

Mid Strategy Review

Welcoming Our Learners: Scotland's ESOL Strategy 2015-2020

A summary of activity to date

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Introduction

[Scotland's national English for Speakers of Other Languages \(ESOL\) strategy](#) was refreshed and launched in April 2015. This is the second national strategy for ESOL in Scotland. It builds on the original strategy of 2007 which focussed on national coordination of delivery of ESOL and on improving the quality of learning and teaching. The refreshed strategy takes account of the changing policy landscape and aligns this area of work with the overarching objectives set out in the [Statement of Ambition for Adult Learning in Scotland](#).

The context

In 2015, the context in which ESOL providers were working was changing for colleges, and for Community Learning and Development (CLD). Colleges merged, forming thirteen regional colleges from a previous 39. The CLD sector was strengthened through the publication of [Strategic Guidance for Community Planning Partnerships in the Delivery of CLD](#) and the introduction of legislative duty that [required local authorities to publish CLD plans](#). The UK Government changed its language requirements for citizenship and settlement while further development was taking place around language requirements and employment.

These structural and legislative changes happened at a time of decreasing funds in the public sector providing a challenge not only at strategic level, but also at operational level. The refreshed ESOL strategy in 2015 gave a renewed focus on key principles of delivery while aligning these principles to the focus on Scotland's learner-centred approach. As a sector and as a profession, it was necessary to re-group and empower ESOL providers to take a national position and address key actions that supported the strategic objectives of the revised strategy. Not only did this bring providers together on a national platform, it reinforced principles of equality, diversity and inclusion that underpin ESOL practice.

This review sets out the progress that has been made to date in implementing the strategy and considers next steps as we move into the second half of the strategy timescale.

Implementing the Strategy

A Strategy Implementation Group was formed to take forward Welcoming Our Learners: Scotland's ESOL Strategy 2015-2020. Membership of the ESOL Strategy Implementation Group (ESOL SIG) is voluntary and is made up of key figures within community and adult learning delivery in Scotland. This includes community and college providers along with the involvement of ESOL learners and volunteers. Without their commitment, the implementation of this strategy would be limited in its reach.

The group works to the following strategic objectives:

- ESOL learners access and recognise learning opportunities throughout all stages, changes and circumstances in their lives.
- ESOL learners co-design their learning experiences.
- ESOL learners transform their lives and communities through learning choices in personal, work, family and community settings.
- ESOL learners effectively influence strategy and policy at local and national levels.
- ESOL learners are effectively supported in their learning journeys.

Four working groups were developed around the priority areas identified through consultation namely Professional and Workforce Development; Learner Voice; Access and Participation; and Life Opportunities.

The following additional objectives for Professional and Workforce Development and for Equality and Diversity were identified by the Strategy Group:

- Practitioners are supported to enhance their skills to effectively support ESOL learners achieve their goals.
- Practitioners will engage in career long professional learning (CLPL) to meet the changing demands and contexts in which learners access provision.
- Volunteers are supported to be competent and confident in their support role to learners.
- Equality and diversity are promoted by ESOL providers and ESOL provision.

The logic model (Figure 1) outlines the initial focus of the work. Activities were developed through discussion within each of the groups which met regularly over the period.

