



# **SHAPING SUCCESS ACTION RESEARCH PROJECTS**

**FINAL REPORT ON THE SHAPING SUCCESS AR PROJECT –  
SUPPORTING HARD TO REACH ADULT LEARNERS IN THE  
COMMUNITY**

**North Yorkshire County Council**

North Yorkshire County Council (2021) *Final Report on the Shaping Success AR Project – Supporting hard to reach adult learners in the community*. London: ETF.

© The Education and Training Foundation (2021)

This resource was produced as part of the Education and Training Foundation's OTLA programme, which was funded by the Department for Education. To learn more about the OTLA programme please visit: <https://et-foundation.co.uk/supporting/professional-development/practitioner-led-development-and-research/otla/>.

For further information regarding the Shaping Success Action Research programme and this project go to <https://ccpathways.co.uk/practitioner-research/otla-7/>.

The programme was delivered on behalf of the Education and Training Foundation by -



CLAIRE COLLINS  
consultancy



## Contents

Final report - Supporting hard to reach adult learners in the community.....	2
References.....	9
Appendix 1 – The project team .....	10
Appendix 2 – Reflective Log – original and amended .....	11
Appendix 3 – Results shared at the interim dissemination event .....	29
Appendix 4 – Initial assessment outcomes all learners.....	32
Appendix 5 – End of course evaluations .....	36
Appendix 6 – Learner feedback comments .....	38
Appendix 7 – Case study reflective journals .....	39
Appendix 8 – Learner interviews - 4 transcripts.....	76

# Final report - Supporting hard to reach adult learners in the community

## North Yorkshire County Council

How do you reach learners who can no longer access classroom-based learning and lack digital solutions? Our project aimed to provide access to learning for these forgotten learners.

### Summary

North Yorkshire is the largest rural county by area in England. It comprises diverse communities characterised by contrasting forms of both affluence and deprivation with Scarborough being amongst the 20% most deprived in England (affecting 39,000 people) as indicated in the Indices of Deprivation (English indices of deprivation, 2019).

The impact of COVID-19 highlighted the barriers to learning for a high proportion of adults due to the lack of online access along with a deficiency in ICT skills. This additional barrier impacted on learners' access to provision and their ability to learn. We therefore needed to plan to address this and remove "elements of the task that are initially beyond the learner's capability, thus permitting him to concentrate upon and complete only those elements that are within his range of competence" (Vygotsky, 1978).

During the 6-week project we would concentrate on a non-accredited course focussed on maths and English to engage learners and use other methods including non-digital delivery to remove barriers and build confidence. We planned for this to lead into further accredited learning where appropriate.

### Rationale

The focus of our project was around finding ways to engage and motivate learners who are most vulnerable within our provision. The unprecedented move to online teaching had been successful for many but there were a significant number unable to engage online. Our project was to support these 'forgotten' learners who faced the biggest challenges to continue to engage in learning. We recognised the need to approach these learners with a more holistic offer and targeted support without the added pressure of doing tests or exams. We expected these to be our lowest level learners and include those with limited access to ICT. We were very aware that we needed to overcome significant barriers. "Motivating digitally excluded citizens to engage with the digital world can be difficult. To do this successfully requires compelling 'hooks' for each person, and each organisation" (Citizens online, 2020). We decided that our 'hook' would be the one-to-one support predominantly using phone contact initially and interventions would be based around learner interests.

Some of the outcomes we hoped for included:

- increased levels of engagement and retention of learners through regular pastoral and teacher support
- better opportunities to improve confidence through 'learn to learn' type activities
- progression of learners to accredited courses in maths and English where appropriate
- provision of basic digital skills where ICT resources allowed

## Approach

Preparation phase:

- worked with Learning, Guidance and Support Officers (LGSO) to identify learners who were unable or unwilling to engage online and had a preference for classroom-based learning. In total 76 potential learners were identified, 47 for English and 29 for maths.
- made initial contact with all learners to gauge interest in joining the project and to identify their learning needs, their barriers to learning and how these could be addressed. 12 English learners and 14 maths learners completed the initial assessments which provided a wealth of information.
- created learning journals during this initial interaction so each learner could state their goals, reflect on sessions and assess their own progress (Appendix 2). This replaced their usual online assessment. Learners completed this throughout. Case study examples (Appendix 7.1-7.4).
- English learners were not able to proceed past this phase due to lack of teacher phone access.
- allocated each learner a subject specialist teacher and shared contact information shared.
- reviewed initial contact information which provided a useful insight into learner cohorts for Maths and English: shared at the interim dissemination event (Appendices 3 and 4). When asked about learning needs 33% of learners identified themselves as Dyslexic and only 14% identified no health or related issues.
- amended learner journals to reflect key findings from interim review. We removed the question that asked about learner interest as most feedback had been none. Teachers sought this information through conversations once a relationship was formed.

The course proceeded as follows for maths learners:

- arranged weekly one-to-one meetings with the learners by phone
- meetings were by phone, email or posted mail
- identified and agreed targets at the outset.
- learners worked through the activities provided and completed their journals regularly, reflecting on work completed and any changes required
- tracker was updated regularly to review progress of learners

- some learners were unable to engage in the project and bespoke resources were posted to them along with LGSO contact details for follow-up
- identified opportunities for ICT support: some learners moved to using Zoom for group meetings in addition to one-to-one support.

Follow-up and reflection at the end of the 6-week course:

- sought learner feedback on their experience (Appendix 6)
- offered learners accredited learning at end of initial 6 weeks and all learners have progressed to accredited learning
- identified opportunities for ICT support; some learners moved to using Zoom for group meetings in addition to one-to-one support
- reviewed outcomes for all learners engaged in project (Appendix 5)
- completed post course interviews with case study learners (Appendices 8.1-8.4)
- reflected on missed opportunities and approach going forward given likely continuation of online learning

## Professional learning: Evidence of changes in teaching, learning and assessment practices

At the beginning of the project, we produced a learner journal to be used during initial contact with learners. This included set questions around the information we would need to positively engage and support learners. There was a focus on personal interests to generate enjoyment and motivation, which would increase attention and perceived value of learning. (Hidi & Renninger, 2006)

While collating data, we noticed that learners had not completed open questions, particularly around hobbies and interests so we decided that type of information was best collected during learning sessions when trust and confidence had increased. Reflecting on these data findings, we quickly adjusted the journal to highlight information on specific requirements only.

All staff were keen to support learners and had a clear knowledge of how they could access appropriate learning opportunities. Learners were added to a tracking spreadsheet with all appropriate information and monthly discussions allowed us to share information and decide on the best course of action.

Assessments, usually completed on an online site, were replaced with self-assessment questions in the reflective journals. Teachers used this information to set individual targets with the learners and set stretch and challenge activities. This ensured that learners could continue to work around their individual needs and the teacher could continue to build confidence and work at an appropriate pace.

Teachers and curriculum managers accessed a range of training courses to support our project. These included engaging and motivating learners, monitoring and evaluating progress, creating meaningful targets and developing better engagement. This supported work with all learners and were accessed by teachers and managers.

## Evidence of improved collaboration and changes in organisational practices

This project provided an opportunity to support the confidence of learners in accessing appropriate learning. The LGSO's were able to identify those who were vulnerable due to lack of ICT skills in an ICT world as everything moved online. curriculum managers for maths and English led the project and collaborated closely throughout, jointly completing monthly update reports and holding meetings with staff involved.

We have had a closer working relationship with Learning, Guidance and Support Officers and this has helped to identify learners who would benefit from the project. LGSO's identified additional learners throughout the project and highlighted that many had additional needs. Some of these learners had accessed classroom-based provision previously and were known to staff. One teacher was able to work across both curriculums to provide the initial contact for all learners. It was evident that the first intervention with learners was key to establishing confidence and allaying any concerns learners had about inclusion in this project.

Our contact with another provider highlighted the difficulties of working in our large geographic rural area as they had been able to hand deliver resources with their own learners. Many of our council sites were repurposed for COVID-19 related activities, preventing return to classroom-based delivery and we used postal services to ensure that resources were available to learners.

The methods we have used to contact and support learners will be used in the future for learners who cannot attend classroom-based learning and lack digital skills. We will also continue with a 6 week non accredited programme in the classroom for low level learners to engage and build confidence.

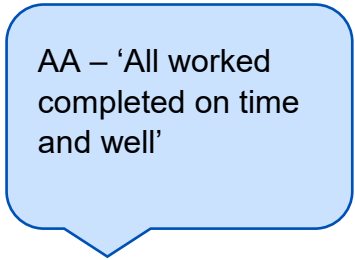
## Evidence of improvement in learners' achievements, retention and progression

There were 12 Maths learners who completed the 6-week intervention programme. 11 out of 12 (92%) learners used this as a stepping stone to accredited provision.

