

## MULTIPLY CAPABILITY SUPPORT PROGRAMME

# Learner Progression

### ABOUT THIS RESOURCE

This resource aims to provide some top tips and guidance to address the common challenges of supporting learner progression within Multiply. The content included in this resource has been drawn from discussions with providers, surveys, and learning from the Learner Progression webinar. We hope you will use the resource to generate discussion, support the development of delivery through creative and innovative approaches.

 Find more resources and links to join webinars and forums



### WHAT IS MULTIPLY?

Multiply is a nationwide programme, funded by DfE which aims support adults to develop their maths skills. DfE funded the Multiply Capability Support Programme to encourage learning organisations to share best practice, network, overcome challenges and develop innovative strategies and delivery models to develop their programmes. This resource concentrates on the progression of adult learners within and from the Multiply programme.

 Find out more about the programme

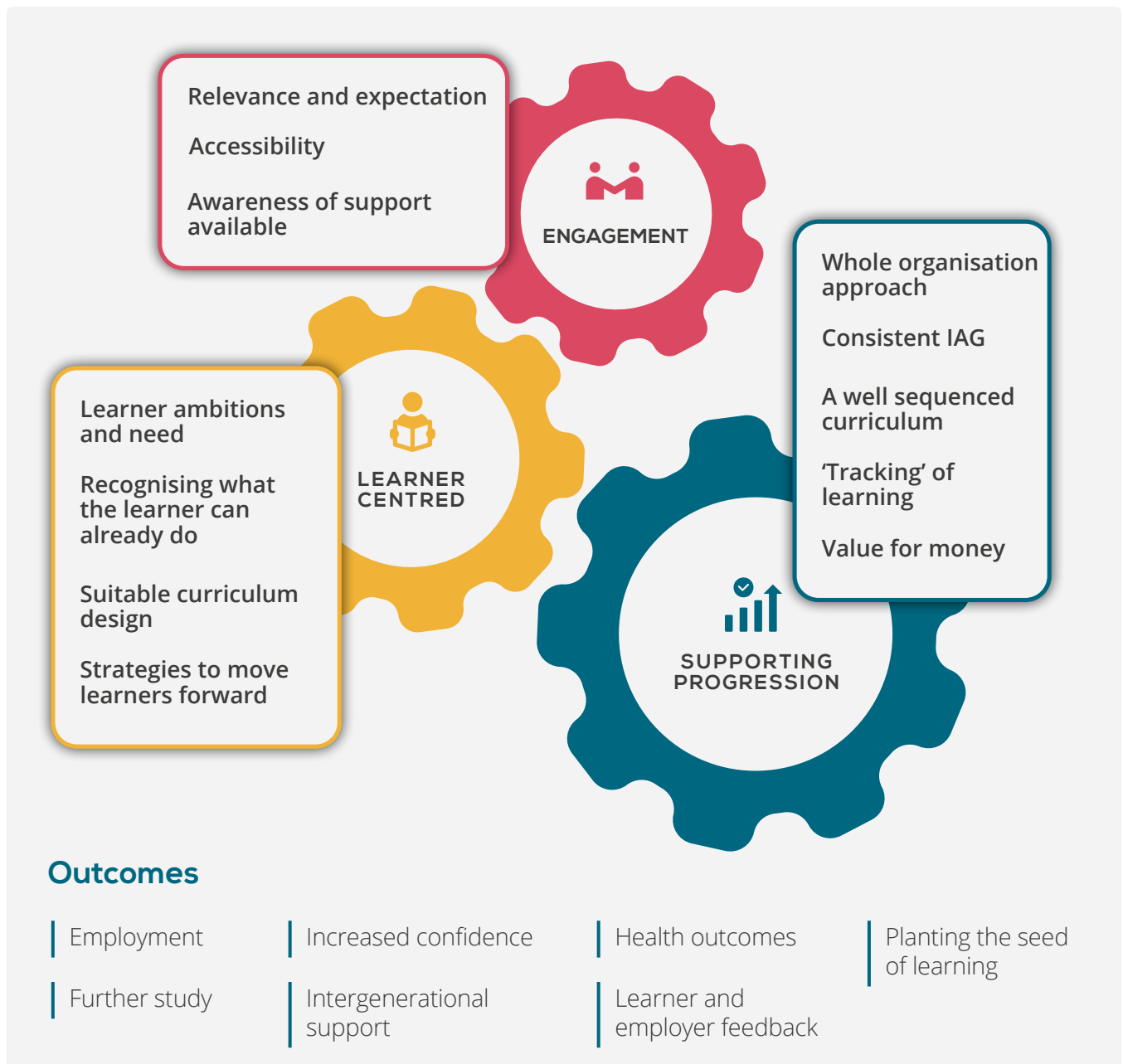


## Progression

Through the Multiply Capability Support Programme, delivery organisations have provided examples of learner progression throughout their programmes. Through these examples it has been evident that many people have great anxiety over learning maths and that many learning organisations have used creative methods to attract learners onto a course and, once enrolled, provide the support needed to progress onto further learning.

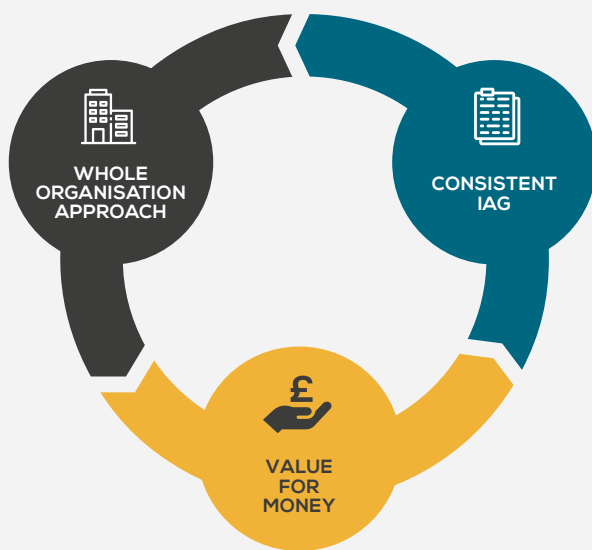
There are several different types of progression – for example, progression of skills and progression onto higher learning or work. Planning for progression is central for success. If our learners are to achieve (whatever that might mean for them) the routes to success must be open and communicated to them.

## Defining learner progression within the learner journey



## Encouraging progression – your strategy to move learners forward

Learning organisations across the country have applied their knowledge, creativity, and care to support our communities and the individuals within them through Multiply funding. Here are some considerations as to how this hard work can be perpetuated.



### Consistent information, advice and guidance (IAG):

What is your vision for IAG? Is it visible, accessible and coherent?