ESOL Strategy Implementation Plan – Logic Model

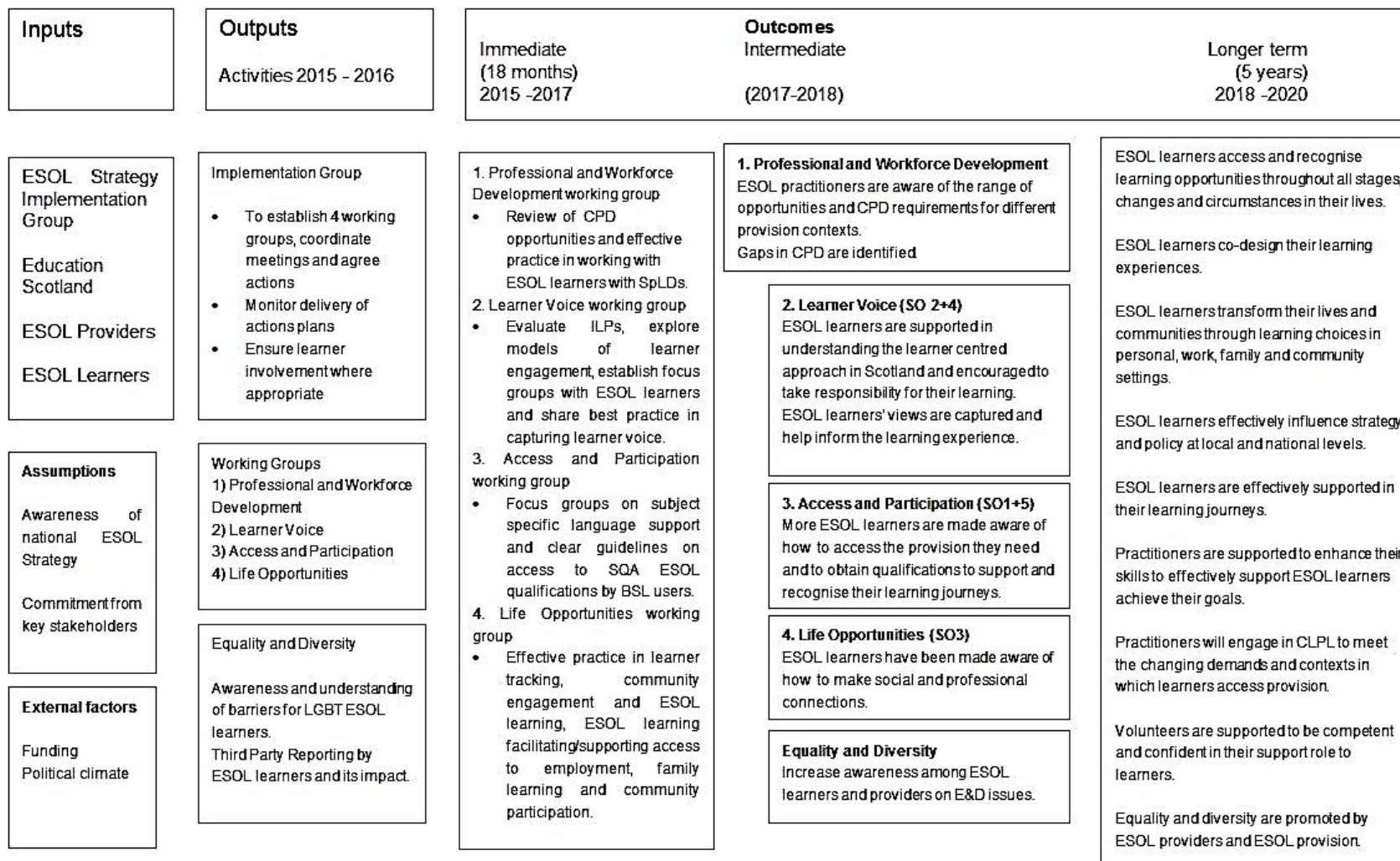


Figure 1

ESOL Strategy Implementation Group

The current membership of the ESOL SIG (2018) includes: City of Glasgow College, Crisis, Dundee and Angus College, Edinburgh College, Forth Valley College, Glasgow Clyde College, Glasgow ESOL Forum, Learning Link Scotland, Scottish Qualifications Authority (SQA), Scotland's Rural College (SRUC) West College Scotland, West Lothian College, West Lothian Council Community Learning and Development.

Members of the ESOL SIG lead on the working groups. Membership of the working groups include a range of organisations and enables partners to become involved in a particular aspect of the strategy implementation. This supports the capacity for the work and enables smaller organisations to contribute where they see it being most relevant. The ESOL SIG meetings also take account of equality and diversity themes and issues.

Other policy implementation areas running in tandem with the ESOL strategy include: the implementation of the [New Scots refugee integration strategy](#); the work of the Strategic Forum for Adult Learning; and the [Scottish Government's Race Equality Framework](#).

Going forward, the ESOL SIG will continue to take into consideration the work of other policy areas and will look to identify common themes and objectives.

The refreshed strategy gives a renewed focus on the learner. All work takes account of the learner and the impact on the learner.

Promoting Equality and Diversity

The ESOL SIG considers that equality and diversity should be promoted by ESOL providers and ESOL provision.

In order to promote Third Party Reporting¹ (TPR) by ESOL learners and to raise awareness and understanding of barriers for LGBT ESOL learners, Community Safety Glasgow and Glasgow University Social Policy Research were invited to speak to the ESOL SIG.

Community Safety Glasgow gave the context and rationale around TPR. Members of the group were not aware of whether or not their organisations were registered as TPR centres. Information was given about possible training to staff whose organisations were considering becoming a TPR centre.

