

Outstanding Teaching, Learning and Assessment (OTLA) Action Research Project

**Supporting the Essential Digital Skills of
ESOL and low-level English students**

Islington Adult Community Learning (ACL) – June 2022

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For further information regarding the Shaping Success Action Research programme and this project go to <https://ccpathways.co.uk/practitioner-research/otla-8/>.

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



NATECLA



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Supporting the Essential Digital Skills of ESOL and low-level English students

Islington Adult Community Learning (ACL)

SUMMARY

This project road-tested a powerful, in-house PowerPoint resource aimed at supporting ESOL and lower-level English learners to develop their knowledge and confidence in the application of Essential Digital Skills (EDS). Students reportedly enjoyed being able to use these new skills in their learning, their everyday lives and even to submit better quality homework. A rewarding by-product of the project was that colleagues developed new approaches in their teaching and acquired and shared new digital skills of their own into the bargain.

RATIONALE

Islington Adult Community Learning (ACL) sought to address the Essential Digital Skills deficit of learners in the Borough by utilising a multi-layered, bespoke PowerPoint resource to introduce a step-by-step guide to a range of highly relevant digital skills in an accessible, visual and practical way. This resource was the product of ACL engaging in a previous OTLA project with the Education and Training Foundation (ETF). This latest project responded to feedback about using the resource, developing it further and refining its use in the classroom and for independent use by students. This term saw a return to face-to-face teaching. A return to the classroom has enabled adults who are digitally excluded at home to benefit from this project by using a variety of handheld devices.

Other Contextual Information

Islington ACL is a Local Authority Adult and Community Learning provider that operates out of dedicated spaces in libraries, children's centres, community spaces and partner venues. Three experienced ESOL and English tutors participated in the project together with up to forty of their students. They included a Pre-entry Level/Entry Level 1 English class, an Entry Level 2/Entry Level 3 ESOL class, an English Grammar class and two dyslexic students who engaged in one-to-one support with their tutor.

APPROACH

Among the challenges experienced early on in the project, tutors initially battled with a resource so substantial in size that the digital resources available in classrooms and learners' personal devices could not cope with downloading and viewing it. The resource covers a series of separate but connected topics and individual slides have multiple animations which make it a large file. Unfortunately, the colleagues originally involved in creating the resource were unavailable for this stage of the project. However, this afforded the new project team the opportunity to explore ways of reducing the size of the resource, eventually scaling it down into themed slide sets, for example, 'presenting work', 'meeting apps (Zoom)' and - as demonstrated below - 'keyboard and keyboard skills'.