Appendix 4 summarises all learners initial assessments.

Those of particular interest are outlined below:

Case study 1 (AA) – A refugee learner had previously accessed provision, achieving level 1 maths but had withdrawn due to no ICT access and lack of confidence in online learning. He gained confidence and purchased a laptop which created an opportunity to complete an online maths qualification needed for future career aspirations in social work (Appendices 7.1 and 8.1)



AA – 'All worked completed on time and well'

Case study 2 (BB) – An entry level learner who struggled to attend due to childcare issues. Her preferred way of working was using ‘paper and pen’ and she depended on the teacher for wider advice and guidance as reflected in end of course feedback. She has now been accepted on an Open University business studies and management diploma and is also doing equine psychology with a view to setting up her own business. (Appendices 7.2 and 8.2)

BB – ‘I can’t thank my teacher enough for being so helpful and knowing he is always there if I need any information and very informative’

Case study 3 (CC) – An Entry Level learner who was motivated to learn to support her children and her own development. Although she had access to ICT she lacked confidence in joining an online learning environment. She recognised her increased ICT skills and now engages online and feels much more confident to support own children. This learner has moved to an online maths course following the initial intervention. (Appendices 7.3 and 8.3)

CC – ‘I’m very pleased with how the course went I’m able to see progress myself which has given me a confidence boost. My tutor made me feel comfortable and determined’

Case study 4 (DD) - This learner had completed classroom-based delivery in the past but had no ICT access so was unable to complete any online provision. His main motivation was for return to employment. He continues to access one-to-one support using phone only and reflects that this works well for him. He is actively seeking employment and wanting to complete more maths (Appendices 7.4 and 8.4)

DD: I want to continue with this method of learning especially as I have to wait till my ankle gets better. I am happy with the way Liz and I work on the telephone. Obviously, I would like to be in a classroom situation before an assessment is taken.

**I do want to progress to higher levels.**



## Learning from this project

### What went well:

- **Learner Engagement**

Staff worked well to identify learners who would benefit from this provision. The initial contact created a positive experience and allowed learners to share their preferences for learning. Staff advised on appropriate opportunities and set targets. We carefully chose staff with advanced empathy skills, relevant experience and excellent communication styles ensuring retention and progression.
- **Addressing rural isolation**

Many North Yorkshire learners are socially isolated. This project allowed learners to engage which supported their wellbeing along with their learning.
- **Increased learner confidence**

The learners used the reflective journals to give feedback and interview transcripts capture evidence of learners' belief in their own skills and improved self-confidence. This outcome from the project was one of the most powerful for these learners enabling them to see past any barriers to learning.
- **Learner progression**

92% of learners who completed the 6-week course have progressed into accredited learning. Some have taken this a step further and focussed on future career development.
- **Learner achievement**

Learners recognised improved digital confidence and subject skills. Staff flexibility ensured engagement from the outset. The project improved learner experiences and outcomes along with softer underlying skills. All learners who progressed to Entry Level 3 have achieved and learners who progressed to Level 1 and Level 2 are on track to achieve by the end of July.

### Even better if:

- **Staff ICT kit**

Lack of council-approved teacher ICT kit meant that we couldn't engage with all the learners that were signposted to this programme. This was a missed opportunity and is being addressed for the next academic year.
- **Digital poverty - learners**

Our data highlighted that English learners had a higher rate of digital poverty than maths learners. Provision of ICT kit to learners without access would have ensured inclusion and engagement of all.

## **Summary statement**

The investment of time and resources in providing one-to-one informal interventions through a 6-week non accredited programme has been extremely successful. The focus on individual contact and support has ensured engagement, retention and inclusion for our most vulnerable learners. This method has encouraged the majority of learners who completed the course to springboard into accredited learning and given them the confidence to take this further into developing future career aspirations.

## References

Citizens Online, (2020). Digital Inclusion across Harrogate District. Findings and recommendations. V15

English deprivation indices (2019)

<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

Hidi, S., Renninger, K. A. (2006) The four-phase model of interest development. *Educational Psychologist*, 41:111 – 127. doi:10.1207/s 15326985eo4102\_4

Vygotsky, L. S. (1978) *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

### Other reading that influenced our thinking during the project

Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., & Brzustoski, P. (2009) Recursive processes in self-affirmation: Intervening to close the minority achievement gap. *Science*, 324(5925), 400-403.

Cohen, G. L., & Sherman, D. K. (2014) The psychology of change: self-affirmation and social psychological intervention. *Annual Review of Psychology*, 65, 333–71.

Sherman, D. K., & Cohen, G. L. (2006) The psychology of self-defense: Self-affirmation theory. *Advances in experimental social psychology*, 38, 183-242.

## Appendix 1 – The project team

Project Role	Name	Job Role
Project Lead	Caroline Burnell	Curriculum Manager, English
Deputy Lead	Julie Firth	Curriculum Manager, maths
Project team	Linda Scannell	Maths teacher
	Peter Corbally	Maths teacher
	Liz Spence Livingston	Maths teacher
	Sheila Duggal	Maths teacher
	Jane Gibbs	Learning guidance and support officer
	Catherine Robson	Learning guidance and support officer
	Gina Lill	Learning guidance and support officer
	Linda Jones	Learning guidance and support officer
	Karen Pattison	Learning guidance and support officer
	Abby Armstrong	Learning guidance and support officer
	Adrienne Kirkham	Learning guidance and support officer
	Chrissie Colman	Learning guidance and support officer
Project Mentor	Lesley Littlewood (ccConsultancy)	
Research Group Lead	Tricia Millar (That Reading Thing)	

# Appendix 2 – Reflective Log – original and amended

## 2.1. Reflective log – original



**North Yorkshire**  
County Council



Adult Learning and Skills Service

# Reflective Log

<b>Name</b>	
<b>Course</b>	
<b>Teacher</b>	
<b>Venue</b>	
<b>Day</b>	
<b>Time</b>	

Email contact details	Telephone contact details
Adult LearningService@northyorks.gov.uk	01609 780780



**Welcome to your course. To help us to support you, please answer the following questions so that we can plan your learning:**

**1. How do you like to learn?**

One to one with a teacher?

In small groups?

In a classroom?

On your own?

**2. How do you learn best?**

By reading and researching?

By listening?

By doing?

**3. Do you have access to ICT?**

Yes (go to Q 4)

No (go to Q 5)

**4. How would you describe your skills with the following?**

<b>Email</b>	Good	Fair	Need practice	Do you have an email account?	
<b>Typing</b>	Good	Fair	Need practice	How often do you type?	
<b>Internet</b>	Good	Fair	Need practice	How often do you use the internet?	
<b>Safety</b>	Good	Fair	Need practice	Can you list some safe practices?	

**5. We can use a variety of methods to contact you.**

Do you have a smart phone?

**Would you be happy to use any of the following?**

Whatsapp	
Messenger	
Facetime	
Phone call	
Zoom	

**6. Is there anything we need to know to make sure your learning suits you?**

**7. Why have you chosen to improve your skills?**

**8. Do you have any particular interests that we could base your work on? Eg: photography, music, train spotting, supporting children etc**

**9. What is your availability? Which time of day is better for you?**

**Morning    afternoon    evening**

Are there any days that you cannot attend?

10. In which of the following areas would you like to build your skills?

Please tick against all that apply

**English**

- Spelling
- punctuation
- grammar
- writing for work
- writing for pleasure
- handwriting
- reading for work
- reading for pleasure
- reading and understanding
- speaking and listening
- any others not mentioned?

**Maths**

- addition, subtraction and multiplication
- fractions, decimals and percentages
- calculations around area, perimeter and volume
- understanding statistics, calculating averages
- drawing graphs and charts
- maintaining a budget and understanding best buys
- maths for the workplace
- maths to help your children
- any others not mentioned?

**Week 1**

I prefer to study \*1



I learn best \*2

I have chosen to study using

ICT

Paper resources

I have chosen to upskill because

**My individual targets for the course including personal and social targets**

**What are your own personal and / or social targets for this course and what would you like to achieve?**

	Date set	Date achieved
1		
2		
3		



**How close are you to meeting your targets?**

**Week 2**

**We want to ensure that we tailor your learning to suit you. Tell us:**

**How was your first session?**

**Do we need to make any changes?**

**What did you learn?**

**What helped you to learn?**

**Week 3**

**How was your first session?**

**Do we need to make any changes?**

**What did you learn?**

**What helped you to learn? (refer to any changes made above)**

**What got in the way and what can we do to help?**



**How close are you to meeting your targets?**

**Week 4**

**How do you feel about your learning?**

Has everything gone to plan?