Building on the first steps that Multiply has provided, breaking down barriers to opportunity.

Progression built into every conversation.

All staff interfacing with learners are clear as to opportunities for their learners and signposting them on. This might be horizontal or vertical progression depending on learner need and circumstances.



### Value for money

Communicating your success and the impact on individual's lives, employers and communities.

Impacts on your staff and the skills they have developed through Multiply.

Collect data (see section).



### Whole organisation approach

Do you have a progression strategy?

Does your progression strategy link to other strategies?

How does Multiply fit into your wider offer? Feeding into AEB and other strands of support you offer. What are the steps before qualification?

Ongoing engagement – there is no progression without retention! Keeping the door open - keeping communication channels open after Multiply courses are completed to keep learners engaged:

- Websites up to date with accurate high quality, accessible information. Use your website to share with your learners the many progression routes open to them e.g. [West of England SkillsConnect](#)
- End of course awards ceremonies to celebrate and communicate your successes and the successes of your learners.
- Review your 'paperwork' and procedures – do they encourage or discourage learners signing up for further support?
- Create and maintain a partnership approach to the delivery of information advice and guidance (who else provides information to potential learners – consider internally and externally?).
- Touch base at regular intervals with news and stories that might interest your past and potential learners.

Promotion of progression (see section)

## Promotion of progression to learners and wider audiences, ideas to consider

Learners able to choose their pace.

Recruitment days– use your previous learners to start the conversations.

Work with your marketing teams.

Marketing videos e.g. [Numeracy learning in London](#), City Lit and [Numeracy Learning in London, South Thames College](#).

Get out into the community and engage with learners.

Link your offer to other campaigns, national, local and international e.g. [Lifelong Learning Week](#), [Learning at Work Week](#), [National Numeracy Day](#), [Essex Year of Numbers](#).