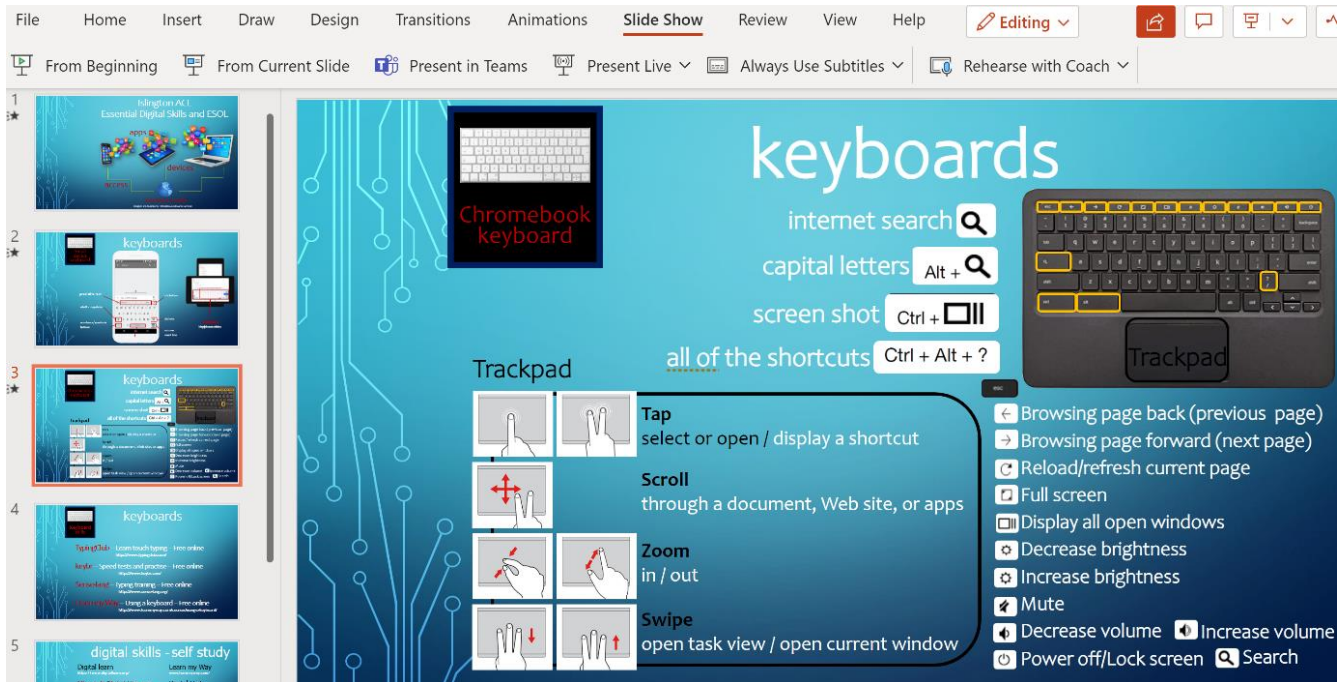


Figure 1. EDS Keyboard Skills slides now isolated from the main resource and reduced to 5 slides. Those slides with an * denote multiple animations contained with those slides.

Another issue that presented itself was that this versatile and well-produced resource was created on modern computers with the latest software. This highlighted the limitations of the technology and outdated software available to tutors in some of the learning spaces. Fortunately for this project, the service has invested significantly in upgrading computers and software since the start of the year, which will contribute greatly to the EDS development of both learners and tutors.

Having cleared these hurdles, and in order to establish a baseline of digital skills, tutors conducted an initial skills audit (Appendix 6) to determine extent of digital literacy, access to and use of digital devices and level of digital skills confidence of their learner cohorts. This helped identify those aspects of the resource that would be of most usefulness and relevance to each learner.

Tutors were also encouraged to keep a diary of the activities undertaken whilst utilising the resource and to reflect on its application and impact on learners. An important aspect of the project were the bi-weekly meetings of the whole project team. These provided an opportunity to feedback on progress, share successes, discuss and overcome challenges and to contribute development suggestions.

The project deputy also made mid-term and end of term visits to classrooms to engage with learner participants and to hear first-hand the impact of what they had learnt through using this resource in the classroom. The detailed notes taken during these meetings and classroom visits have helped inform the findings in this report.

OUTCOMES AND IMPACT

Teaching, Learning and Assessment

Tutors involved in this project commented positively on the impact this research has had on their teaching, learning and assessment activities (see Appendices 2 and 3). Collectively, they had appreciated the benefits of being part of a community of practice (Wenger, 1998), being able to share experiences, learn from each other and explore insights. As one tutor commented:

‘After seeing [my colleague’s] marking of homework in a pdf format, I reached out to her as I wanted to improve my marking technique, too.’

Individually, tutors were able to express how incorporating EDS into their teaching had enhanced the learning experience of their students and opened up new possibilities for assessment activities. One tutor, who had focussed on incorporating the Zoom chat facility in classes, described feeling personally ‘*more confident*’ about introducing digital skills into lessons. They had now started to plan for it and found using Zoom chat, for example, ‘*very useful for writing activities, brainstorming and other tasks*’.