Is there anything you want to change?

**Week 5**

How was your first session?

Do we need to make any changes?

What did you learn?

What helped you to learn? (refer to any changes made above)

What got in the way and what can we do to help?



How close are you to meeting your targets?

**Week 6**

How do you feel about your learning?

Has everything gone to plan?

Is there anything you want to change?

Feedback



Did you meet your targets?

What would you like to do next?

**Further study ideas**

**Other interests**

## 2.2. Reflective log – amended



**North Yorkshire  
County Council**



Adult Learning and Skills Service

# Reflective Log

<b>Name</b>	
<b>Course</b>	
<b>Teacher</b>	
<b>Venue</b>	
<b>Day</b>	
<b>Time</b>	

Email contact details	Telephone contact details
Adult LearningService@northyorks.gov.uk	01609 780780



**Welcome to your course. To help us to support you, please answer the following questions so that we can plan your learning:**

**1. How do you like to learn?**

One to one with a teacher?

In small groups?

In a classroom?

On your own?

**2. How do you learn best?**

By reading and researching?

By listening?

By doing?

**3. Do you have access to ICT?**

Yes (go to Q 4)  No (go to Q 5)

**4. How would you describe your skills with the following?**

<b>Email</b>	Good	Fair	Need practice	Do you have an email account?	
<b>Typing</b>	Good	Fair	Need practice	How often do you type?	
<b>Internet</b>	Good	Fair	Need practice	How often do you use the internet?	
<b>Safety</b>	Good	Fair	Need practice	Can you list some safe practices?	

**5. We can use a variety of methods to contact you.**

**Do you have a smart phone?**

**Would you be happy to use any of the following?**

<b>Whatsapp</b>	
<b>Messenger</b>	
<b>Facetime</b>	
<b>Phone call</b>	
<b>Zoom</b>	

**6. Is there anything we need to know to make sure your learning suits you?**

**7. Why have you chosen to improve your skills?**

**8. What is your availability? Which time of day is better for you?**

**Morning    afternoon    evening**

**Are there any days that you cannot attend?**

**9. In which of the following areas would you like to build your skills?**

**Please tick against all that apply**

**English**



- **Spelling**
- **punctuation**
- **grammar**
- **writing for work**
- **writing for pleasure**
- **handwriting**
- **reading for work**
- **reading for pleasure**
- **reading and understanding**
- **speaking and listening**
- **any others not mentioned?**

**Maths**

- **addition, subtraction and multiplication**
- **fractions, decimals and percentages**
- **calculations around area, perimeter and volume**
- **understanding statistics, calculating averages**
- **drawing graphs and charts**
- **maintaining a budget and understanding best buys**
- **maths for the workplace**
- **maths to help your children**
- **any others not mentioned?**

**Week 1**

**I prefer to study \*1**

**I learn best \*2**

**I have chosen to study using**

**ICT**

**Paper resources**

**I have chosen to upskill because**

My individual targets for the course including personal and social targets		
What are your own personal and / or social targets for this course and what would you like to achieve?		
	Date set	Date achieved
1		
2		
3		



How close are you to meeting your targets?

**Week 2**

We want to ensure that we tailor your learning to suit you. Tell us:

How was your first session?

Do we need to make any changes?

What did you learn?

**What helped you to learn?**

**Week 3**

**How was your first session?**

**Do we need to make any changes?**

**What did you learn?**

**What helped you to learn? (refer to any changes made above)**

**What got in the way and what can we do to help?**



**How close are you to meeting your targets?**

**Week 4**

**How do you feel about your learning?**

**Has everything gone to plan?**

**Is there anything you want to change?**

**Week 5**

**How was your first session?**

**Do we need to make any changes?**

**What did you learn?**

**What helped you to learn? (refer to any changes made above)**

**What got in the way and what can we do to help?**



**How close are you to meeting your targets?**

**Week 6**

**How do you feel about your learning?**

**Has everything gone to plan?**

**Is there anything you want to change?**

**Feedback**



**Did you meet your targets?**

**What would you like to do next?**

**Further study ideas**

**Other interests**

# Appendix 3 – Results shared at the interim dissemination event



## Forgotten Learners

## OTLA Project

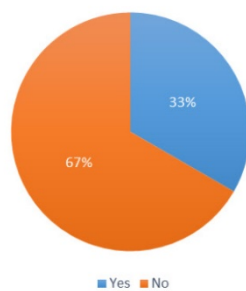
Julie Firth and Caroline Burnell

OFFICIAL

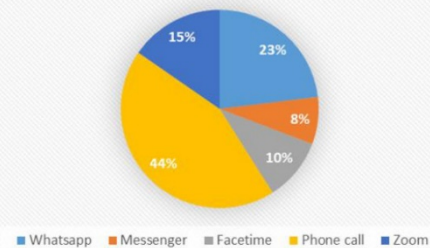
## Forgotten Learners

### General Overall Findings

Do you have access to IT



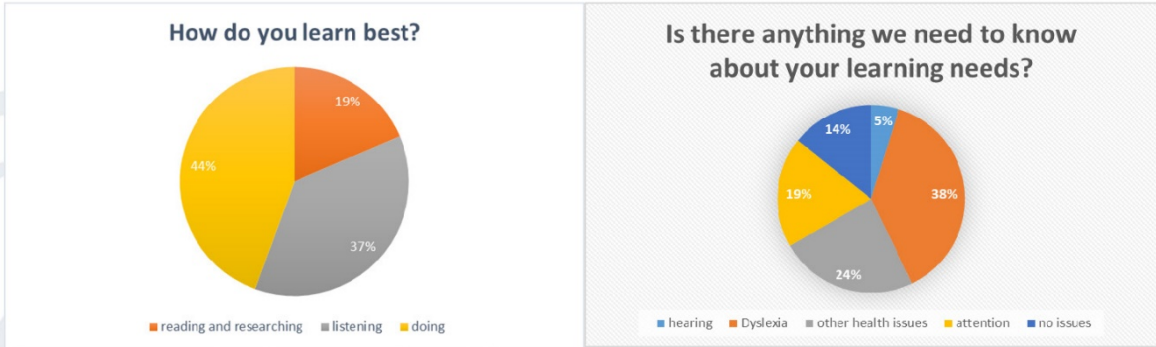
Which of the following contact methods could we use?



OFFICIAL

# Forgotten Learners

## Areas of interest



OFFICIAL

# Forgotten Learners

## Our Findings



OFFICIAL



## Forgotten Learners

8. Do you have any particular interests that we could base your work on? Eg: photography, music, train spotting, supporting children etc

Maths learners said:

'Support for own business and children'

'Photography and gardening'

'Arts and crafts'

'Hospital shop volunteer'

English learners said:

'Football, music and support for children'

'Music, drawing and history'

'Football and history'

'Supporting children'

'Photography, pottery and creative arts'

'Fashion and home interiors'



OFFICIAL

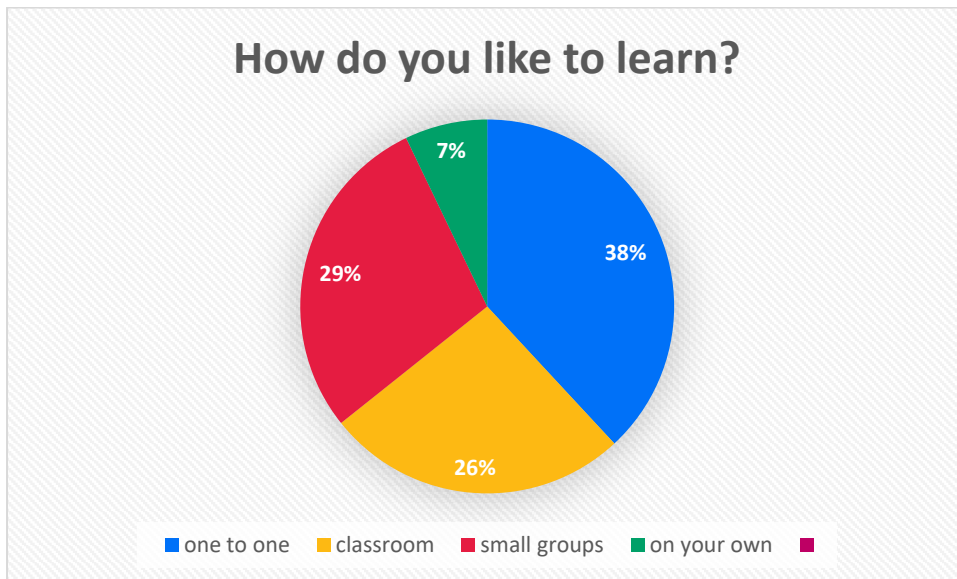
Thank you for listening. Questions and information sharing?



