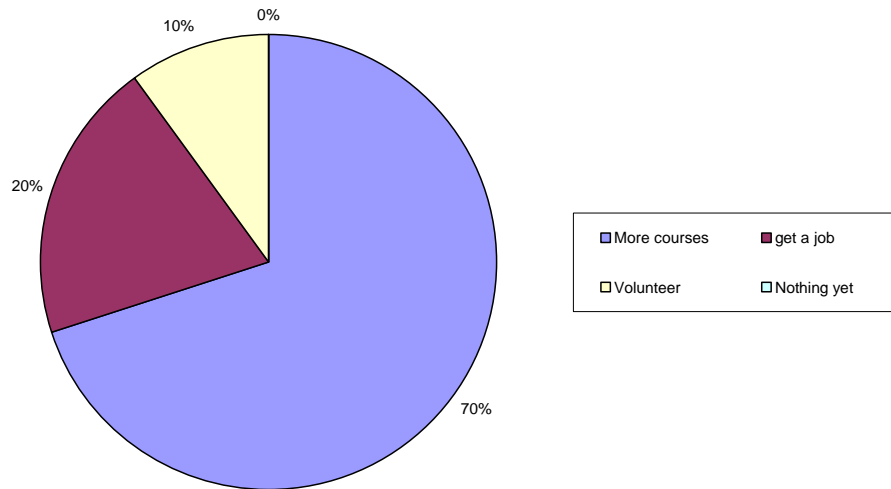
**What skills have improved by attending taster sessions/ courses**



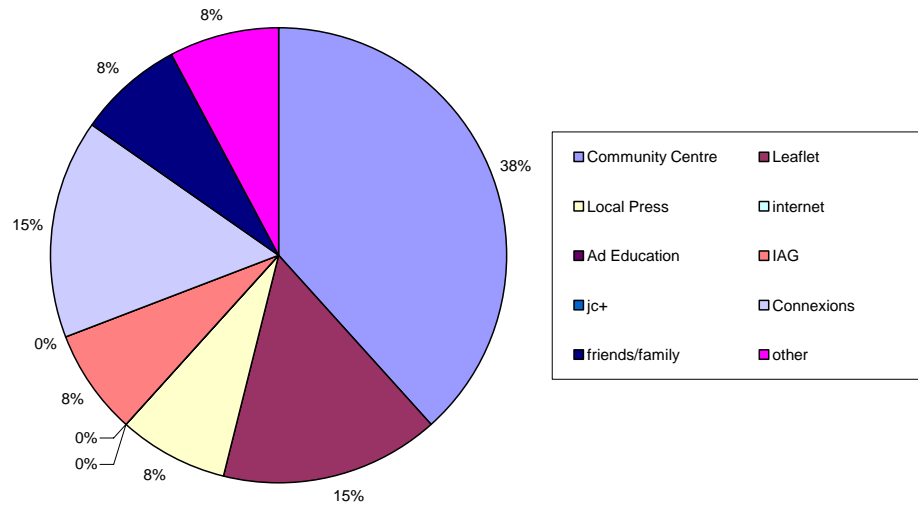
**How did you get to know about the courses**