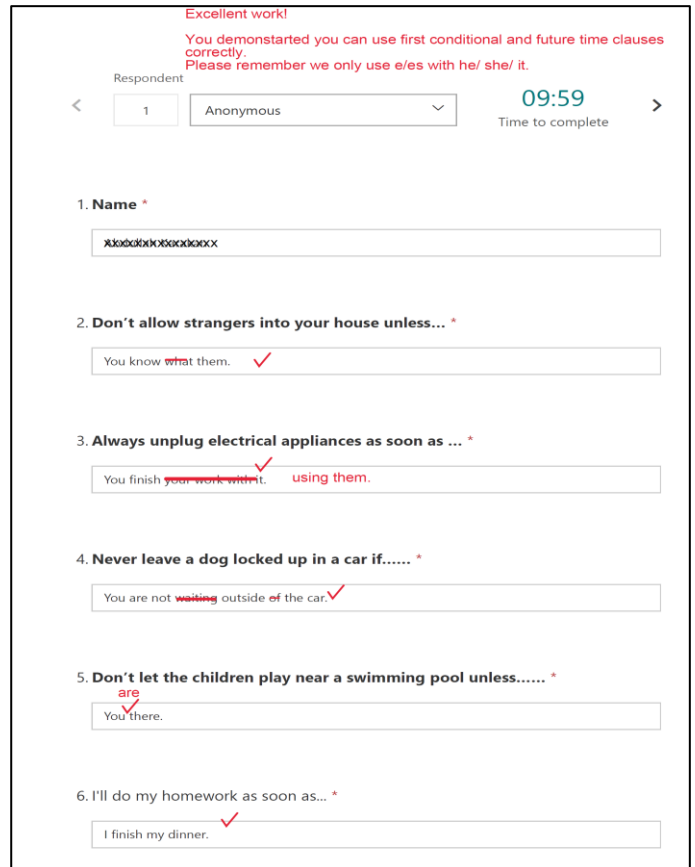


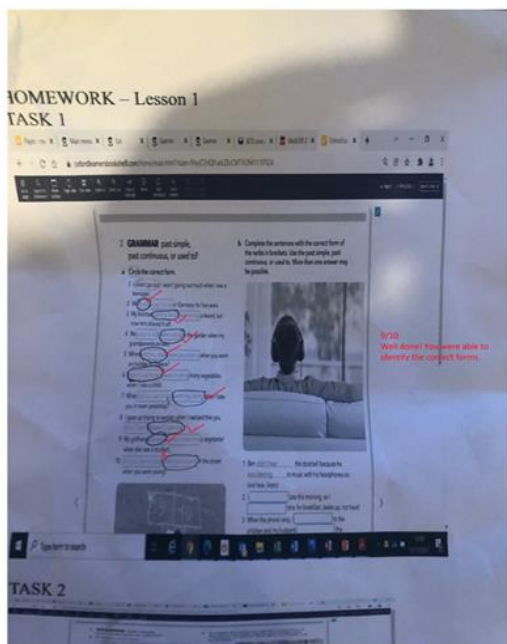
Figure 2. A shared exercise in marking learner work in pdf.



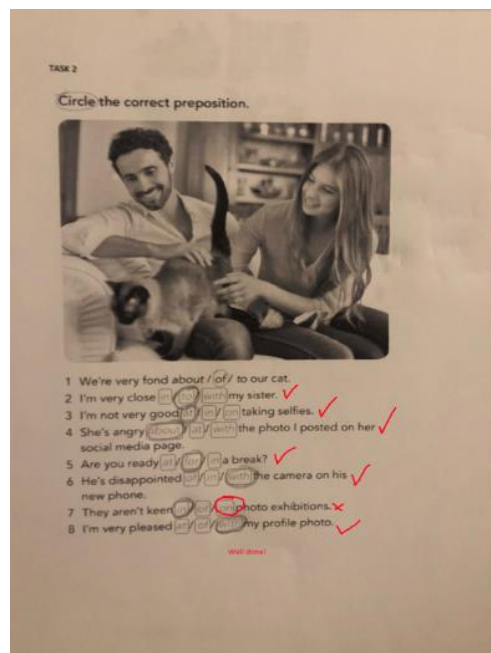
Another tutor felt the project had ‘*encouraged me to investigate alternative ways to set homework*’ including, as the example below demonstrates, supporting students to use Padlet, which was enthusiastically embraced.

Figure 3. An example of learner work posted on Padlet, inspired by the project.

While teaching an online grammar class at Level 1/Level 2, this tutor also devised a homework activity using MS Forms. At the first attempt twelve learners completed the task, including three learners who hadn't submitted their homework before. Buoyed by the success of this activity, the tutor has gone on to present a workshop on using MS Forms for assessment available to all tutors in ACL.



Before



After

Figure 4. Spot the difference! Before and after examples of how a learner is 'presenting work' following embedded EDS in their English class.

It has been inspiring to see how each of the tutors involved in the project have felt compelled to adapt or create another feature or theme for the EDS resource to meet the specific needs of their



learners.

A good example is reflected in the comment of one learner whose tutor told us:

'He would now be able to read his emails on being shown how to use the Speak accessibility function on his iPhone. He was amazed to have his texts read aloud too'.

Another student with dyslexia put it even more succinctly:

"You literally just changed my life".

Figure 5. Enhanced learning in an English class using digital skills.