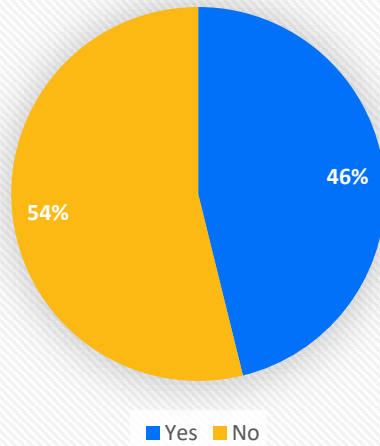
OFFICIAL

## Appendix 4 – Initial assessment outcomes all learners

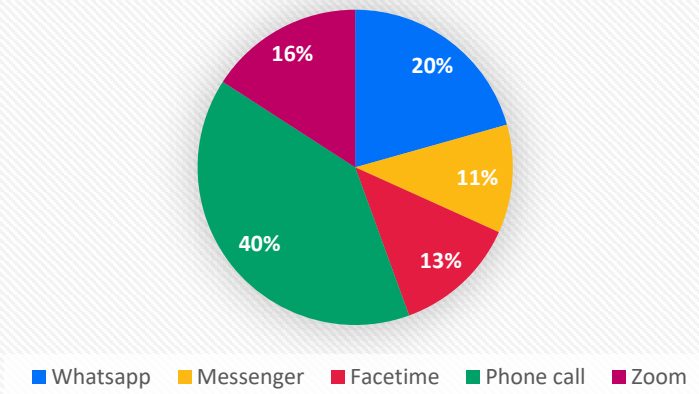
Breakdown of Reflective Journal Initial Assessment Information – based on 26 responses



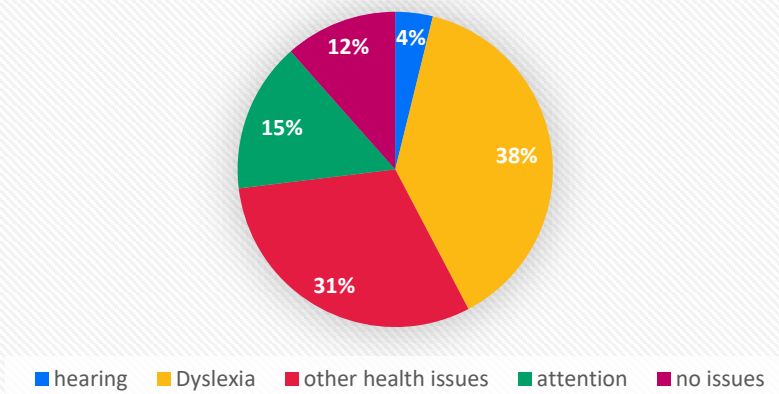
## Do you have access to IT



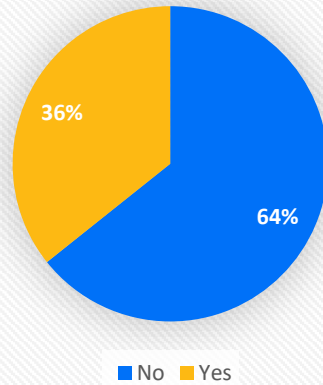
## Which of the following contact methods could we use?



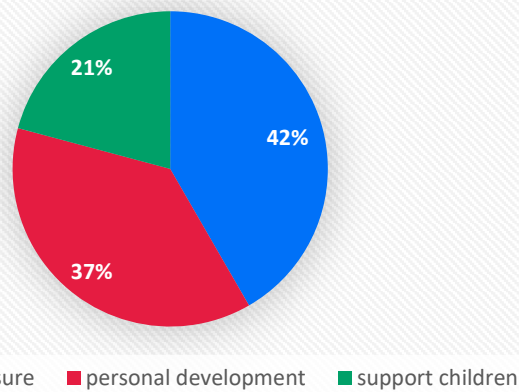
## Is there anything we need to know about your learning needs?



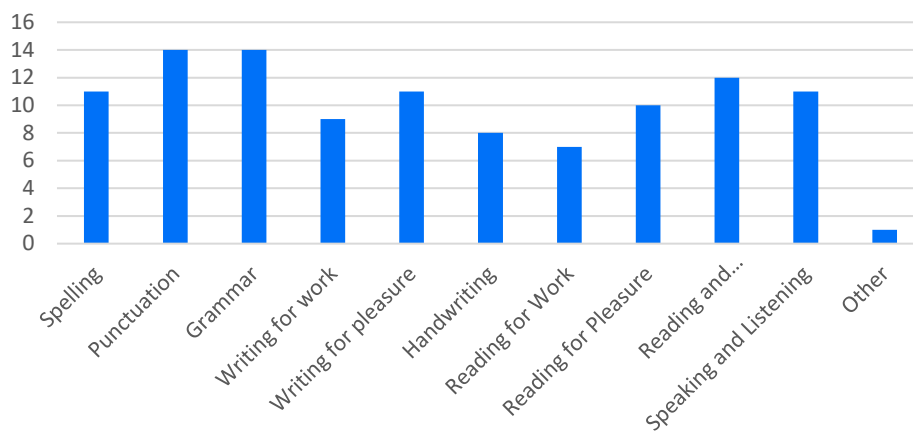
## Do you have any particular interests that we could base your learning on?



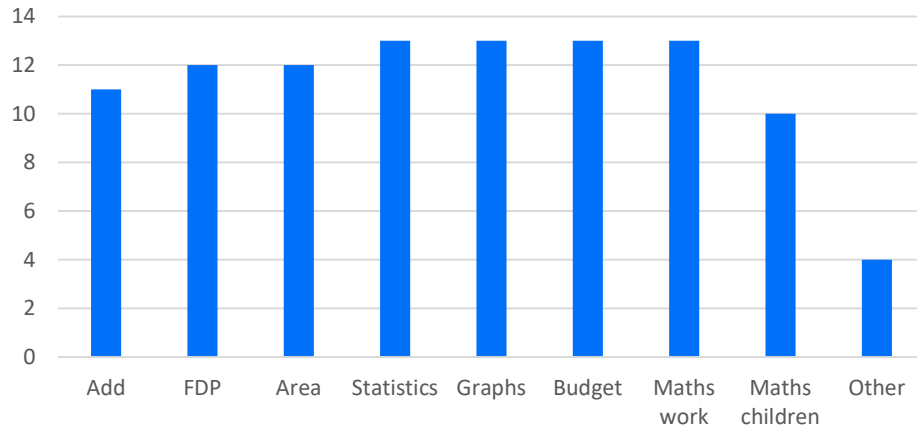
## Why have you chosen to improve your skills?



## In which of the following areas would you like to improve your skills?

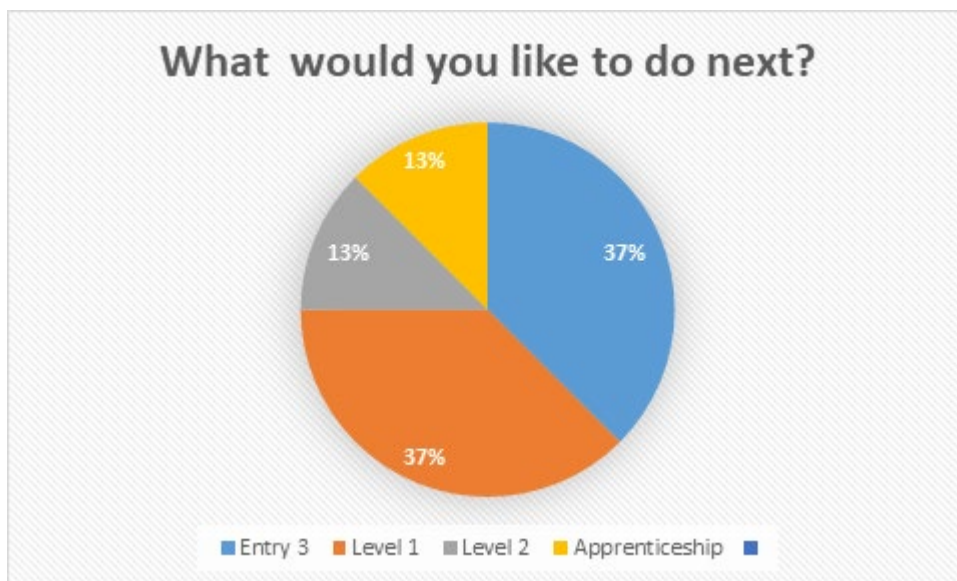


### In which of the following areas would you like to improve your skills?

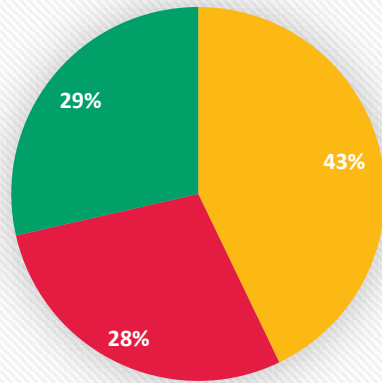


## Appendix 5 – End of course evaluations

End of course evaluation - based on 8 responses



## Further study ideas



More Maths English ICT

## Appendix 6 – Learner feedback comments

AH – 'I have found that remembering and retaining information is difficult but with practice I should improve. My teacher has been very supportive which has helped to keep me motivated'

DH – 'I really good time'

AF: I want to continue with this method of learning especially as I have to wait till my ankle gets better. I am happy with the way Liz and I work on the telephone. Obviously, I would like to be in a classroom situation before an assessment is taken.