**What learners would like to do next**



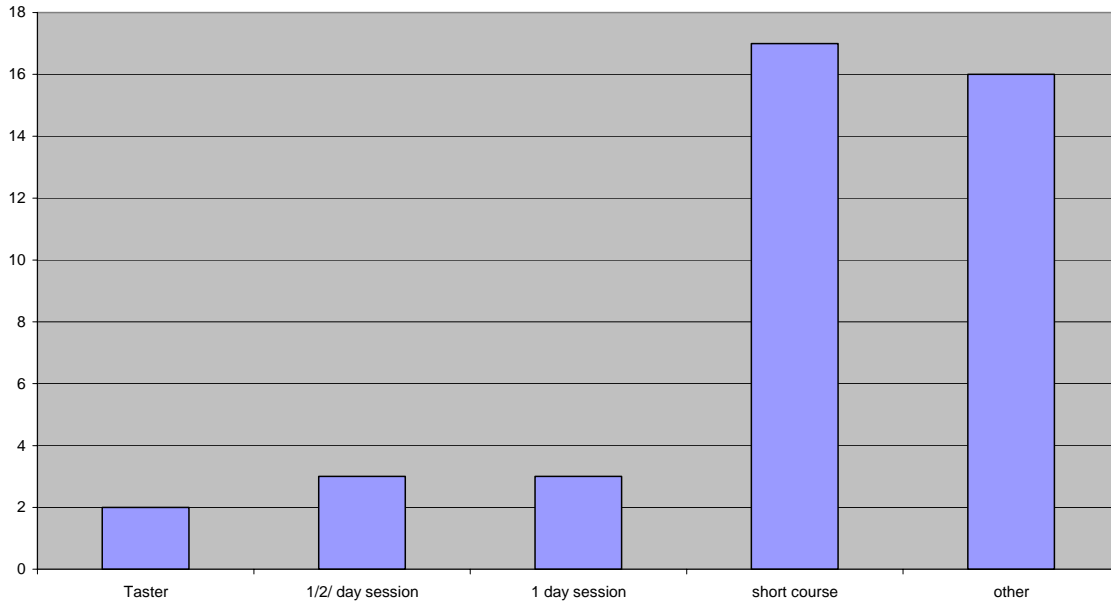
How would learners find out about further opportunities



