



Skills for Life Support Programme

2009/10 academic year

South Devon College / LSIS

Case Study



Background

The college has been graded 'outstanding' grade 1 by Ofsted at its last inspection visit in November 2009. The inspection report noted the quality and robustness of its Self Assessment Report (SAR) and the rigour which the SAR was produced.

Skills for Life (SfL), including literacy, numeracy and ESOL provision was self-assessed as outstanding, grade 1 provision and the current SAR data table (attached at appendix 2) demonstrates retention, achievement and success rates for college SfL provision for the three year trend culminating in the 2008/09 academic year.

Since the formation of the LSC following the Learning & Skills Act 2000, funding for Further Education and employer responsive activity, including ESOL, has been directed to the contract holder with LSC. In the most part ESOL providers have had a good working relationship with the relevant Local Authority and FE college providers have liaised with their appropriate geographical Local Authority/Authorities.

The formation of the Skills Funding Agency is the equivalent funding body for adult learner responsive and employer responsive (Train to Gain) activity, including ESOL provision from 1st April 2010, but there are additional expectations regarding the relationship between the ESOL provider and its Local Authority partners.

South Devon College has explored this new relationship in order to place our ESOL provision in a fit for purpose state with the introduction of the New Approach to ESOL.

The New Approach to ESOL: summary of document and policy context

A New Approach to English for Speakers of Other Languages (ESOL) was published in May 2009 to ensure ESOL is a major plank in supporting social cohesion. 31 Local Authorities acted as 'pathfinders' and adopted this approach. As a follow up, BIS published *Implementing the new Approach to ESOL* which focussed on how these authorities implemented the changes. One of the main themes in the new approach is to work more effectively in partnership, in particular, that local providers, such as FE colleges, link more effectively with their Local Authorities, in order to establish changing patterns of demography, in helping to identify priority groups, and in supporting the social cohesion agenda of local communities.

Report on the agreed action plan and the way ahead

The significance of the college approach to ESOL and how this might develop is flagged up as follows:

Resources to be developed and shared:

The college's approach to the New Approach to ESOL.

Intended impact for learner i.e. in terms of recruitment, retention, achievement and progression (including job outcomes).

To make sure priority groups are identified and therefore provision is targeted to those in need.

To work more effectively to ensure new arrivals and that pockets of ethnic minorities are not missed.

Maintaining retention, achievement and success rates.

In order to achieve the above, four objectives were agreed:

1. To clarify the relationship between South Devon College and the Local Authorities (Torbay, South Hams and Teignbridge) in South Devon and to understand how the funding will change (through the SFA with input on priority groups identified through the LAs)
2. To consider the wider support offer for SFL learners
3. To ensure the New Approach to ESOL is adopted by the existing Worklessness Group
4. To upskill the numeracy tutors in interactive approaches and increase the number of ESOL learners accessing numeracy provision

Progress on each objective is as follows:

1. To clarify the relationship between South Devon College and the Local Authorities (Torbay, South Hams and Teignbridge) in South Devon and to understand how the funding will change (through the SFA with input on priority groups identified through the LAs)
 - 1.1 An initial meeting was held in Exeter through Devon County Council which invited LSC representation at high level, Local Authorities, local providers (including all the delivery FE colleges) and other organisations/officers with a remit concerning the delivery of ESOL provision throughout Devon.
 - 1.2 This meeting was held with good representation from all sectors and data and statistical information was and is being shared; the LSC Officer (John Tempest) gave the group the LSC's / SFA's view on the significance of the New Approach to ESOL.
 - 1.3 Two further meetings have taken place since this initial meeting, and ideas are firming up about how each provider can link more effectively with its Local Authorities, and the value of sharing data/statistical information.
 - 1.4 The South Devon College manager, responsible for SFL and ESOL provision, has linked in to adult learner provider networks (HOLEX &

- NIACE) in order to be kept informed and keep informed other members of these groups.
- 1.5 The college is represented at regional meetings where formulation of thinking and policy are discussed and where ESOL provision is planned to be 'rolled out' within the New Approach.
- 2 To consider the wider support offer for SfL learners
 - 2.1 South Devon College is scrutinising its support offer for SfL, including ESOL learners, ensuring equality of support services is promoted and accessible.
 3. To ensure the New Approach to ESOL is adopted by the existing Worklessness Group
 - 3.1 Torbay Council has in place an existing and well-represented group focussing on worklessness within the Unitary Authority. This group is to be considered as the natural place for monitoring the New Approach to ESOL and acting as the conduit between the Local Authority, South Devon College and partners with an interest in ESOL provision.
 - 3.2 South Devon College is to investigate the Community Interpreters course in order to enhance its ESOL offer.
 4. To upskill the numeracy tutors in interactive approaches and increase the number of ESOL learners accessing numeracy provision
 - 4.1 It is recognised that there is an increasing interest from ESOL learners to achieve success in numeracy and develop their numeracy skills.
 - 4.2 The college is to pilot a numeracy course as a follow on to ESOL learning provision.
 - 4.3 Numeracy tutors will be invited to an interactive workshop to enhance the learner experience in the numeracy classroom. This workshop is scheduled to take place in March. There has been a high confirmation of attendance from the college numeracy staff.

Next steps

South Devon College has had the opportunity to review its delivery of ESOL coupled with the recommendations and expectations within the New Approach to ESOL, as the main focus this Skills for Life Support Programme.