Glasgow University Social Policy Research spoke about research on the experiences of LGBT migrants. The ESOL SIG recognised the potential of having ESOL practitioners involved in future work that involves the development of educational resources for practitioners working with LGBT groups.

Race Equality Framework – supporting actions in the framework

The ESOL SIG considered the commitment to the Race Equality Framework specifically around Employability, Employment and Income in which the aim is for minority ethnic people to have equal, fair and proportionate access to employment and representation at all levels, grades and occupation types in Scotland's workforce and experience fewer labour market, workplace and income inequalities. Further information about the commitment can be found in Appendix A.

The ESOL SIG recognised that examples of employability work can be drawn from end of year reports from providers. The reporting template for 16-17 has been updated to include questions that will give data on the range and type of provision that is being delivered.

¹ Many people, for various reasons, are reluctant to report crime directly to the police. Third party reporting is an important way to overcome this. Third Party Reporting Centres are organisations that have agreed to take on the role of third party reporting in addition to the services which they normally provide.

Supporting cross policy implementation

The Strategic Objective “ESOL learners access and recognise learning opportunities throughout all stages, changes and circumstances in their lives” also takes account of the Education Outcome “Refugees and asylum seekers are able to achieve the English Language skills they need to successfully integrate with Scotland’s communities” within [New Scots: Integrating Refugees in Scotland’s Communities 2014 – 2017](#). These objectives recognise the same issue in relation to access to ESOL provision.

In the first year of the strategy, work got underway at national level to carry out a scoping exercise on the level of demand and capacity to deliver ESOL programmes. The exercise confirmed reports of unmet demand and highlighted the issues of meeting this demand. The exercise also raised further questions around the most effective process in gathering information around unmet demand.

Firstly, it raised the question of the purpose in gathering this information. Providers may have misunderstood the question and stated that they had no unmet demand i.e. they had met their targets for the funding they had. Providers may also have stated there was no unmet demand because they were working to capacity and did not undertake any promotion about their services suggesting that if they had, they would then have unmet demand. Unmet demand was characterised in different ways – demand for a particular level (higher), demand for a type of learning (e.g. family/workplace) and the general demand for more classes but lacking the physical space or tutors to make this happen.

Secondly, it raised the question of how this demand was being recorded, who was recording it and whether or not the information was accurate. For example, a college online application system to apply for courses closes once a course has reached its maximum in the number of places available. The system will not record any further applicants trying to apply for the course when it is full. It further highlighted the need for providers to consider a formal process where unmet demand for one area could be captured.

The ESOL SIG has also been kept informed of developments in relation to the Single Access Register in Glasgow which is a developing model to capture the level of interest in ESOL courses across the City. This model continues to be refined. The register can be accessed by providers to contact people who are interested in classes. ESOL SIG members are keen to explore how this model can be replicated in other local authority areas potentially contributing to developing a national picture of the level of interest and demand for ESOL courses.

Supporting Scottish Government's work on refugee integration, the [Sharing Lives, Sharing Languages Project Evaluation Report](#) highlighted how the project also supported Scotland's ESOL strategy by providing language support to facilitate social inclusion, addressing language and social barriers, supporting active citizens and complementing and enhancing ESOL support.

The Working Groups

Professional and Workforce Development Working Group

The three objectives of the Professional and Workforce Development Working Group are that:

- Practitioners are supported to enhance their skills to effectively support ESOL learners achieve their goals.
- Practitioners will engage in Career Long Professional Learning (CLPL) to meet the changing demands and contexts in which learners access provision.
- Volunteers are supported to be competent and confident in their support role to learners.

The group is led by Glasgow ESOL Forum and Learning Link Scotland and includes Edinburgh College, Dundee and Angus College and the University of Glasgow.

The working group has undertaken to:

- Review the continuing professional development opportunities available to volunteers and teachers.
- Establish a working group to explore how to support ESOL practitioners in diagnosing and teaching learners with Specific Learning Difficulties (SpLDs).