Supporting employers e.g. encouraged to not add unneeded maths requirements to job applications/ advertisements. Helping them to understand the benefits that they can then share with their employees.

Funders may use agile funding methods. Using funding to support 'teachers' to develop their skills.

Learning organisations – monitor learner progression in its widest sense. Support maths practitioners to develop their understanding of learner confidence.

Share good news stories.

Tutors support maths specialists to concentrate on the confidence side of numeracy first and get to the numeracy eventually.

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“ **All that exciting endeavour that you've done in the last two years will have a lasting legacy** ”

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“ **Keeping the maths in the background has really been good in getting people to enrol** ”





## Collecting data

To be able to demonstrate progression, learning organisations need to collect data on skills acquired and destination onto further learning or work. Here we share some methods of data collection (the how), some of the data you might collect (the what), and we start with the why.

Check that all your data triangulates, but remember that collection should not outweigh use. Volunteers in particular report that collecting data can be burdensome.

### Why collect data?

- To monitor the learner journey.
- Part of your evaluation process – what have you learned that you could use again?
- Share the data internally and externally – to inform but to also celebrate your successes.

### How to collect data?

- Use your existing ILR.
- Self-reporting from learners.
- Staff knowledge and reflection.
- Your own internal systems, RARPA and or learning plans processes.

“ Not pushing the maths but responding when learners mention it

“ I’ve never heard anyone complain ‘I went on a cookery course and I did some maths’!

## What data to collect i.e., which measures of progress?

*Has your Multiply activity had an impact on:*

- Learner progression to higher level courses.
- Learner confidence at the start and the end of their Multiply support.
- Enrolment numbers on Functional Skills or GCSE.
- Employer feedback.

*Using a variety of methods to collect qualitative information will help you bring the quantitative evidence to life. ([The alchemy of learning](#) pg37). This can include having systems for:*

- Collecting case studies which follow a standard format.
- Keeping records of exhibitions and performances.
- Asking the kinds of questions in evaluation forms that tell you what people are doing with what they have learned, and analysing the replies.
- Having record cards for tutors and learners to record progression outcomes whenever they come up.
- Using a range of strategies for listening to learners:
  - Questionnaires and surveys.
  - Comments, suggestions and complaints schemes.
  - Invitations for written inputs.
  - Course related tools (e.g. diaries, attendance records, exit interviews).

- Informal contacts such as conversations and discussions.
- Observation.
- Panels, focus groups, forums, interest groups etc.
- Exhibitions, roadshows, open days.
- Electronic communications e.g. audio recordings, video box.
- Learner nominees.

Consultation with local stakeholders.

*Capture what your learners say about their own progression? Have they:*

- Enjoyed the process and feel supported to e.g. engage in social interaction?
- Introduced **budgeting** for everyday life and household savings into their routines?
- Applied for and secured various hours and contracts of **employment**?
- Taken up new **volunteering** activities in their local community?
- Attended follow on **functional skills** maths lessons?
- Sat functional skills **exams**?
- Applied for **apprenticeships, vocational training** or **higher education** courses?

*Use the Commissioning funding model and ILR to monitor progression.*

- Payment on milestones e.g. mobilisation, enrolment, completion and successful progression.

## Case studies

### CASE STUDY 1

# Felicia

- **Course:** Eat well, pay less (healthy eating, cooking, sensible shopping)
- **Why did you enrol?** I enrolled on the course to help with my obesity and general bad food habits...
- **Trigger for joining the course:** Measurement mostly. I didn't have the knowledge of what 10g actually looks like or ... like how big a teaspoon measurement is... I needed to learn more about portion sizes as well.
- **Any issues?** Open day - queue in enrolment - left, came back when quiet
- **What made the difference?** Yes! ... having done the course ... it really encouraged me to push myself a bit further.

In the past it's been too big a step. I've tried lots of times to enrol but decided it's not for people like me.

- **What next?** ... I'm proud to say that I've just started a maths course ... which will prepare me to move on to a GCSE maths course.

Not having a maths qualification has held me back in lots of ways in life.

- **Learning points:** Never mention maths in the promotion - what are the triggers? Create/facilitate environments for people to share stories e.g. so much in the kitchen is mathematical, conversations start naturally. The step of coming into college can be a huge one. No longer talking about the 'trigger' - then talking about doing maths! How welcoming is your place of learning? How can you encourage people to not only turn up but to stay. How can they be supported?