**I do want to progress to higher levels.**

HP – 'I found this course to be just what I needed to get myself confidence built up regarding maths. I am looking forward to moving onto the level 1'

SC – 'I enjoyed the course'

AAQ – 'All worked completed on time and well'

JS – 'I am ready to move on my next course'

HT – 'I'm very pleased with how the course went I'm able to see progress myself which has given me a confidence boost. My tutor made me feel comfortable and determined'

LB – 'I can't thank my teacher enough for being so helpful and knowing he is always there if I need any information and very informative'



# Appendix 7 – Case study reflective journals

## 7.1. Reflective Log - AAQ




North Yorkshire  
County Council



Adult Learning and Skills Service

### Reflective Log

<b>Name</b>	 AAQ
<b>Course</b>	Maths
<b>Teacher</b>	Linda Scannell
<b>Venue</b>	<del>By email</del> ONLINE
<b>Day</b>	<del>7/10/2020</del> STARTED 19.11.20 ONLINE
<b>Time</b>	

Email contact details	Telephone contact details
Adult LearningService@northyorks.gov.uk	01609 780780

Some courses are  
co-financed by



**Welcome to your course. To help us to support you, please answer the following questions so that we can plan your learning:**



**1. How do you like to learn?**

One to one with a teacher?

In small groups?

In a classroom?

On your own?

**2. How do you learn best?**

By reading and researching?

By listening?

By doing?

**3. Do you have access to ICT?**

Yes (go to Q 4)

(go to Q 5)



**4. How would you describe your online writing experience?**

Email	Good	Fair	Need practice	Do you have an email account?	
-------	------	------	---------------	-------------------------------	--

<b>Typing</b>	Good	Fair	Need practice	How often do you type?	<b>good</b>
<b>Internet</b>	Good	Fair	Need practice	How often do you use the internet?	<b>good</b>
<b>Safety</b>	Good	Fair	Need practice	Can you list some safe practices?	<b>good</b>

**5. We can use a variety of methods to contact you.**

Do you have a smart phone? **yes**

Would you be happy to use any of the following?

<b>Whatsapp</b>	<b>yes</b>
<b>Messenger</b>	
<b>Facetime</b>	
<b>Phone call</b>	
<b>Zoom</b>	<b>yes</b>

**6. Is there anything we need to know to make sure your learning suits you?**

no

**7. Why have you chosen to improve your skills?**

to get a job

**8. Do you have any particular interests that we could base your work on? Eg: photography, music, train spotting, supporting children etc**

no

**9. What is your availability? Which time of day is better for you?**

**Morning afternoon(yes) evening**

**Are there any days that you cannot attend?**

**10. In which of the following areas would you like to build your skills?**

**Please tick against all that apply**

**English**

- Spelling
- punctuation
- grammar
- writing for work ✓
- writing for pleasure
- handwriting
- reading for work
- reading for pleasure
- reading and understanding
- speaking and listening
- any others not mentioned?

**Maths**

- addition, subtraction and multiplication
- fractions, decimals and percentages ✓
- calculations around area, perimeter and volume
- understanding statistics, calculating averages
- drawing graphs and charts ✓
- maintaining a budget and understanding best buys ✓
- maths for the workplace ✓

- o maths to help your children
- o any others not mentioned?

**PLEASE ONLY COMPLETE TO THIS PAGE**

**PLEASE DO NOT COMPLETE THE FOLLOWING PAGES**

**Week 1**

**I prefer to study \*1**

**I learn best \*2**

**I have chosen to study using**

**ICT** yes

**Paper resources** yes

**I have chosen to upskill because**

To improve my skills in maths to get a job. I enjoy maths.	I currently volunteer for North Yorkshire health watch which researches health data in the area.
--	--

<b>My individual targets for the course including personal and social targets</b>		
<b>What are your own personal and / or social targets for this course and what would you like to achieve?</b>		
	<b>Date set</b>	<b>Date achieved</b>
<b>1</b> all maths topics	19.11.20	Ongoing
<b>2</b> fractions/decimals/percentages	19.11.20	7.1.21

<b>3</b> maths for the workplace/data	19.11.20	17.12.20



**How close are you to meeting your targets?** I need maths to gain employment

**Week 2**

**We want to ensure that we tailor your learning to suit you. Tell us:**

**How was your first session?** It was good

**Do we need to make any changes?** No

**What did you learn?** My homework reinforced my learning.

**What helped you to learn?** Diagrams and pictures help me learn.

**Week 3** 3.12.20

**How was your first session?** last-it was fantastic

**Do we need to make any changes?** No

**What did you learn?** Averages

**What helped you to learn?** Doing work (refer to any changes made above)

**What got in the way and what can we do to help?** I will ask when I need help



**How close are you to meeting your targets?** getting there

**Week 4** 10.12.20

**How do you feel about your learning?** going well

**Has everything gone to plan?** yes, although half an hour is not enough time to cover everything

**Is there anything you want to change?** more time needed!

**Week 5** 17.12.20

**How was your first session?** Last session was good.

**Do we need to make any changes?** A longer session

**What did you learn?** Continued with averages

**What helped you to learn?** Video helped (refer to any changes made above)

**What got in the way and what can we do to help?** Not enough time in session



**How close are you to meeting your targets?** Achieved two main targets

**Week 6** 7.1.21 Fractions/Dec/%'s

**How do you feel about your learning?** Yes I am happy. Type text here

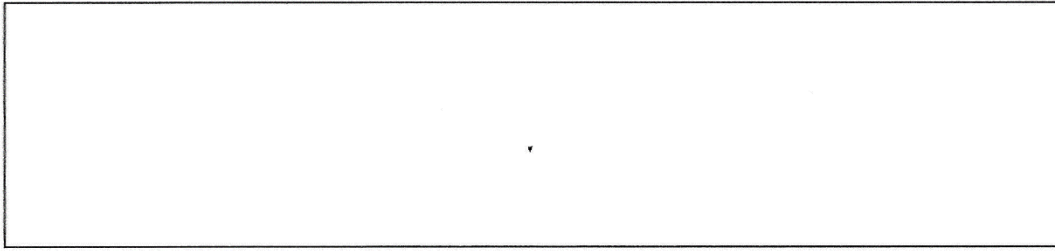
**Has everything gone to plan?** So far but I really want to work towards my Level 2.

**Is there anything you want to change?** Identify a L2 course

### Feedback

All worked completed on time and well.






**Did you meet your targets?**    Yes

**What would you like to do next?**    Start Level 2 course to obtain my L2 this year.


**Further study ideas**    Level 2 course to gain employment.

## 7.2. Reflective log - LB

11 20 1 004530 NYCC colour



**North Yorkshire  
County Council**




**ALSS**  
Adult Learning and Skills Service

# Reflective Log


<b>Name</b>	[REDACTED] LB
<b>Course</b>	<b>OTLA Functional Skills Maths</b>
<b>Teacher</b>	<b>Peter Corbally</b>
<b>Venue</b>	<b>Distance Learning</b>
<b>Day</b>	<b>Tuesday</b>
<b>Time</b>	<b>18-00 – 21-00</b>

Email contact details	Telephone contact details
Adult LearningService@northyorks.gov.uk	01609 780780

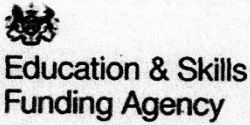
Some courses are  
co-financed by




**Ofsted**  
Good  
Provider



**matrix**  
Quality standard for information  
services and guidance services  
Approved by the matrix Accreditation Body



**Education & Skills  
Funding Agency**



**European Union**  
European  
Social Fund

Welcome to your course. To help us to support you, please answer the following questions so that we can plan your learning:

1. How do you like to learn?

One to one with a teacher?

In small groups?

In a classroom?

On your own?

2. How do you learn best?

By reading and researching?

By listening?