To this end a survey was designed and circulated to practitioners across Scotland to find out about the current CLPL opportunities that could be accessed by practitioners. Thirty seven responses were received representing a small sample of the practitioners involved in ESOL delivery. The sample had responses from CLD in local authorities, colleges, Third Sector and some individual responses. The survey collected information on what organisations offered in terms of CLPL. Key features included information sharing and networking to share good practice. Some training was not specific to ESOL but relevant to the context in which people worked in e.g. child protection training. Peer/tutor observation also occurred. (See Appendix B)

The working group organised a focus group session for ESOL practitioners involved in supporting learners with SpLDs . The session was attended by a range of ESOL practitioners, providers and volunteers. The session confirmed that there was a willingness among practitioners to share practice and training. Through discussions it was revealed that ESOL practitioners use a variety of teaching techniques and any support/training depended on the skills of staff in

post for example, where organisations have ESOL staff with extensive experience in adult education including supporting learners with SpLDs. Accommodating SpLD learners in general provision can be due to financial constraints. (See Appendix C.)

Learner Voice Working Group

The objectives of the Learner Voice Working Group are that:

- ESOL learners effectively influence strategy and policy at local and national levels.
- ESOL learners co-design their learning experiences.

Edinburgh College leads this group which met five times between May 2016 and May 2017. The group includes Student Partnerships in Quality Scotland (SPARQS), Perth and Kinross Minority Communities Hub, West Lothian College and Glasgow Clyde College.

The working group has undertaken to:

- Evaluate Individual Learning Plans being used by providers.
- Explore models of student engagement using SPARQS training material and assess how well it can be adapted to get ESOL learners involved in the design of their own learning or to affect decisions.
- Establish a focus group with ESOL learners to identify gaps in learning opportunities and support.
- Explore and share best practice in capturing learner voice.

A national survey across all local authority areas gathered 63 responses from 18 local authority areas from across Scotland and covered college, community and Third Sector organisations. Responses showed that a range of models of learner engagement were being used across the sector to gather feedback from learners.

Survey responses gave examples of students participating in other forums and using their voices effectively beyond the classroom through ESOL homework groups; Class representative meetings; Language exchange groups; Student associations; Health and Wellbeing at City of Glasgow College; Volunteering; Refugee council; Neighbourhood community group; Parent council; Centre management group for services for ESOL students; Community Centre Committee; Possilpark Community group; International women's group run by former learners; Church committees; Sports committees; Pre-Brexit discussions; Refugee survival trust board member; Students speaking at New Scots conference.

The Learner Voice working group included a question in their survey for the learner focus group sessions to generate some information on how useful ESOL classes are in helping learners get a job. The responses included comments such as valuing the classes in relation to employability goals such as CV preparation and writing personal statements or cover letters as well as generally being helpful for finding a job or communicating in their current places of work.

Practitioners are keen to share materials and methods and one recommendation would be that there should be a straightforward co-ordinated way to do this.

Learner focus groups were held with approximately 80 learners across four providers. Findings from focus groups concurred with the practitioner survey showing there was clear evidence of partnership working between providers and learners, with learners feeling confident to give feedback to teachers and managers on a one-to-one informal basis, or as part of a formal feedback system e.g. “You said, we did”, “Listening to Learners”. Learners commented how easy it was to feedback to teachers either directly or via email or text. Learners noted a range of changes that had been made as a result of their feedback.

Learners noted in focus groups that assessment feedback is used to continue discussions regarding learner goals and feeds into tutorials and Individual Learning Plans. Learners also recognised that the use of the Initial Assessment tool provided an opportunity for them to discuss their language aims, long term goals and prior learning. Findings show that end of course written feedback is widely collected as well as periodic review and on-course feedback opportunities.

Life Opportunities Working Group

The objective of the Life Opportunities Working group is that:

- ESOL learners transform their lives and communities through learning choices in personal, work, family and community settings.

City of Glasgow College lead this group which includes Glasgow Life; Dundee International Women’s Centre; Glasgow City Council, Education; Edinburgh City Council Community Learning and Development; Fife Council; Community Learning and Development.

The working group undertook to :

- Identify best practice in tracking student progress.
- Explore and promote opportunities for ESOL learners to access employment, family learning and community participation.
- Identify examples of community engagement in ESOL learning which enhances learners' social connections.

The life opportunities working group met five times with a range of focus points including the Glasgow Access ESOL Register, Pollokshaws Family Day, Glasgow Glow and community projects. A Glow blog has been set up as a starting point for sharing practice and gives the potential to bridge to the school sector.

Activities raised some fundamental issues around the existing systems that enable sharing of practice. The group see a need for a central coordinated approach to support the actions going forward. A communication/promotion strategy needs to be embedded.

The group concluded that tracking has been difficult because of a range of issues including: data protection issues in sharing material; equalities issues; currency of data, management of information and management of expectations.