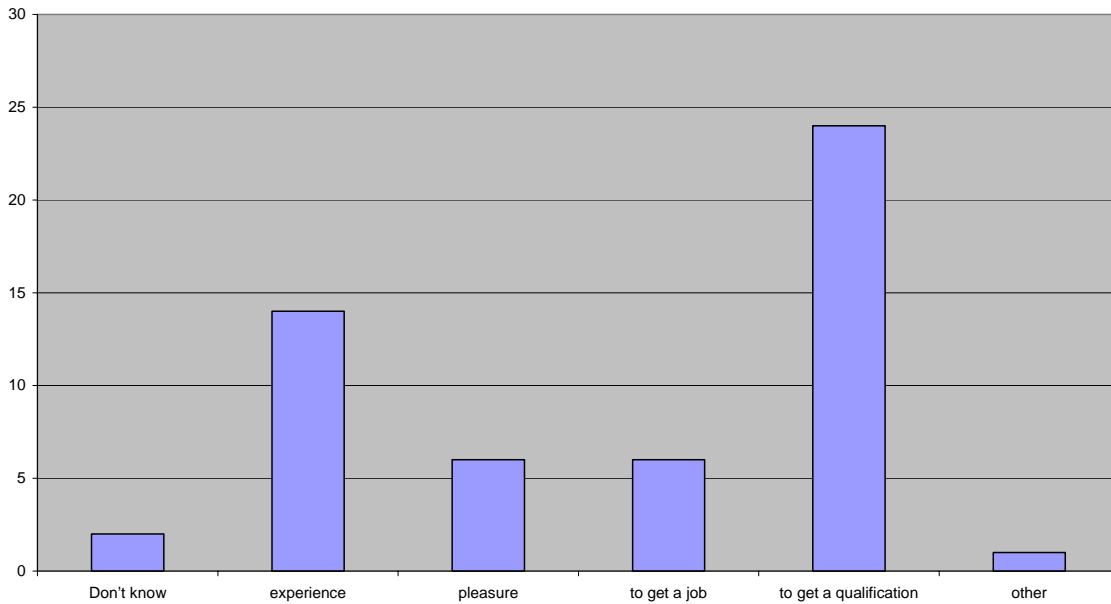
## Appendices 3

### CERTS

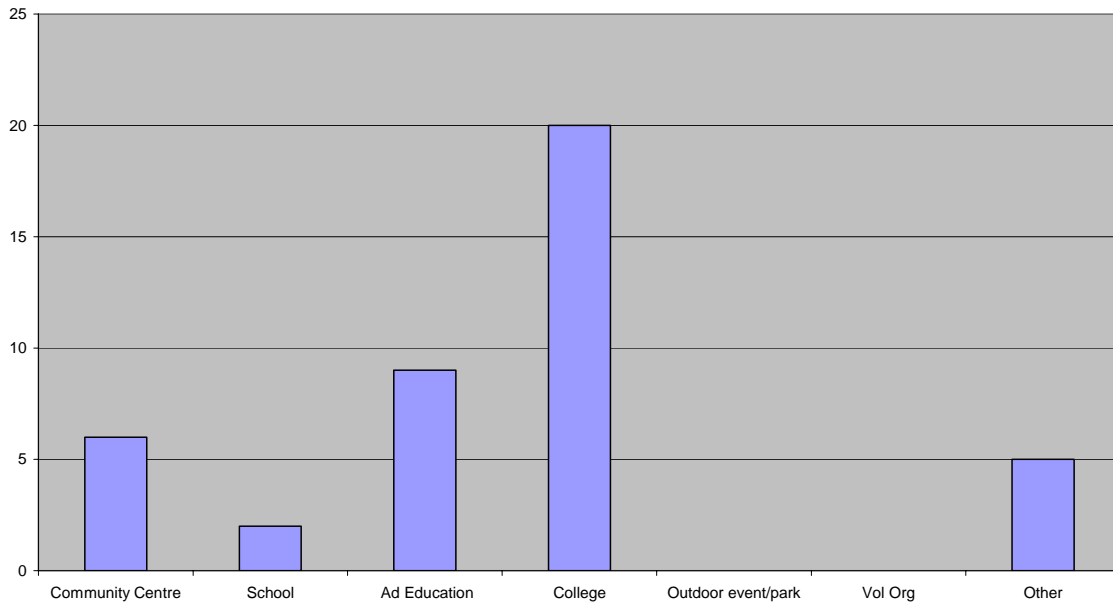
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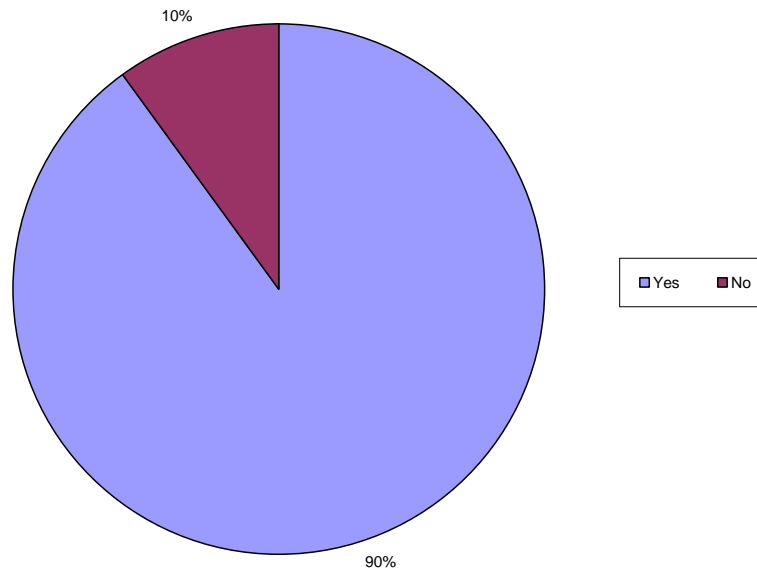
Did you know what your aim was at the beginning?