Professional Development

Professional Standard	How our project outcomes demonstrate this standard
<p>9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.</p>	<p>Within our own organisation the project supported cross curriculum collaboration and an extension of this project is to encourage other curriculum colleagues to develop and share their own EDS resources. Action research and evidenced-based research within ACL is increasingly being seen as having a role to play in meeting objectives like closing the digital skills gap among local residents, raising standards of teaching and learning and promoting professional collaboration to the benefit of the service.</p>
<p>10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.</p>	<p>Tutors took part in bi-weekly meetings with the whole project team to discuss their own practice and share how it had impacted on their learners. Tutors were encouraged to engage learners to speak openly about participating in the research and the impact it had on their learning. This provided a useful triangulation for assessing the overall impact of the project.</p>
<p>16. Select and use digital technologies safely and effectively to promote learning.</p>	<p>The project focused on developing online resources that would give learners the underpinning knowledge and skills to support their own online learning. It was encouraging to see how quickly the digital skills acquired fed into their personal online activities with social media as well as enhanced confidence in accessing online resources for independent learning.</p>

Organisational Development

Islington ACL has implemented considerable change in supporting learners developing their digital skills. This is most evident in the swift migration to online teaching and learning in response to classrooms closing because of the Covid-19 pandemic. This EDS project has highlighted a raft of new opportunities for promoting the use of technology in teaching and learning and in supporting learners in its use. Moreover, learners have been encouraged to take responsibility for their own learning through stretch and challenge activities whereby, for example, they created and presented

coursework using digital technology (see Appendix 5 for further details).

It has been pleasing to report on the positive collaborations among tutor colleagues, sharing information, problem solving and inspiring further experimentation. In turn, this has fostered even greater positive relationships with learners who have had their lives transformed by their tutor introducing them to digital technology, as one learner put it:

‘Thank goodness I have learnt about this now!’

The project team have shared the resource with other institutions nearby, but have not had any feedback from them as yet. Internally, project participants from three curriculum areas have already begun sharing their insights with staff from other curriculum areas, including devising new resources in online workshops. We look forward to them presenting further their creativity and innovation in forthcoming Inset days.

LEARNING FROM THIS PROJECT

In reviewing the reflections of tutors involved in this project, several key themes emerged (see Appendices 2 and 3 for a comprehensive exploration of these themes). Firstly, tutors said they felt encouraged to investigate and innovate. Secondly, they could see more clearly now the barriers experienced by their learners’ digital exclusion or lack of confidence in their digital skills (see also Appendix 4). There was a universal appreciation of the benefits to be had from working collaboratively with colleagues and timetabling for that to happen. Finally, and perhaps most significantly, the project heightened awareness of the transformative impact of embedding EDS in these ESOL/English classes and the ripple effect it had on other areas of learners’ lives.

There were some challenges early on, but the project team readily adapted to modifying the resource themselves when it became necessary to do so. Linked to this was the importance of having up to date software and technology available to allow quality teaching and learning of EDS to occur.

While not a particular concern for this project, conversations were had about possible ‘institutional resistance’ to introducing a ‘digital skills experiment’ into non-digital skills curriculum areas. One of the welcome impacts of engaging in a recognised evidence-based research project like this one is that it validates the activity and places it firmly in the domain of maintaining and developing professional standards. It also underlines the importance of disseminating and discussing the findings widely with teaching colleagues and across all tiers of management.

Looking ahead, participants in this project are already working on their own innovations to add to the resource. A next step would be to invite teaching staff from other curriculum areas – vocational and employability, maths and family learning, for example – to incorporate the EDS resource into their activities. It is anticipated that participants in this latest project will act as mentors to those who respond to this invitation.

REFERENCES

Wenger, E (1998) *Communities of Practice Learning, Meaning and Identity*. New York: Cambridge University Press.

APPENDICES

Please find the following appendices in this section of the report:

- Appendix 1: The Project Team.
- Appendix 2: Tutor Reflections (1).
- Appendix 3: Tutor Reflections (2).
- Appendix 4: Case Studies.
- Appendix 5: Learner Work Demonstrating Before & After Intervention.
- Appendix 6: Pro forma Templates.
- Appendix 7: Participants/stakeholders.
- Appendix 8: Research/evaluation approach.