Access and Participation Working Group

The Objectives of Access and Participation Working Group are that :

- ESOL learners access and recognise learning opportunities throughout all stages, changes and circumstances in their lives.
- ESOL learners are effectively supported in their learning journeys.

This group is led by Forth Valley College and Crisis and includes; West College Scotland; SQA; Glasgow Clyde College.

The working group undertook to:

- Establish learner focus groups to discuss opportunities for subject specific English language support.
- Seek clarification on access to SQA ESOL qualifications by deaf British Sign Language(BSL) users with reference to the British Sign Language (Scotland) Act 2015.

A survey was sent to providers to gather information on access to learning opportunities and the kind of subject specific English language support that is available to ESOL learners. Information from this work was shared with the group.

Some findings were of particular interest to the group including:

- Respondents stating that their college prospectus gave a required level of English language for each course.
- Respondents stating that there is no training for screening applications for vocational courses from applications whose first language was not English.
- Some respondents stating that there is support/training for lecturers/staff in vocational areas on how to deliver to ESOL learners.

These aspects of the survey will be followed up. (The full survey results can be found in Appendix D.)

Group members were also keen to understand how information about ESOL provision can be better shared to support progression pathways particularly for learners who are not engaged in learning and have vulnerabilities in other aspects of their lives.

Achievements and next steps for the Strategy Implementation Group

The ESOL SIG and its working groups brought together separate groups involved in ESOL to work collaboratively. The Group is proud of work around the strategic objectives in particular the on-going focus on Equality and Diversity that has resulted in involvement of ESOL practitioners in the development of LGBT teaching resources for ESOL delivery; initial discussions around TPR; and the research and collection of baseline data (through surveys and focus groups) to help working groups inform their thinking. Working Groups have amassed information through their research which has not been collected before and which will prove useful in determining further actions.

A further outcome has been the successful participation of ESOL learners in the Working Groups. Two learners were involved in the Learner Voice working group. They were former ESOL learners who became Student Association representatives for their colleges. Their contribution to the group was a helpful example of ESOL learners moving into non-ESOL learning and activity; representing others whilst being able to highlight the challenges faced by ESOL learners. Two other learners also participated in the Life Opportunities working group. Their contribution was valuable in giving insight into the way learners accessed other learning opportunities and how they made sense of all the information that was available. It highlighted the need for clear communication in relation to ESOL delivery and best practice.

There has also been successful partnership working within the working groups where members are coming from different sectors involved in ESOL delivery. Further education, higher education, CLD, third sector and local authority education services have been represented on the working groups. ESOL SIG members now have an improved awareness of ESOL activity in other sectors as well as other parts of the country and the recognition of the need to share this knowledge and information more widely.

The involvement of volunteers in delivering the work of the working groups recognises them for the contribution they make to learners' lives and the need to identify good practice in supporting and working with volunteers.

In light of the findings from the work that has been done so far, the ESOL SIG and the working groups will work with partners to:

- Support the development of CLPL opportunities, to address gaps that have been identified and link to current research where possible.
- Promote and share practice using Education Scotland's National Improvement Hub and other channels of communication as part of a wider communication strategy.
- Continue to share effective practice that focuses on learner involvement/participation and impact on personal lives, communities and employability.
- Review existing activity that promotes SQA ESOL qualifications and identify further opportunities to raise awareness of them.
- Extend the work with partners to support key actions and review membership of working groups to consider wider involvement including national organisations such as COSLA Strategic Migration Partnership, Community Learning and Development Managers Scotland, Scottish Refugee Council and Skills Development Scotland.
- Continue to ensure that the work aligns, where relevant, to other existing or emerging policy priority areas.
- Disseminate the Mid-Strategy Review to partners and stakeholders.

The ESOL SIG recommends the appointment of a co-ordinator to develop a central web site for practitioners and learners in the form of a one-stop shop. The Group plans to hold a Scotland-wide event to bring together organisations, practitioners and service users to raise awareness of emerging issues.

Appendices

Appendix A

Race Equality Framework Goal 23.

<http://www.gov.scot/Publications/2016/03/4084>

Reduce barriers and provide support for minority ethnic people who are new to the labour market, including school leavers and new migrants.

Include measures to improve access to high quality advanced, vocational and conversational ESOL provision, linked to both employability schemes and with employers across all sectors to promote uptake for staff in post within the Implementation plan for the refreshed ESOL Strategy

This action covers a range of points put forward, primarily by professional stakeholders, on improving ESOL provision. Of particular concern was ensuring people have access to higher level / more specific forms of ESOL instead of basic ESOL only; embedding ESOL within employability work for those who need it; and encouraging employers who employ workers with English as a second language to link up with ESOL providers as part of staff development.