By doing?

3. Do you have access to ICT?

Yes (go to Q 4)

No (go to Q 5)

4. How would you describe your skills with the following?

<b>Email</b>	Good	Fair	Need practice	Do you have an email account?	good
<b>Typing</b>	Good	Fair	Need practice	How often do you type?	good
<b>Internet</b>	Good	Fair	Need practice	How often do you use the internet?	good
<b>Safety</b>	Good	Fair	Need practice	Can you list some safe practices?	good

5. We can use a variety of methods to contact you.

Do you have a smart phone?

Would you be happy to use any of the following?

Whatsapp	yes
Messenger	yes
Facetime	yes
Phone call	yes
Zoom	yes

6. Is there anything we need to know to make sure your learning suits you?

I probably need to ask for help more when I need it.

7. Why have you chosen to improve your skills?

I want to further my career and GCSE's are needed nowadays in most jobs and I want to further my education.

8. Do you have any particular interests that we could base your work on? Eg: photography, music, train spotting, supporting children etc

I enjoy music dancing exercise and horse riding as well as reading.

9. What is your availability? Which time of day is better for you?

Morning afternoon **evening**

Are there any days that you cannot attend?

I work full time at the moment  
and my hours are varied.

10. In which of the following areas would you like to build your skills?

Please tick against all that apply

**English**

- Spelling
- punctuation ✓
- grammar ✓
- writing for work
- writing for pleasure
- handwriting
- reading for work
- reading for pleasure
- reading and understanding
- speaking and listening
- any others not mentioned?

**Maths**

- addition, subtraction and multiplication ✓
- fractions, decimals and percentages ✓
- calculations around area, perimeter and volume ✓
- understanding statistics, calculating averages ✓
- drawing graphs and charts ✓
- maintaining a budget and understanding best buys ✓
- maths for the workplace ✓
- maths to help your children ✓
- any others not mentioned?

**Week 1**

I prefer to study \*1

I learn best \*2

I have chosen to study using  ICT  Paper resources

I have chosen to upskill because

I find using penp and paper questions better for myself were I see my workings out and were I have gone wrong.

My individual targets for the course including personal and social targets		
What are your own personal and / or social targets for this course and what would you like to achieve?		
	Date set	Date achieved
1 To be able to add and subtract numbers To become more confident with my maths	1st of Jan next July	Happily next July
2 To be able to multiply and divide numbers To be able to round up and round down numbers To be able to check my work is complete and finished on time	every Saturday	every Sunday
3 To be able to contact my tutor with any problems that I encounter and develop a strategy of attending a regular tutorial meeting to solve any outstanding problems	Tuesday evening 7pm	Tuesday evening 7pm



How close are you to meeting your targets?

Week 2

We want to ensure that we tailor your learning to suit you. Tell us:

How was your first session?

I enjoy my papers that were sent out to my house.

Do we need to make any changes?

no changes to be made

What did you learn?

I learnt what table rounding number and subtraction

What helped you to learn?

working out on pen paper instead of on a computer.

Week 3

How was your first session?

I am hopefully improving and have more of an understanding

Do we need to make any changes?

no changes just yet.

What did you learn?

I am doing a maths test paper to see what I need most help with

What helped you to learn?

(refer to any changes made above)

again talking down and working out

What got in the way and what can we do to help?

am still struggling with with dividing



How close are you to meeting your targets?

Week 4

How do you feel about your learning?

I am learning more each time I do a test paper

Has everything gone to plan?

yes it has

Is there anything you want to change?

no like what I have in place

Week 5

How was your first session?

my first session has helped me to learn about division

Do we need to make any changes?

no changes to be made

What did you learn?

I am learning more about division and halving

What helped you to learn?

(refer to any changes made above)

looking up and reading about maths

What got in the way and what can we do to help?

nothing has to be changed and nothing has got in the way and my math tutor is very helpful.





How close are you to meeting your targets?

Week 6

How do you feel about your learning?

I feel I am progressing  
in the right direction

Has everything gone to plan?

yes

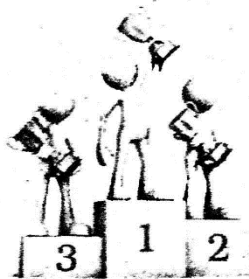
Is there anything you want to change?

no changes

I start level one in  
January of my maths  
course

Feedback

I can't thank Peter enough for being  
so helpful and knowing he is always  
there if I need any information and  
very informative



Did you meet your targets?

What would you like to do next?

Move on and complete my E3 maths exam and gain a qualification.

gain my qualifications

Further study ideas

I will look into further studies  
after I have completed this course

Other interests

I am going to be doing equine  
studies to further my education  
in this world.



**North Yorkshire  
County Council**



Adult Learning and Skills Service

# Reflective Log

<b>Name</b>	[REDACTED] HT
<b>Course</b>	<b>OTLA FUNCTIONAL SKILLS MATHS</b>
<b>Teacher</b>	<b>Peter Corbally</b>
<b>Venue</b>	<b>Distance Learning</b>
<b>Day</b>	<b>Mon - Fri</b>
<b>Time</b>	<b>18 00 -21 00</b>

Email contact details	Telephone contact details
Adult LearningService@northyorks.gov.uk	01609 780780

Some courses are  
co-financed by

OFFICIAL



Welcome to your course. To help us to support you, please answer the following questions so that we can plan your learning:

1. How do you like to learn?



One to one with a teacher?

In small groups?

In a classroom?

On your own?

2. How do you learn best?

By reading and researching?

By listening?

By doing?

3. Do you have access to ICT?

Yes (go to Q 4)

(Q 5)

4. How would you describe



Email	Good <input checked="" type="checkbox"/>	Fair	need practice	Do you have an email account?	YES
-------	--	------	---------------	-------------------------------	-----

OFFICIAL

Typing	Good ✓	Fair	Need practice	How often do you type?	daily
Internet	Good ✓	Fair	Need practice	How often do you use the internet?	daily
Safety	Good ✓	Fair	Need practice	Can you list some safe practices?	Ensuring a website is safe.

**5. We can use a variety of methods to contact you.**

Do you have a smart phone?

Would you be happy to use any of the following?

Whatsapp	yes
Messenger	yes
Facetime	yes
Phone call	yes
Zoom	yes

**6. Is there anything we need to know to make sure your learning suits you?**

**7. Why have you chosen to improve your skills?**

I want to be better in maths for myself, and my children.

OFFICIAL

8. Do you have any particular interests that we could base your work on? Eg: photography, music, train spotting, supporting children etc

Supporting children.

9. What is your availability? Which time of day is better for you?

Morning     afternoon     evening

Are there any days that you cannot attend?

10. In which of the following areas would you like to build your skills?

Please tick against all that apply

**English**

- Spelling
- punctuation
- grammar
- writing for work
- writing for pleasure
- handwriting
- reading for work
- reading for pleasure
- reading and understanding
- speaking and listening
- any others not mentioned?

**Maths**

- addition, subtraction and multiplication
- fractions, decimals and percentages
- calculations around area, perimeter and volume
- understanding statistics, calculating averages
- drawing graphs and charts
- maintaining a budget and understanding best buys
- maths for the workplace

OFFICIAL

- maths to help your children
- any others not mentioned?

**Week 1**

**I prefer to study \*1**

**I learn best \*2**

**I have chosen to study using**

**ICT**

**Paper resources**

**I have chosen to upskill because**

OFFICIAL

My individual targets for the course including personal and social targets		
What are your own personal and / or social targets for this course and what would you like to achieve?		
	Date set	Date achieved
1 To be able to add and subtract numbers and become more confident with my maths	28/09/20	06/10/20
2 To be able to multiply and divide numbers To be able to round numbers up and down To be able to check my work and complete it in a specified time period	06/10/20	20/10/20
3 To be able to contact my tutor with any problems that I encounter and to develop a strategy of attending regular tutorial meetings to solve outstanding problems	20/10/20	29/10/20



How close are you to meeting your targets?

Week 2

We want to ensure that we tailor your learning to suit you. Tell us:

How was your first session?

Really good, simple for me to understand.

Do we need to make any changes?

NO.

OFFICIAL



What did you learn?

The bus stop method.

What helped you to learn?

My tutor showing me, and practising with me.

Week 3

How was your second session?

Helpful.

Do we need to make any changes?

NO.

What did you learn?

Subtraction

What helped you to learn?

(refer to any changes made above)

writing the examples myself.

What got in the way and what can we do to help?



How close are you to meeting your targets?

Week 4

How do you feel about your learning?

Enjoying the progress i can see myself.

Has everything gone to plan?

yes

Is there anything you want to change?

NO

OFFICIAL

**Week 5**

**How was your fourth session?**

Harder than the others but still enjoyed it.