Appendix 1: The Project Team

Project Role	Name	Job Role	Contact
Project Lead	David Coleman	Quality Manager	David.coleman@islington.gov.uk
Project Deputy	Colin Gardiner	Lead Tutor	Colin.gardiner@islington.gov.uk
Project Team	Julie Robinson	English Tutor	Julie.Robinson@islington.gov.uk
Project Team	Malgorzata Jakubowska-Chaaban	ESOL Tutor	Malgorzata.Jakubowska-Chaaban@islington.gov.uk
Project Team	Anna Ward	English Team Leader	Anna.ward@islington.gov.uk
Mentor	Chloë Hynes	Trainer, mentor, creative development	Chloe.hynes@ccconsultancy.co.uk
Research Group Lead	Rachel Öner	English Specialist	rachel.oner@btinternet.com

Appendix 2: Tutor Reflections (1)

Tutor A - Reflections on OTLA 8 project

I decided to use the PowerPoint (PP) with my Entry Level class. This comprised around 6 learners who have very low literacy skills.

I started in November 2021 by asking learners to self-evaluate their skills. Four learners completed this. At the end of the research period, they were asked to revisit this self-assessment and indicate any progress

Key areas my learners wanted were:

- Getting onto a computer
- Opening Word, typing, saving the document and closing Word
- Touch typing
- Getting onto the internet using their devices – smartphones, tablets, laptops
- Using their devices to access the written word – apps for smartphones and tablets, changing functions on different devices to do this

I have introduced them to:

- Citizen Literacy app
- ClaroScan Pen
- Speak – Accessibility function on smartphone
- Touch typing website
- Using Word processing software

New learners began throughout the research period. These learners simply gave feedback at the end.

Once I identified the areas the learners particularly wanted to work on, I focused on those sections of the PP. The whole PP was quite clunky and slow so it was better to focus on small sections

I realised there were gaps in relation to what my learners needed, so I created some slides of my own. These are not incorporated into the main PP yet

Digital Skills learning is very intense with Entry level learners as you can't leave them to get on with work themselves

The learners had a range of phones and other personal devices. Some had tablets and smartphones. Some had old mobile phones. A few had computers at home.

I wasn't au fait with how the tablets and smartphones worked which meant that setting up interventions such as Claro ScanPen took a long time and it worked on some devices and not others.

I learned a little bit every week either before or during the class!

It was gratifying to hear students' comments:

'I don't have a smart phone, but I'm now thinking of getting a tablet'.

Another learner commented that he would now be able to read his emails on being shown how to use the Speak accessibility function on his iPhone. He was amazed to have his texts read aloud too – the look on his face showed what a difference it would make.

I transferred my knowledge into my one-to-one dyslexia support classes and helped learners set up apps on their phones and tablets.

Tutor B – Reflection on OTLA 8 project

Who are you?

Maths and English Team Leader.

I deliver Improve Your Grammar courses to non-native speakers on English Functional Skills courses at Level 1 and Level 2.

What has been your involvement in this OTLA 8 Project?

Used the EDS resource in class.

I took part in fortnightly OTLA 8 Project meetings.

Were you involved in the previous, OTLA 7, project? If so, how and what is the link between the two in your involvement?

No.

How have you used the EDS resource in your Teaching and Learning? Which elements have you used?

I delivered a short session on how to take good photos of one's work and used the slide below.



To reinforce the material, all learners were emailed a screenshot of the above slide.

What impact has it had?

The quality of the photos has improved, and most learners follow the 'light-angle-framing' rule when submitting their work.

What, if anything, have you done differently as a result of using the EDS resource?

Taking part in the project encouraged me to investigate alternative ways to set homework and support my learners with developing their digital skills. As the grammar course is delivered online, it might be challenging to get learners to complete and submit their homework every week. I wanted to remove any barriers that the learners might be facing when completing and submitting homework online. Even with good digital skills, a lot of learners still prefer to use pen and paper and they might find online activities daunting.

Initially learners were emailed homework as a pdf file and required to edit it or print and submit it by email/ WhatsApp. While some learners had the resources and skills to edit the pdf files, some were printing the files and sending photos of their work. Some learners did not have printers and were unable to print the worksheets at home. Having taken learners' feedback into consideration, in the spring term I prepared and printed a 'homework pack'. These packs were then posted at the beginning of the course and the learners were expected to submit photos of their work every week. To improve the quality of the photos, I used the EDS resource to demonstrate how to present one's work. I was pleased to see the quality of most photos improved after this short activity.

There were still some learners who failed to submit their work and I started investigating

other ways to engage them. I created an activity using MS Forms. All learners were sent a link to the activity and there was no need to set up a password or username to complete the task (learners were asked to finish 20 sentences). 12 learners completed the task including three learners who hadn't submitted their homework before.