### CASE STUDY 2

# Stefan

- **Course:** Strengths in numbers
- **Why did you enrol?** As a refugee wanted to develop his skills. Wants to become self-employed.
- **Trigger for joining the course:** Giving back to his community.
- **Any issues?** Overcoming language barriers
- **What made the difference?** Stefan's hard work and diligence.
- **What next?** He has become a volunteer and plans to start his own small business.
- **Learning points:** Wider outcomes. Moving onto other things.



**Stefan has become a volunteer and plans to start his own small business.**

## CASE STUDY 3

# Karima

- **Course:** Maths as part of Eat Well Pay Less (entry level maths within the course).

- **Why did you enrol?** Anxiety and trauma.

**Trigger for joining the course:**

- Encouraged to join.

**Any issues?** Fear of going into college –

- so ran the course in the community.

**What made the difference?** Essential

- for their lives – making it useful.

Giving purpose and structure.

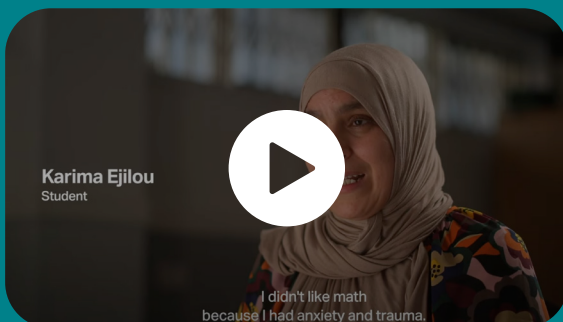
**What next?** I'm not going to stop

- studying maths because I like it, and I love it, and I enjoy

I am proud of myself, very proud of myself

**Learning points:** Support available in a location to suit the learners. Supporting

- learner confidence is key.

**Let your learners tell their story**

## CASE STUDY 4

# Angela

- **Course:** Savvy Saver

- **Why did you enrol?** Wanted to manage her finances better.

**Trigger for joining the course:**

Spending lots of money on food and clothes and running out of money.

**What made the difference?** Learning

to create a budget. Planning meals for the week. Angela was enthused about preparing and cooking food for her family and she is going to make some cakes which she really enjoys. Angela could see the added value in reducing waste and freezing down meals also helped reduced her outgoings.

- **What next?** Angela said she had discovered the use of a calculator on her mobile phone and plans to continue with her maths and maybe progress to a functional skills course.

- **Learning points:** A Multiply course which fits in with Angela's needs and her weekly schedule.



**Angela plans to continue with her maths and maybe progress to a functional skills course.**

**CASE STUDY 5** Written by the learner herself

# Lubna

- **Why did you enrol?** I am from Sudan and found it difficult to understand the maths vocabulary that my children were using in English schools.
- **Trigger for joining the course:** Finding that I needed to learn the names of shapes to be able to help my children with their homework.

Previously I attended maths courses with community learning and was able to achieve Entry level 3 and Level 1. This Multiply course has been really good to help me prepare for my Level 2 functional skills maths

- **Any issues?** I would like the sessions to be longer or more than 1 session per week. It would be good also if there was enough time in the sessions to have 1-1 time with the Tutor.
- **What made the difference?** It has had a really positive impact on my children's lives as I can understand and support them with their schoolwork and homework. I have recognised ways to save money to improve my finances and more confident that it will support me towards gaining employment.
- **What next?** When I achieve my Level 2, I would like to continue to study for GCSE – to get a higher grade to do an accountancy course.

I hope to continue with my studies and eventually I would like a job in accounting.

- **Learning points:** The intergenerational impact of supporting a mum to achieve her maths qualifications alongside developing her skills in supporting her children's schoolwork.