**Do we need to make any changes?**

NO.

**What did you learn?**

fraction

**What helped you to learn?**

(refer to any changes made above)

listening to my tutor and others.

**What got in the way and what can we do to help?**



**How close are you to meeting your targets?**

**Week 6**

**How do you feel about your learning?**

Really pleased.

**Has everything gone to plan?**

yes.

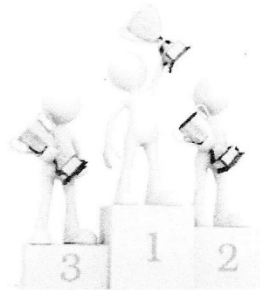
**Is there anything you want to change?**

no

OFFICIAL

**Feedback**

I'm very pleased with how the course went, I'm able to see progress myself, which has given me a confidence boost. My tutor made me feel comfortable and determined.



**Did you meet your targets?**

**What would you like to do next?** maths level 1.

**Move onto the accredited course**

**Further study ideas**

OFFICIAL

**To complete a functional skills qualification in maths**

**Other interests**

OFFICIAL



**North Yorkshire  
County Council**



Adult Learning and Skills Service

# Reflective Log

<b>Name</b>	<b>AF</b>
<b>Course</b>	<b>Maths</b>
<b>Teacher</b>	<b>Linda Scannell/Liz Spence-Livingston</b>
<b>Venue</b>	<b>Telephone and Post</b>
<b>Day</b>	<b>Tuesday</b>
<b>Time</b>	<b>11.30am</b>

<b>Email contact details</b>	<b>Telephone contact details</b>
<b>Adult LearningService@northyorks.gov.uk</b>	<b>01609 780780</b>

Some courses are  
co-financed by

OFFICIAL



**Welcome to your course. To help us to support you, please answer the following questions so that we can plan your learning:**

**1. How do you like to learn?**

- One to one with a teacher?
- In small groups?
- In a classroom?
- On your own?

**2. How do you learn best?**

- By reading and researching?
- By listening?
- By doing?

**3. Do you have access to ICT?**

- Yes (go to Q 4)
- No (go to Q 5)

**4. How would you describe your learning experience?**

Email	Good	Fair	Needs practice	By you have an email account?	
-------	------	------	----------------	-------------------------------	--

OFFICIAL

<b>Typing</b>	Good	Fair	Need practice	How often do you type?	
<b>Internet</b>	Good	Fair	Need practice	How often do you use the internet?	
<b>Safety</b>	Good	Fair	Need practice	Can you list some safe practices?	

**5. We can use a variety of methods to contact you.**

**Do you have a smart phone? YES**

**Would you be happy to use any of the following?**

<b>Whatsapp</b>	<b>YES</b>
<b>Messenger</b>	<b>YES</b>
<b>Facetime</b>	<b>YES</b>
<b>Phone call</b>	<b>YES</b>
<b>Zoom</b>	<b>NO</b>

**6. Is there anything we need to know to make sure your learning suits you?**

**No, not really**

**7. Why have you chosen to improve your skills?**

**To obtain another job as I have just been made redundant.**

OFFICIAL

**8. Do you have any particular interests that we could base your work on? Eg: photography, music, train spotting, supporting children etc**

Music and sport

**9. What is your availability? Which time of day is better for you?**

Morning/ afternoon/ evening/

**Are there any days that you cannot attend? NO**

**10. In which of the following areas would you like to build your skills?**

**Please tick against all that apply**

**English**

- Spelling
- punctuation
- grammar
- writing for work
- writing for pleasure
- handwriting
- reading for work
- reading for pleasure
- reading and understanding
- speaking and listening
- any others not mentioned?

**Maths- ALL**

- addition, subtraction and multiplication
- fractions, decimals and percentages
- calculations around area, perimeter and volume
- understanding statistics, calculating averages
- drawing graphs and charts

OFFICIAL



- maintaining a budget and understanding best buys
- maths for the workplace
- maths to help your children
- any others not mentioned?

**Week 1 23/2/21 30mins**

**I prefer to study \*1 121 during covid/my injury then maybe in classroom**

**I learn best \*2 - doing practices at home and speaking to the teacher**

**I have chosen to study using paper resources and telephone**

**I have chosen to upskill because**

**I want to boost my skills so I can get back into employment...I have time as I have a broken ankle which will take some weeks to fix**

**My individual targets for the course including personal and social targets**

**What are your own personal and / or social targets for this course and what would you like to achieve?**

	<b>Date set</b>	<b>Date achieved</b>
<b>1 improve my overall maths skills</b>	<b>23.2.21</b>	<b>ongoing</b>
<b>2 add/subt/multi/div</b>	<b>23.2.21</b>	<b>23.3.21</b>
<b>3 decimals, Fractions and %</b>	<b>23.2.21</b>	



OFFICIAL

How close are you to meeting your targets? It's early days– I am glad for the opportunity to look at maths again and refresh

Week 2      2.3.21 30 mins

We want to ensure that we tailor your learning to suit you. Tell us:

How was your first session? Enjoyed it – works well on the phone and emails

Do we need to make any changes? No

What did you learn? About place value and add and subtract numbers, using the CGP book I have been sent. Talked about getting into Moodle

What helped you to learn? Getting an email with work to do on it

Week 3      9.3.21 30mins

How was your last session? Went well – learned a lot

Do we need to make any changes? no

What did you learn? We looked at multiplication and division and marked the add and subtract sent last week

What helped you to learn? Marking work from previous week and talking through the answers (refer to any changes made above)

What got in the way and what can we do to help? nothing

OFFICIAL



How close are you to meeting your targets? Getting there for the add/subt/multi/div

**Week 4 16.3.21 30mins**

How do you feel about your learning? It's going well....Liz has sent me the PowerPoints from Moodle as I couldn't access them through Moodle itself...this really helps. (We tried a fix on my phone but it didn't work). I am getting lots of help in the phone calls

Has everything gone to plan? yes

Is there anything you want to change? No

**Week 5 23/3/21**

How was your last session? It went well – the PowerPoints will really help

Do we need to make any changes? No

What did you learn? Looked at extra place value and discussed tricky questions

What helped you to learn? Talking through answers and watching ppts  
(refer to any changes made above)

OFFICIAL

**What got in the way and what can we do to help? Nothing got in the way – you have given me plenty of work to complete and support**



**How close are you to meeting your targets? Feel my add/subt/multi/div have improved and that target is met**

**Week 6 (no actual session on 13.4.21) 20.4.21 40mins**

**How do you feel about your learning? I have mastered bodmas after Liz sent me a video to watch last week - this helped me to understand even more than our talking on the phone and completing the worksheets**

**Has everything gone to plan? yes**

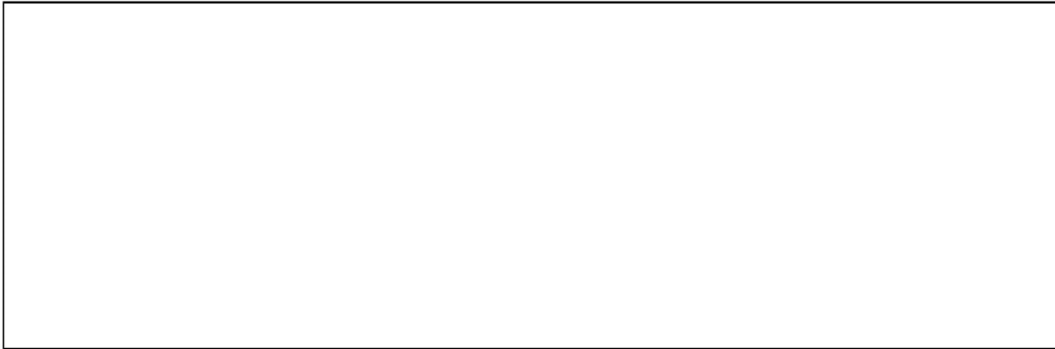
**Is there anything you want to change? no**

**Feedback**

**I want to continue with this method of learning especially as I have to wait till my ankle gets better. I am happy with the way Liz and I work on the telephone. Obviously ,I would like to be in a classroom situation before an assessment is taken.  
I do want to progress to higher levels.**

**(We are continuing with the sessions and have started on decimals on 27/4/21)**

OFFICIAL



**Did you meet your targets?**

**The 2<sup>nd</sup> target is met and I am continuing with the sessions working toward the others**

**What would you like to do next? Carry on with this course and take a qualification**

**Further study ideas**

**I would like to try some English**

**Other interests**

OFFICIAL

## Appendix 8 – Learner interviews - 4 transcripts

### Appendix 8.1

#### AAQ: Interview Questions

**Why did you decide to take part in the project? ( eg: Didn't want online learning, no confidence to use IT, health reasons, time available, level of teacher support)**

To improve my maths skills and then to complete my education in college or university, I don't know.