What, if anything, will you carry forward as a result of being involved in this project?

I will continue to use the EDS resource when I identify any gaps in learners' DS.

As a result of your involvement in this project have you worked differently with colleagues in your own curriculum area?

Yes, I became more aware of available resources and issues learners face when joining online classes.

Have you or will you contribute to the next evolution of this EDS resource? If so, what will you do?

I have delivered a training session to ACL tutors on how to use MS Forms to create online ILPs.

What has been the overall impact for you (and your learners) of being involved in this project?

The learners and I have benefited from using the EDS resource. It is a great tool to address any gaps that are identified during the course and embed DS in a grammar class.

What has been the impact/benefit of the bi-weekly meetings with other members of your project team?

It was great to be able to discuss the project, share resources, get some support and clarity on what is expected.

TUTOR C – Reflection on OTLA 8 project

I am an ESOL tutor at Islington ACL, teaching online courses to learners from Pre-entry to Entry Level 3.

This is the first time I've been involved in OTLA 8 Project.

I have used EDS resource in my online E2/3 class. I have chosen two slides from it – one about Zoom functions (focussing mainly on a chat function) and the second one was about work presentation.

Some of my learners were already familiar and able to use the chat but it was new to some. After introducing relevant slides from EDS I started using chat more confidently and built it into our lessons. It is very useful for writing activities, brainstorming and other tasks.

The second topic I have chosen was work presentation as my learners send their work via Whats App – taking photos and sending them to me.

The impact of using EDS resource has been not only improved quality of images my learners send to me but also the quality of my resources – I am more diligent when taking photos to use in my PPs. A few simple tips and techniques shown in the slides we used from this resource have been really useful.

I have also cooperated with my colleague from ESOL/English Department – after seeing her marking of homework in a pdf format. I reached out to her as I wanted to improve my marking technique, too.

We had a session on pdf marking.

I have enjoyed our bi-weekly meetings a lot. It is always nice to see my colleagues even if it's online and to get some new ideas and share my experiences related to working with EDS resource.

Appendix 3: Tutor Reflections (2)

Learners in an Entry Level class expressed their fears about using the internet because they felt they could do the wrong thing and were vulnerable to scamming. We used the slides and videos on the PP which informed them about the internet, icons and terminology. The learners then practised accessing the internet themselves. (TUTOR A).

M is a dyslexic learner who can read but struggles to access large amounts of text easily. I introduced her to the Claro ScanPen. She practised using it on some homework and then said, “You have literally just changed my life.” (TUTOR A).

Learners in an Entry Level class expressed their fears about using the internet because they felt they could do the wrong thing and were vulnerable to scamming. We used the slides and videos on the PP which informed them about the internet, icons and terminology. The learners then practised accessing the internet themselves. This lesson gave them more confidence and understanding (TUTOR A).

We went far beyond using a browser as the discussion went far and wide. We discussed privacy, going incognito and cookies. The learners openly discussed their concerns about the internet, not being able to read properly. They seemed to enjoy safely being able to play around on a website. (TUTOR A).

Taking part in the project encouraged me to investigate alternative ways to set homework and support my learners with developing their Digital Skills. (TUTOR B).

I wanted to remove any barriers that the learners might be facing when completing and submitting homework online. (TUTOR B).

I started investigating other ways to engage them. I created an activity using MS Forms. (TUTOR B).

I became more aware of available resources and issues learners face when joining online classes. (TUTOR B).

It was great to be able to discuss the project, share resources, get some support and clarity on what is expected. (TUTOR B).

Using EDS resource has been not only improved quality of images my learners send to me but also the quality of my resources – I am more diligent when taking photos to use in my PPs. (TUTOR C)

I have also cooperated with my colleague from ESOL/English Department (TUTOR C).

I have enjoyed our bi-weekly meetings a lot. It is always nice to see my colleagues even if it's online and to get some new ideas and share my experiences related to working with EDS resource. (TUTOR C).

Appendix 4: Learner Case Studies

Learner case study 1:

P is an Entry level learner who has many physical disabilities, health issues and a global learning difficulty. Despite this, he is an active advocate on behalf of people with disabilities. However, he cannot read and write. He has a tablet and a smartphone on which he receives emails and texts that he cannot read unless his sister helps him. I introduced him to the Claro ScanPen and showed him how to use it to read his emails and their attachments. This has enabled him to be much more independent in preparing for meetings. I also showed him how to use the Accessibility function on his phone to read his texts. He could already use the record function so now he can create and read his texts. He has expressed how much of a difference these interventions will make in his life.

