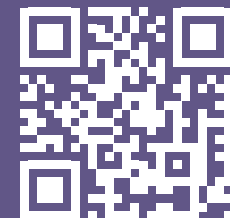


# Learning to become a better world

## Impact Framework | 2024



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# Fircroft Impact Framework

## Aim

This impact framework sets out to demonstrate and evaluate the transformation which happens to our students and their communities.

## What do we mean by impact?

'Impact,' according to the Oxford English Dictionary, is 'a marked effect or influence.'

## Our approach

At Fircroft we focus on measuring 'intended impact' related to our mission:

- To support the development of global sustainable citizens through residential adult education

In order understand the 'marked effect', we need to attempt to measure the college's contribution to the impact that our students experience.

To this end, the impact data we collect aims to be:

- Meaningful to students, funders and the communities we serve
- Sustainable, having a lasting effect on people and places
- Achievable by students and communities themselves with our support

## At Fircroft 'impact measurement' is:

- Long-term: for sustainability, we shall continue to engage with students after leaving Fircroft.
- Comparative: to address the issue of attribution, we shall use a counterfactual model.
- Robust: we shall use a variety of measurements to ensure scale and the ability to check findings.

- User-friendly: so our students and other stakeholders find it appropriate and proportionate.

As residential adult education is our pedagogical approach and primary delivery method, we aim to measure the impact of this approach.



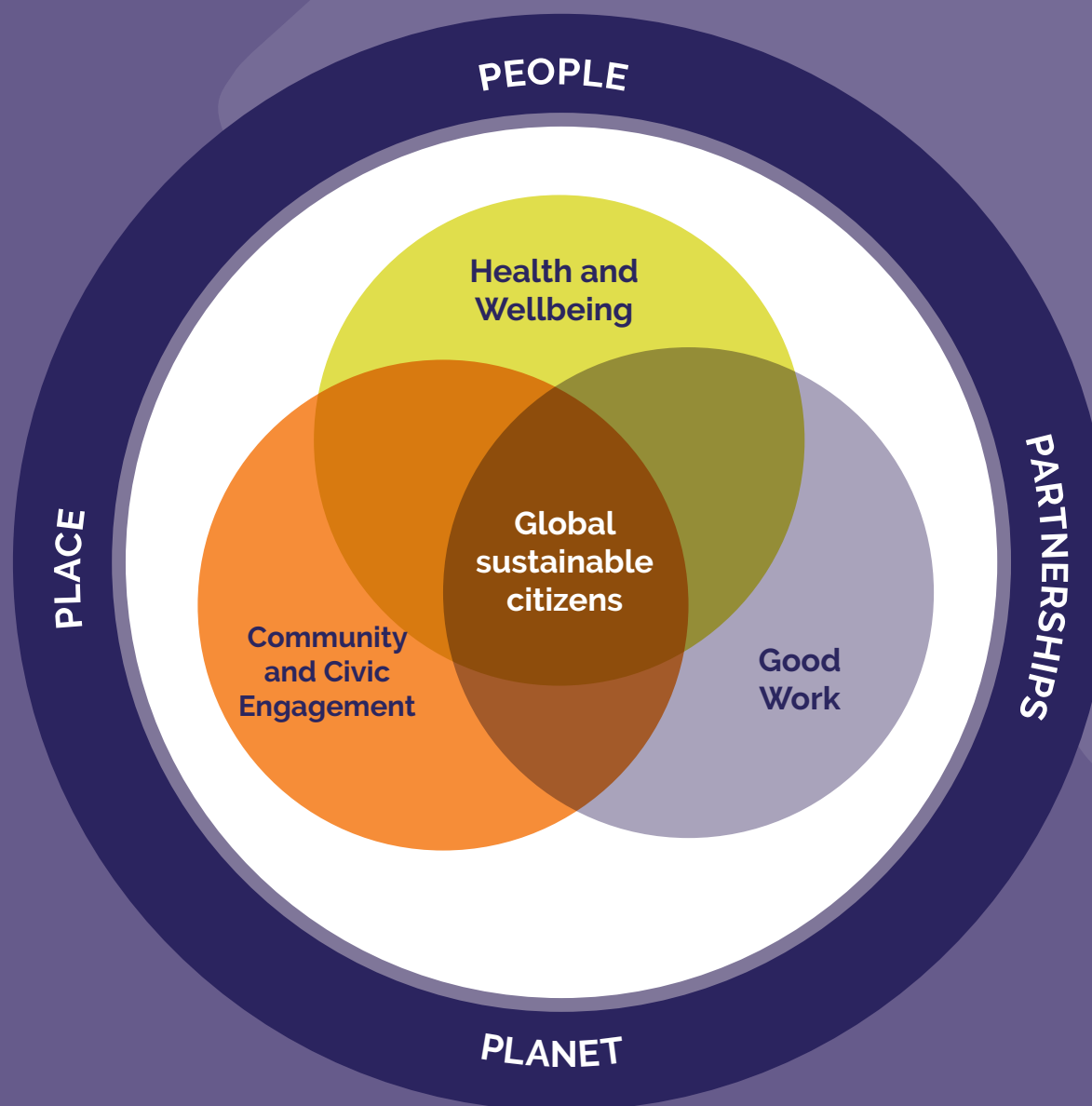
# Impact Domains

The college aims to support the development of global sustainable citizens, who exist at the intersection of three domains:

- Health and wellbeing
- Good work
- Civic and community engagement

These domains broadly reflect those of the UNESCO Global Report on Adult Learning and Education (2016), which highlighted the multiple and 'overlapping' benefits of adult learning. Thus a single intervention delivers benefits in all three domains. These are presented in our current strategic plan Towards 2030 and just transitions.

Our impact domains also reflect the priorities and targets of our stakeholders (local communities, funders, and our students) This impact framework was created with the help of current and previous students of Fircroft College.







## What do we mean by these terms?

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- Health and wellbeing is a broad concept, embracing our bodies, our minds, our feelings about ourselves and where we live, as well as our ability to help ourselves and others. Outcomes often address the 'causes of the causes' of ill-health and poor well-being.
- Good work. Work is a term that encompasses employment, self-employment, volunteering, and employability programmes. In recent years, the concept of 'good work' has emerged to express the desired outcome of a sustainable, fairly-rewarded and in safe environments that support wellbeing.
- Civic and community engagement. 'Communities' is a broad and inclusive term that encompass: place, interest, identity and need. Increasingly communities are global, virtual or involve a combination of physical engagement and online interaction. How individuals engage with their communities is a key outcome of adult learning.
- Global sustainable citizens. Exist at the intersection of good work, health and well-being and civic and community engagement



# What outcomes do we aim to achieve?

As a residential education college, our primary role is to provide high-quality learning for our students within a safe, supported environment. Our students often face disadvantage and have long, challenging and transformative learning journeys. To be effective, we take a holistic approach. Therefore the learning outcomes our students set themselves and achieve are underpinned by wider outcomes in all the domains above. We consulted current and past students on the outcomes that have most relevance to their lives.

These are summarised in the table to the right:

Transversal (or cross-cutting) outcomes are those that relate to the skills students gain whatever course(s) they take. When students describe their experience at Fircroft as transformational they often refer to these and relate them to being residential. They underpin domain outcomes that relate to our three impact domains.

# To impact from outcomes

	IMPACT DOMAIN	DESIRED IMPACT	DOMAIN OUTCOMES	TRANSVERSAL OUTCOMES
Global Sustainable Citizens	Health and wellbeing	Our students will experience improved health and wellbeing	1. More confident seeking help to manage my health and wellbeing 2. Less anxious, depressed or unhappy 3. Healthier lifestyle	Previous research across residential colleges identified that residency was transformative because learners: <ul style="list-style-type: none"> <li>• Feel recognised and valued</li> <li>• Increased confidence</li> <li>• Improved social skills and network</li> <li>• Seeing things differently</li> <li>• Feel supported</li> </ul>
	Good work	Our students will be better prepared to obtain fair and sustainable work	4. Better opportunities to obtain good work 5. Improved financial expectations 6. Greater willingness to progress, volunteer, or start own business	
	Community and Civic engagement	Our students will be able to take part in and contribute to their communities	7. More likely to take part in local community 8. Better able to support family, friends, and neighbours 9. More actively concerned about the environment	