**Has your confidence in the subject improved, if so have you used the skills learned? (eg: budgeting, working out best value, helping children)**

Of course yeah, I'm very confident in this subject to improve my skills.

*Have you used any of the skills that you have learnt so far?*

Yes, fractions sometimes.

*Do you feel you have learned quite a lot of skills, new skills?*

Yes definitely.

**Has working with your teacher improved your self confidence? If so how?**

With you, you mean.

*No with the previous course you did, on the OTLA course with Linda.*

Yes she gave me a lot of confidence, and I feel now I am more confident.

*So in future, you become more confident doing other things.*

Yeah.

**Has your confidence in IT improved, if so have you used the skills learned?**

A lot because you know we using this room and sharing information so I improve my IT as well.

***And currently sending emails backwards and forwards as well?***

Yes exactly sending emails, sometimes we use word to you know to answer the questions of some activities or exercises that was given by the teacher.

**Do you feel that the course has helped you with prospects for work and further learning?**

Yes, yes definitely. Also I improve my English with maths course not just IT.

**Is there anything you would change or is there something else we could do to make the learning even better?**

Until now, I don't think so because everything is alright I feel ok with this course, you don't need to change anything.

**Would you recommend this way of learning to a friend or family member? (eg: who else would benefit?)**

Definitely yeah I would recommend for friends, maybe my partner as well, she would to study maths in the future.

**Do you intend to or are you already taking part in further learning? If so what are you doing/ what would you like to do?**

I'm doing English and maths. We stopped ECDL, I don't know why, maybe will restart again next month, I don't know. I am doing a community interpreting course as well, I passed level 1 and I will start level 2 and I'm looking for study social work in a college or university so we don't know yet about it. We will discuss this with my job adviser and we will see what will happen.

*Have you anything else to add?*

No, that's all.

## **Appendix 8.2**

### **LB: Interview Questions**

**Why did you decide to take part in the project? ( eg: Didn't want online learning, no confidence to use IT, health reasons, time available, level of teacher support)**

I decided to do it for myself for personal reasons and I left school without any GCSE's and decided it was time to learn some new skills and it also helps with jobs and things like that, I did it for personal reasons, I wanted to study, I wanted to gain a qualification along with my other NVQ's and further my education really.

**Has your confidence in the subject improved, if so have you used the skills learned? (eg: budgeting, working out best value, helping children)**

Yeah it's been absolutely perfect and the training I've been given from yourself and learning from yourself, you have helped myself tremendously and I've learned a lot and I've gone away with a new found confidence within myself that I didn't know and I've learned a lot about what I can do and my capabilities but not only that, it's helped within my work because I deal with facts and figures and lots of other things along the way and processing numbers constantly so it's helped a lot and also helped with my children teaching them as well things that I didn't know I've actually then passed onto them because I've learned from yourself so yes it's been great.

**Has working with your teacher improved your self confidence? If so how?**

Yes it has tremendously.

**Has your confidence in IT improved, if so have you used the skills learned?**

My IT skills are very very good as I'm on computers 24 7 so I have to use a computer 40 hours a week so my computer skills are absolutely exceptional, they have to be.

**Do you feel that the course has helped you with prospects for work and further learning?**

It has, yes, it's always nice to tell an employee if they are looking for a right candidate that is basically has GCSEs and then turn round to the employer and say I am studying for my GCSEs and trying to further my education, they find that an incentive and they want to try and help you gain your qualifications so it's really helped with that, it's been really good for it.

**Is there anything you would change or is there something else we could do to make the learning even better?**

No, I think the help that you give and the understanding of everything that you do is exceptional because you lay things out in a way that's right for adults, right for the way the programme is done, everything is well organised and presented well and the papers are easy to go by and you are always at hand to speak to so I wouldn't change anything, the way it is laid out and the way it is done is absolutely top notch so to speak, a very well laid out programme.

**Would you recommend this way of learning to a friend or family member? (eg: who else would benefit?)**

I would yes because it works round you and works round work which is exceptional to myself as I wouldn't have been able to do it otherwise so I am so grateful.

**Do you intend to or are you already taking part in further learning? If so what are you doing/ what would you like to do?**

I've applied to the Open University and I've got in and I'm going to be doing Business Studies and Management in a Diploma and I'm also doing equine psychology as well which is a personal thing to myself but the Business one is to set my own business up again which I am doing and that's all thanks to the further learning, you have given me that confidence to think right I can study and its helped so thank you.

*We are going to the next level in maths aren't we?*

Yes, I can't wait, I'm so excited.

**Appendix 8.3**

**HT: Interview Questions**

**Why did you decide to take part in the project? ( eg: Didn't want online learning, no confidence to use IT, health reasons, time available, level of teacher support)**

I wanted to better my education for myself and for my children.



*What I'm talking about is why did you do it at home?*

Because it was easier so, I didn't have to arrange childcare for the two babies.

**Has your confidence in the subject improved, if so have you used the skills learned? (eg: budgeting, working out best value, helping children)**

Yeah, so I feel like it's improved in myself a lot because I don't seem to dread if the kids come home with maths homework half as much as I did.

**Has working with your teacher improved your self confidence? If so how?**

Yes it has a lot.

**Has your confidence in IT improved, if so have you used the skills learned?**

Yeah I do feel like a bit more confident because it's not something I've used before so it's another thing that I've also learned to do.

**Do you feel that the course has helped you with prospects for work and further learning?**

Yeah because you know it's another qualification that I've got and I'm showing that I will work on to better myself in anything that I'm struggling with.

**Is there anything you would change or is there something else we could do to make the learning even better?**

No, I'd leave everything as it is.

**Would you recommend this way of learning to a friend or family member? (eg: who else would benefit?)**

Yes absolutely.

**Do you intend to or are you already taking part in further learning? If so what are you doing/ what would you like to do?**

I would like to do the next level maths because I would like to go down the road of like social care.

*So this maths course will help you get into training. Have you got your English?*

I think I did all right in my English but definitely consider doing it the way I've done this maths course at home because it's a lot easier.

*Get your Level 1 and Level 2 at home.*

Yeah Yeah

#### **Appendix 8.4**

#### **AF: Interview Questions**

**Why did you decide to take part in the project? ( eg: Didn't want online learning, no confidence to use IT, health reasons, time available, level of teacher support)**

To enable to get better in Maths so I can get another job.

***You've been laid off haven't you, were you laid off before lockdown or you had some health issues?***

Health issues, I had a broken ankle.

***Oh, goodness me yes of course yes, so it is basically to get you back into a good job really and improve your maths?***

Yes

**Has your confidence in the subject improved, if so have you used the skills learned? (eg: budgeting, working out best value, helping children)**

Made me more confident I feel more after, I'm house bound and at hospital today to be honest, this afternoon.

***So you haven't used it so much outside but you feel your confidence has improved?***

Yes definitely

**Has working with your teacher improved your self confidence? If so how?**

Yes it's made me look at maths at a different angle, different perspective really. I'm finding it a lot easier.

**Do you feel that the course has helped you with prospects for work and further learning?**

Yes definitely.

***Are you applying for jobs at the moment or are you waiting to get this ankle properly sorted?***

I'm waiting to see what happens at hospital today then I'll start applying.

**Is there anything you would change or is there something else we could do to make the learning even better?**

No, it's very good, satisfactory, very good.

***Brilliant so you find me talking to you over the phone and going through things, a good way of learning?***

Absolutely fine, yes

**Would you recommend this way of learning to a friend or family member? (eg: who else would benefit?)**

Yes definitely

**Do you intend to or are you already taking part in further learning? If so what are you doing/ what would you like to do?**

Yeah I would like to take it further and also do some English.

***Would you like to, when circumstances allow, get into doing some, maybe the next level, possibly in class or is this telephone work good for you.***

Yes definitely go to the next level.

*Is there anything else you would like to say to me about this as we stand at the moment?*

No, I think we are doing alright, its good, its coming across very well

**OUR PARTNERS**



CLAIRE COLLINS  
consultancy



ccConsultancy, That Reading Thing and Skills Digital are delivering this programme on behalf of the Education and Training Foundation.

**FUNDED BY**



Department  
for Education

This programme is funded by the Department for Education.

**THANK YOU**

157–197 Buckingham Palace Road,  
London SW1W 9SP

020 3740 8280

[enquiries@etfoundation.co.uk](mailto:enquiries@etfoundation.co.uk)

[ETFOUNDATION.CO.UK](http://ETFOUNDATION.CO.UK)

<https://www.excellencegateway.org.uk/prep/>