Learner case study 2:

Learners in an Entry level class expressed their fears about using the internet because they felt they could do the wrong thing and were vulnerable to scamming. We used the slides and videos on the PP which informed them about the internet, icons and terminology. The learners then practised accessing the internet themselves. This lesson gave them more confidence and understanding, although it didn't solve all their problems.

Learner case study 3:

What was the learner's digital skills starting point?
S was quite confident Zoom user.
Which part(s) of the EDS resource did they use in class?
We used zoom functions related slides and work presentation (slide 6).
Having used this resource, how has the learner's digital skills progressed? What are they able to do now that they were unable to do before?
S was able to use chat function before. Work presentation slides proved to be of interest to S, she didn't pay attention to the idea of presenting her work (taking photos) so the slides were a new and interesting area for S. She has improved the quality of her photos and has done her own research into this topic. She has found an app which improves the quality of images, and she has started using it, too.
What feedback have you had from the learner about the digital skills they have acquired? How have they utilised these digital skills?
S has found learning about work presentation especially useful and practical. She is now more confident about taking photos and has used her new skill when sending photos of documents to the Home Office recently.
Have there been any unexpected benefits or outcomes for the learner and if so, what?
S has noticed that she can prepare documents (take photos of documents required) for Home Office on her own and she was really pleased with this newly found independence.

Learner case study 4:

What was the learner's digital skills starting point?

Average. The learner was able to join online sessions, send emails, visit recommended websites (Kahoot, Wordwall) etc.

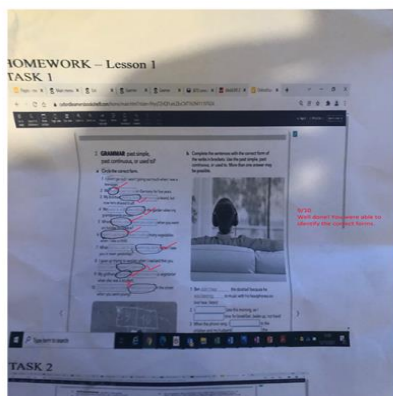
Which part(s) of the EDS resource did they use in class?



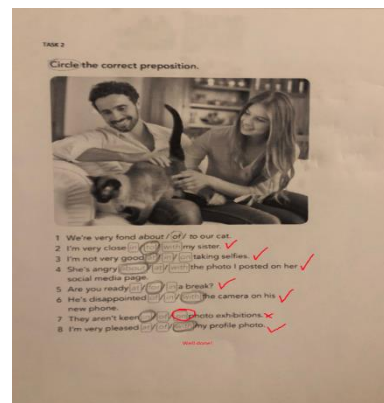
Having used this resource, how has the learner's digital skills progressed? What are they able to do now that they were unable to do before?

Initially, the photos of work submitted by the learner were of poor quality and difficult to mark. They have improved after a short activity on how to take photos of one's work.

Before



After



What feedback have you had from the learner about the digital skills they have acquired? How have they utilised these digital skills?

The learner has been following the tips when taking photos of her work.

Are there any other comments or observations you would like to add?

I was very impressed how much positive impact this short activity had on learners. It only took about five minutes to elicit what was wrong with the photos presented on the EDS slide. The results were visible the following week. Learners were more conscious when photographing their work and the quality of their photos have improved in most cases.

6. Class visit

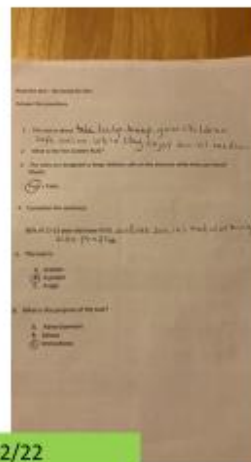
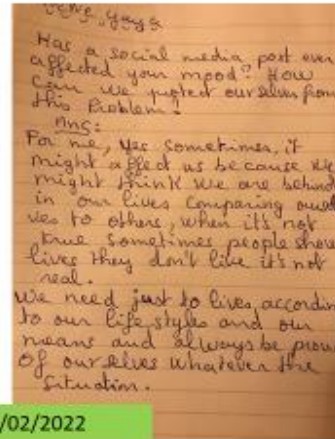
A student commented that she did not have a smartphone, but learning about the possibilities of accessing online content in support of her learning it was *'encouraging me to buy myself a tablet.'* This, she had decided, was the most appropriate device for her needs and this followed a presentation on devices by her tutor from the EDS resource

This teacher was an 'early adopter' of the EDS resource and had covered a number of topics from it with her cohort. As is often the case with adult learners, when given the space and opportunity, they will be inspired to learn from each other. An example of this appeared in another exchange in this teacher's class. Having been talking about being able to access real time news online, for one learner this included being able to *'go worldwide and get Jamaican news'*. It should not be underestimated the significance of this in terms of encouraging inclusion and diversity. Being able to take control and make choices about the news you receive, when you want to receive it, by what means and from what sources is both significant and empowering.