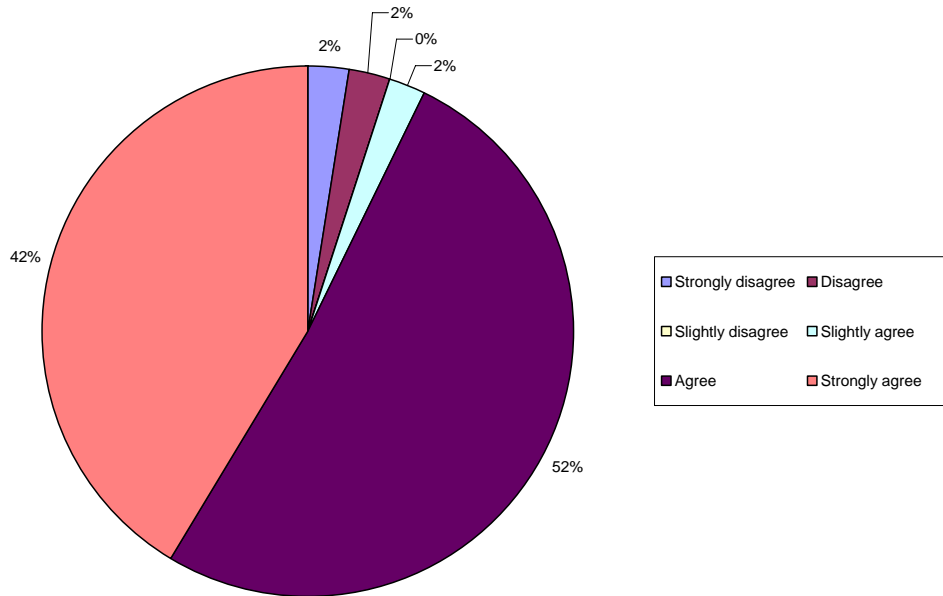
**Where did you attend your first session?**



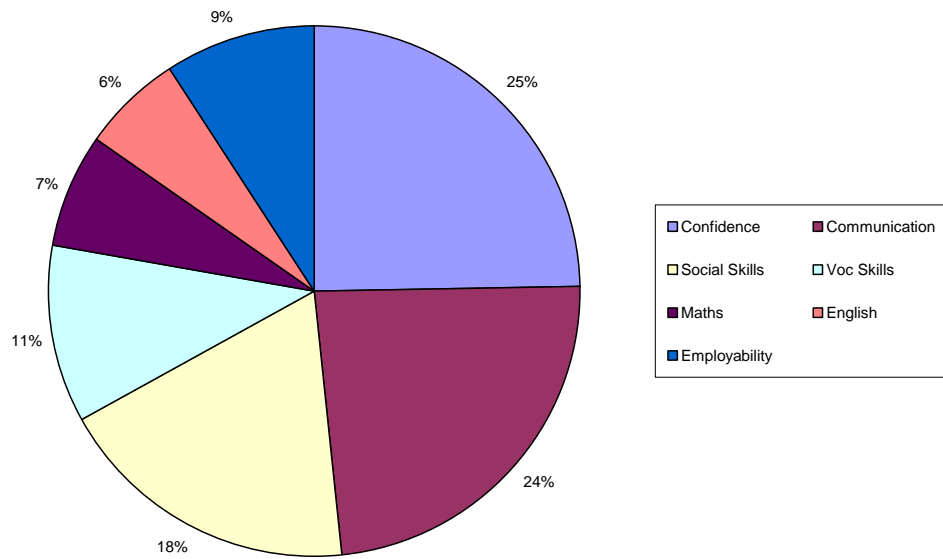
**Learners who have attended learning since their first experience**