There is no doubt, having embarked and travelled some considerable way towards completing the initial set of actions, associated with achieving our agreed objectives, that there is further work to be done in order to fully understand and secure the approach to ESOL as envisaged within the paper.

The college's main focus, as a result of undertaking initial activity, will be to focus on the following:

- Maintain membership and sharing of data/statistical information with the ESOL network group co-ordinated by Devon County Council – see appendix 1
- Finalise network and working arrangements with all appropriate Local Authorities within South Devon – Torbay, Teignbridge and South Hams
- Identify an existing and well represented LA group through which to work with in rolling out the new approach
- Maximise use of LA statistical information and priority groups in planning ESOL provision
- Maximise the value of existing adult learning network provider groups in order to inform and be informed of developments (HOLEX & NIACE)
- Assess further the accessibility of support services for part time SfL, including ESOL learners
- Ensure that college staff are well briefed and kept in the picture regarding the New Approach and related ESOL developments
- Pilot numeracy linked to ESOL learners, as identified through the action plan

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This resource has been produced as a result of a grant awarded by LSIS. The grant was made available through the Skills for Life Support Programme in 2010. The resource has been developed by (managers and) practitioners. The contents should not be compared with commercially produced resources, although in many cases it may have comparable or better learning outcomes.

APPENDIX 1

02-Mar-10

ESOL Learner Numbers (08/09, 09/10)

QUAL	QUALTITLE	YEAR	Learner Numbers by Ethnicity											
			LEARNERS	BANGLADESHI	INDIAN	OTHER ASIAN	CARIBBEAN	OTHER BLACK	CHINESE	WHITE BRITISH	ANY OTHER WHITE BACKGROUND	ANY OTHER	NOT KNOWN / NOT PROVIDED	
10037408	Certificate in ESOL Skills for Life (Entry 1)	2008/09	4	0	0	3	0	0	0	0	0	0	1	0
1003741X	Certificate in ESOL Skills for Life (Entry 2)	2008/09	12	0	0	4	0	0	0	0	1	5	2	0
10037421	Certificate in ESOL Skills for Life (Entry 3)	2008/09	14	2	0	2	0	0	0	0	0	7	2	1
10037433	Certificate in ESOL Skills for Life (Level 1)	2008/09	24	0	0	3	1	1	3	1	15	0	0	0
10037445	Certificate in ESOL Skills for Life (Level 2)	2008/09	5	0	0	0	0	0	0	0	5	0	0	0
10049009	Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 2)	2008/09	3	0	0	1	0	0	0	1	1	0	0	0
10049010	Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 3)	2008/09	3	0	0	0	0	0	0	0	2	1	0	0
10049022	Certificate in ESOL Skills for Life (Speaking and Listening) (Level 1)	2008/09	4	0	0	0	0	0	0	0	4	0	0	0
Totals 2008/09			69	2	0	13	1	1	3	3	39	6	1	
10037408	Certificate in ESOL Skills for Life (Entry 1)	2009/10	6	0	1	2	0	0	0	1	2	0	0	0
1003741X	Certificate in ESOL Skills for Life (Entry 2)	2009/10	11	0	1	3	0	0	0	3	3	1	0	0
10037421	Certificate in ESOL Skills for Life (Entry 3)	2009/10	11	0	0	1	0	1	0	1	6	2	0	0
10037433	Certificate in ESOL Skills for Life (Level 1)	2009/10	23	0	1	3	0	0	0	3	14	2	0	0
10037445	Certificate in ESOL Skills for Life (Level 2)	2009/10	18	0	0	0	0	0	3	3	12	0	0	0
10049009	Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 2)	2009/10	2	0	0	0	0	0	0	0	2	0	0	0
Totals 2009/10			71	0	3	9	0	1	3	11	39	5	0	

Sessions Offered:

Vantage Point:

2 x morning

2 x afternoon

1 x twilight

Paignton, Bishops Place:

1 x morning

1 x evening

Torquay Community College:

1 x morning

3 x evening

APPENDIX 2

SAR – ESOL THROUGH TWO SECTIONS OF THE COLLEGE
CL12

Course Code	Course Level	Length	Level	Year	Starts	% retention	Bench Mark	% Achieveme	Bench Mark	% success	Bench Mark
1003741X 10037421 10037408	ESOL Entry Level			06/07	12	93	79	100	76	93	60
1003741X 10037421 10037408	ESOL Entry Level			07/08	19	89	85	100	81	89	68
1003741X 10037421 10037408	ESOL Entry Level	1,S	Entry	08/09	24	100	85	100	87	100	77
10037433	ESOL Level 1			06/07	14	95	61	100	70	95	61
10037433	ESOL Level 1			07/08	3	100	81	100	71	100	58
10037433	ESOL Level 1	1,S	1	08/09	6	83	84	100	71	83	59
10037445	ESOL Level 2			06/07		73	88	100	70	73	61
10037445	ESOL Level 2			07/08	4	100	84	100	66	100	55
10037445	ESOL Level 2	1,S	2	08/09	2	100	84	100	66	100	55

BG70

10037433	ESOL Level 1	1	1	06/07	22	82	79	50	75	41	69
10037433	ESOL Level 1	1	1	07/08	14	100	81	93	71	93	58
10037433	ESOL Level 1	1,S	1	08/09	16	100	84	75	71	75	60
10037421	ESOL Entry Level 3	1,S	Entry 3	06/07	14	100	79	75	76	75	60