Another topic in the EDS resource focussed on how to take photographs of documents and to send them as email attachments. This was a popular topic, and we have 'before and after' examples of learners' work to evidence this (see Appendix 4, case study 4 and Appendix 5). With some learners still attending classes remotely, they are having to submit some of their coursework by photographing it and then emailing it to their tutor or uploading them onto the ACL virtual learning environment (VLE). The EDS resource takes them through the various stages and set ups to achieve a better-quality submission by paying attention to framing, lighting and angle of photographic device (usually a smartphone). The results are impressive, as was the ability of students in all the classes visited to explain confidently what they had learnt that made the difference to the quality of their photographs. At least two of the tutors commented not only on the improved quality of the coursework photographs, but also the increased quantity and timeliness of coursework presented in this way. Again, in conversation with learners, these skills were also being applied to their personal projects and social media interactions.

Appendix 5: Learner Work Demonstrating Before and After Intervention

Compare presentation of two images below.
Which is better?



Is there any problem with presentation in this picture?



This picture was sent by a new learner (Z) who did not participate in work presentation training in class.

Appendix 6: Pro Forma Templates

OTLA 8 Project 2021/22 Class Initial Assessment of DS needs (V1)

Tutor name:						
Curriculum area:	English	Maths	ESOL	DS	FL/CL	
Class Level:	Pre	E1	E2	E3	L1	L2
Number of students:						
How many of these students <i>use</i> the following devices? How many say they <i>struggle</i> using them?						
Device:	Use		Struggle with			
PC						
Laptop						
Tablet						
Smartphone						
Other (write in)						
How many students currently use these devices for: How many would they like to improve their use of them for:						
Activities	Use		Like to improve			
Access to internet						
Using social media						
Sending emails						
Online shopping						
Online banking						
Booking flights/travel						
Using Zoom, Teams, Facetime						
Typing letters						
Studying/learning						
Job search/applications						
Translation						
Other (write in)						
What other activities or 'digital skills' do your learners say they have difficulty with or would like to develop their confidence in? e.g. understanding function icons						
Use the space below to record any additional thoughts or information you think might help the project.						

OTLA 8 Session Log for interventions and impact

Tutor name:						
Curriculum area:	English	Maths	ESOL	DS	FL/CL	
Class Level:	Pre	E1	E2	E3	L1	L2
Week/Session:	1	2	3	4	5	6
Number of students:						
What intervention did you introduce into this class?						
What was the overall impact of this intervention in your view? Did it meet your aims/objectives?						
What worked well?						
What didn't work so well?						
Student ID (e.g. CG or S1)	What impact (if any) did you observe this intervention having on this student?		What was the student's feedback (if any) on this Intervention/activity?			
Student ID (e.g. CG or S1)	What impact did you observe this intervention having on this student?		What was the student's feedback on the intervention/activity?			

Use this space to record any other observations, thoughts or comments. For example, how could the intervention be improved or changed? What would you do differently?

Appendix 7: Participants and Stakeholders

No of learners?	40	No of staff?	12
No of organisations?	7	No of employers/ stakeholders?	1

Appendix 8: Research/ Evaluation Approach

Participant/observer (e.g. practitioner reflective accounts, logs)	X	Interview/survey (e.g. polls, questionnaires, learner interviews)	X
Observation of practice (in person, video, observation notes)	X	Document analysis (e.g. learner work, session plans, annotated resources, policies)	X
Custom test/assessment (of knowledge, skill, attitude, participation) for your 'intervention'		High-stakes learner assessment (e.g. A Level results, End Point Assessment, BTECs)	
Before/after assessment (e.g. measures of progress or change in attainment, participation)	X	Comparative trial (e.g. comparing participants' outcomes against a 'control' group)	
Other (specify):	Action Research.		

Thankyou

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