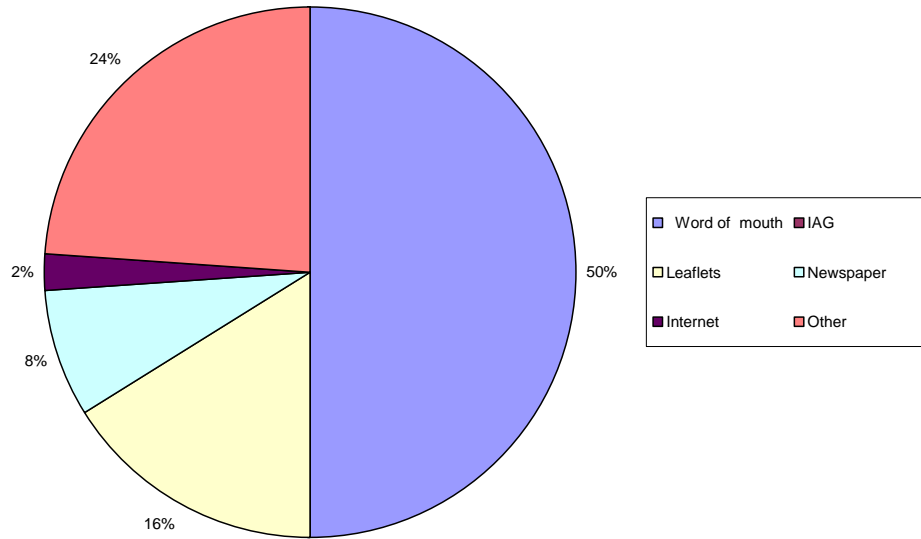
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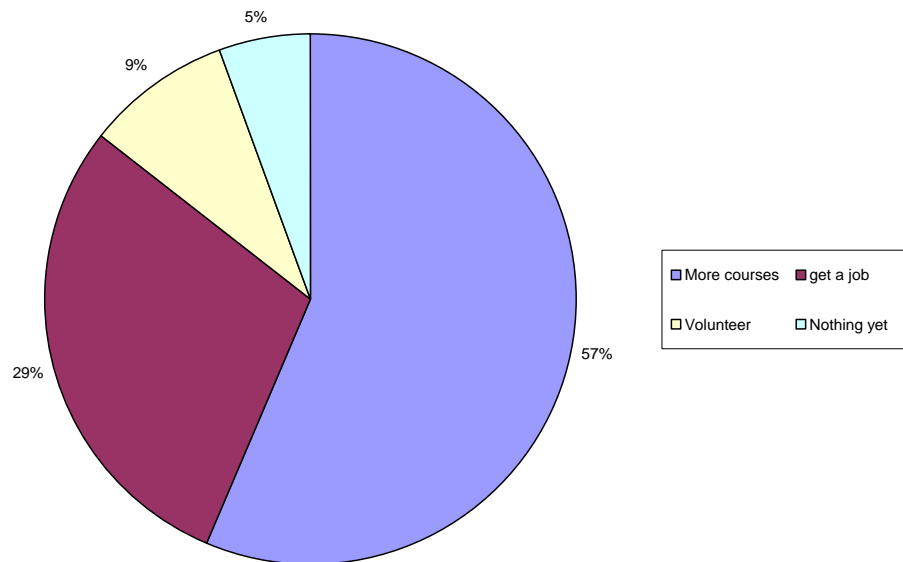
**The skills that have improved through attending courses**



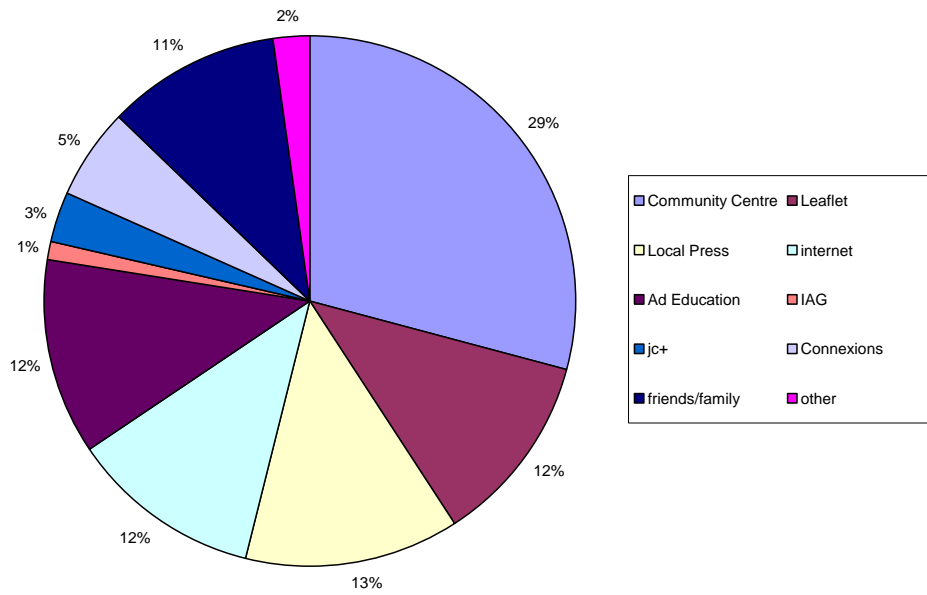
How did you get to know about the courses?



What learners want to do next



How learners will find out about further learning opportunities



## **Appendices 4**

### **Learner Survey**