**CASE STUDY 6** Written by the learner himself

# Nick

- **Course:** Level 2 numeracy
- **Why did you enrol?** After leaving the Royal Navy I suffered a substance misuse disorder with patches of homelessness, hospitalisations and many failed attempts at sobriety. My constant obsession and need for substances (crack cocaine) stopped me moving forward and my future looked bleak. I always had ambition and a drive to succeed but my seemingly hopeless addiction meant I always fell at the first hurdle.
- **Trigger for joining the course:** I found myself in hospital with pneumonia and other infections, although this time something had changed within me. Whilst recovering and detoxing in the hospital I made phone calls to find support. I was offered a place in Emerge Charitable Trust, a supported sober living charity.
- **What made the difference?** Although my recovery from addiction and progress in my education requires my own action and commitment both Emerge Trust and Multiply have given me the opportunity and self-esteem I have needed to begin a life I believed was out of my reach. I would recommend Multiply to adults who believed it was too late for them to make positive meaningful change in their lives. I am living proof that no matter how much of a bottom you think you have it, you can make change for yourself which in turn makes change to the city you live in.
- **What next?** Thanks to Multiply I am now able to apply to City College with the qualifications required to start an access course to higher education. This in turn will grant me access to university to study towards my lifelong ambition of becoming a paramedic.
- **Learning points:** An immediate response to Nick's phone call was important in order to take advantage of his positive action in asking for help. Building on a learner's aspirations (and hard work) can be key to success – it is all possible!

## Useful resources and links

➤ A family learning approach to maths - Pizza Maths in Renfrewshire

➤ BBC Maths for Adults

➤ National Numeracy champions

➤ The Effective use of Data for Improvement in Education

➤ Steve Chinn's Maths anxiety questionnaire

➤ Skills England to transform opportunities and drive growth

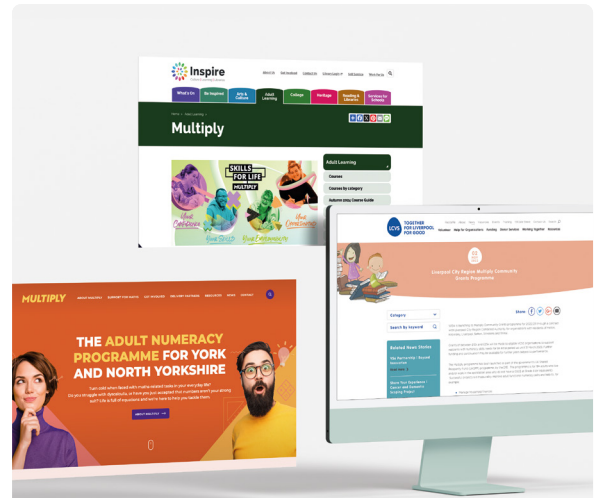
➤ Matrix standard for IAG

➤ Adult participation in learning survey

➤ WEA Statement on Learning & Work Institute Adult Participation in Learning Survey 2023

➤ Lifelong Learning Week

➤ The alchemy of learning: impact and progression in adult learning



## Other organisations' Multiply websites

Learn what others are doing

➤ Multiplinyorks

➤ Inspire Culture

➤ Liverpool Charity and Voluntary Services

“ We live in a very mathematically aggressive society, and people need support and confidence to deal with that

“ This was the stuff that I knew I wanted to do but could never really have sold it to senior management but Multiply gave us these fantastic opportunities

## Randomised Control Trials (RCT)

[Tribal](#) are conducting a Randomised Control Trial for the Multiply programme.

In partnership with Campaign for Learning, Education and Training Foundation, IPSOS and King's College London among others, Tribal is rolling out five trials, with the majority starting in September:

1. Preparation for GCSE mathematics
2. An adapted mastery approach to functional skills qualification level 1
3. A contextualised approach to functional skills qualification level 1
4. Embedding maths in health and social care level 2, and
5. A family numeracy programme.

The trials will be fully funded, and incentives are available. They also provide an exciting opportunity for training providers to contribute to research, collaborate with other organisations and access free training for staff to take part, all of which can enhance their existing provision.

By taking part you will be randomly allocated to a treatment (delivering something new) or control (business as usual) group. If you are in the treatment group, it will be an opportunity to deliver something innovative that has potential to improve results for learners. If you are in the control group, you will continue to deliver your business-as-usual curriculum. Both groups are vital to the research and will receive payment for being involved.

It would be wonderful to evidence your good practice in one of these trials. If you'd like to get involved, click below for more information or to contact tribal directly.



[Click here for more information](#)



[Contact Tribal directly](#)

“ *Progression is what Multiply is all about* ”

“ *Getting the buzz for learning* ”