LEARNING OUTCOMES  
Knowledge, skills, behaviours





## How shall we measure these outcomes?

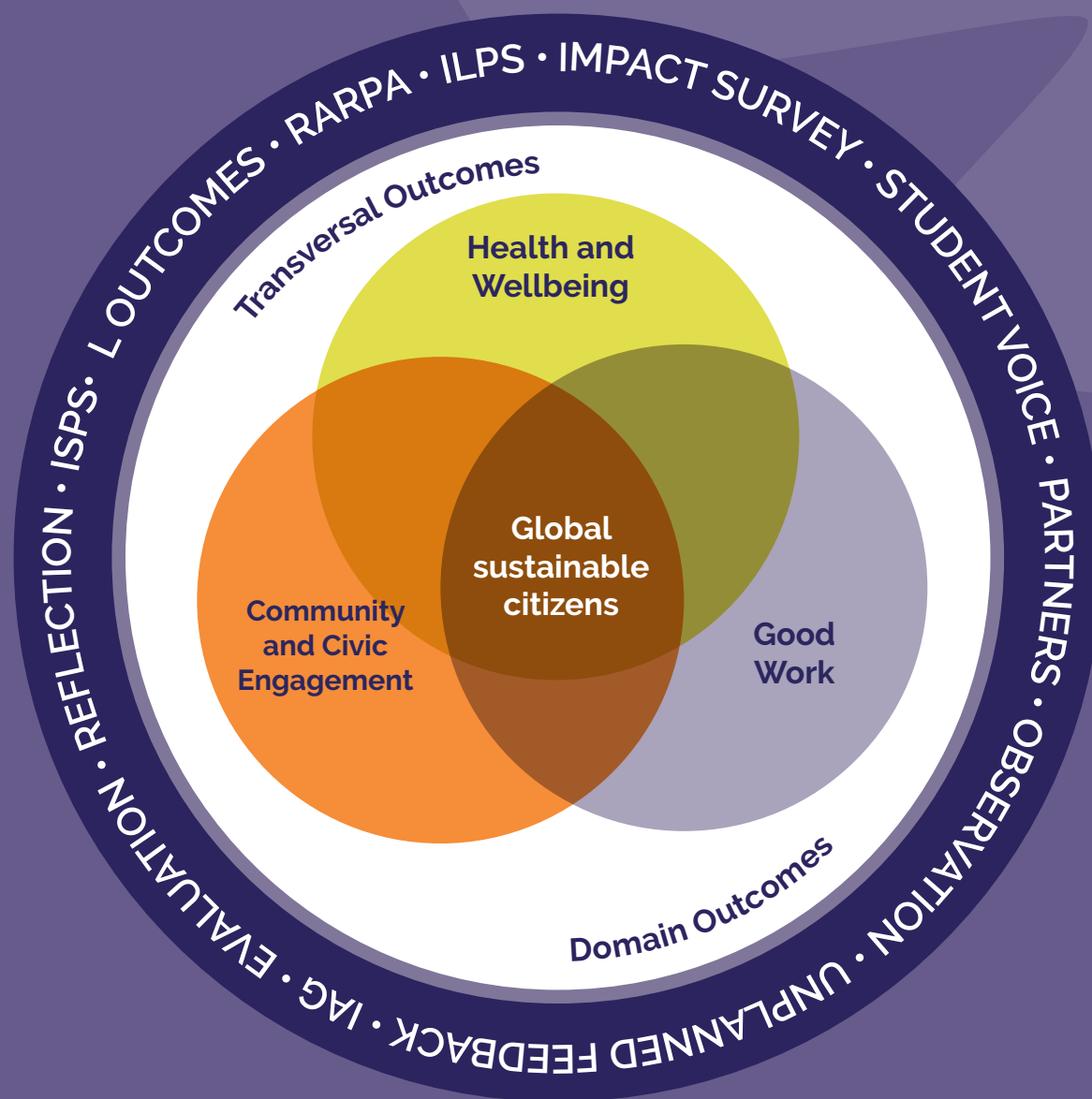
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In order to know our students are achieving these outcomes, we shall measure them in a consistent, and holistic way which includes the impact of residency outside the classroom. For 2023/4 each measurement will reflect the framework structure either referencing transversal or domain outcomes. We have identified these types of measurement intervention before, on and post participation.





	Activity	Timing	Staff Responsible
Individual learning plans	• Setting personal goals for accredited courses	Throughout longer courses	Tutor
RARPA 5 stage process	• Setting personal goals for non-accredited courses	Beginning and end	Tutor
Learning outcomes	• Relevant goals on accredited courses • Setting group goals on non-accredited courses	Beginning and end	Tutor
Individual support plans	• Planning how we address an individual's support needs	Before each course	Learning Support
Reflective logs/work submitted	• Assessment activities such as worksheets	As part of assessment	Tutor
Course evaluation	• Cross college iPad with set questions and scores	End of course	Tutor
IAG Records	• Recording overall goals for learner journey on REMS	Before 1st course. Every 4th course	Admissions
Unplanned student feedback	• Ad hoc evaluation on course • Feedback short of formal complaint/compliment	Ad hoc	Middle Managers
Tutor observation	• Tutors observe students, reflect on progress and feedback • Learning walks	In class	Tutors and Curriculum Managers
Partner feedback	• Ad hoc • Partner round tables	Termly	Programme Manager
Student voice	• Student union • Student governor • Consultations	See engagement plan	Engagement Co-ordinator
Student Impact Survey	• Annual survey expanded to incorporate 9 domain statements	End of college year	Vice Principal



Our students say:

'The residential environment really helps you to focus and puts you in the right head space to learn and also socialise and gain confidence.'

**Good work**

'This course has been useful in providing more knowledge going forward in my current career path of becoming a support worker.'

**Health and Wellbeing**

'I have gained skills to help me with my health and wellbeing that I can practice at home.'

**Community and Civic Engagement:**

'I have gained a greater understanding of politics and increased my confidence by engaging with other students.'