Potential sources of implementation and monitoring information:

- Implementation and evaluation of relevant measures within the refreshed ESOL strategy.
- Statistics demonstrating the changing proportions / numbers of learners undertaking basic, advanced, conversational and vocational ESOL.
- Statistics demonstrating the changing provision of ESOL opportunities across different learning environments (e.g. educational institutions, work places, community venues) and areas of the country.
- Information on satisfaction with available ESOL opportunities, and the accessibility of these, gathered through future stakeholder engagement.

Appendix B

Specific Learning Difficulties Focus Group and Specific Learning Difficulties Network

Summary

- ESOL provision is generally learner-focused its approach, which can accommodate people with Specific Learning Difficulties (SpLD).
- Specialist understanding is dependent on the experience of ESOL practitioners.
- Having SpLD embedded practice rather than as additional support can be due to financial constraints rather than good practice.
- There are very few specific resources or training available.
- Practitioners are good at sharing existing resources.

Questions asked with answers

1. Who are the learners and what are their needs?

- Specific learning difficulties that we aware of and work with are: Dyslexia, Autism, Dyspraxia, Dyscalculia, Asperger's, poor mental health and trauma
- Diagnosis: advantages of diagnosis in colleges can mean extra support. e.g. learning support, BSL support for Deaf learners (Diagnosis is not available in all situations; people may also be resistant to support from psychologists.)
- Non-native speakers can be miss-referred to ESOL department because they don't fit into existing learning disabilities provision for native speakers.
- ESOL practitioners may not understand what support is needed.
- English language teaching and specialist additional support for learners with specific learning differences (such as dyslexia)(ELTwell) provides a diagnostic tool but those who had undergone training didn't think they would be confident in using it.
- Screening might be a better term than diagnosis.
- Issues around how we find people with SpLD issues who need ESOL support but don't know how to access it (or don't think it is for them).

2. What do you do to provide for these needs?

Advantages of an ESOL approach:

- ESOL is taught in a fairly inclusive way, using a range of delivery methods.
- Additional needs addressed through teaching mixed level classes
- ESOL practitioners are good at sharing practice – including sharing of good IT resources.
- Low level ESOL resources can be useful.
- Access to interactive boards in well-equipped classrooms are useful.

Resources mentioned:

- Glasgow Council for the Voluntary Sector (GCVS) – sharing practice days
- College in-house sharing
- JISC – UK wide resource for practitioners working with people with additional needs
- City of Glasgow – screening test being developed by two experienced lecturers (ESOL and learning support background)

Disadvantages:

- lack of resources/money for resources
- embedding more likely due to funding constraints

3. Who delivers the work?

- ESOL practitioners with qualifications in ESOL (Professional Development Award ESOL literacies).
- Some practitioners have background in learning support (but this is varied).
- Psychologists do screening/diagnosis.
- Practitioners attend workshops (GCVS– ‘working memory technique’ Dyslexia Scotland have ‘Units of Sound’ resource.
- ELTwell resource and training have been accessed.

4. The future

Which practices might work on a larger scale? What resources can we access to deliver this?

- Possible organisations to involve – Computer Aided Language Learning (CALL), Autistic Scotland, linking in with Education Scotland for SpLD Network
- General Need for more training
- Awareness raising training required
- Engaging on organisational level not just with tutors
- Voluntary organisation awareness of who can do what

- Raising awareness with learners
- Volunteers for extra support in big classes
- Using existing resources, such as Dyslexia Scotland's Units of sounds
- Exploring practice in other areas
- Broad principles on easy classroom tips - advice from specialist orgs on forming this.

Additional Information for Specific Learning Difficulties Meeting Summary

- There is a general appreciation that ESOL approaches can accommodate good practice for Specific Learning Difficulties but there is a lack of specialist knowledge of ESOL and SpLD.
- Dyslexia Scotland's website has a translate facility that might be useful for providing information on Dyslexia in another language.
- As well as talking about their own resource, Units of Sound Resource, Dyslexia Scotland offered to host a section on resources for ESOL learners with SpLD if we wanted to make recommendations to them.
- Some ESOL learners come from countries where SpLD are not recognised or have a stigma and so may not want to declare any challenges when studying here. Where suitable, films and videos could be used for raising awareness, for example, 'Like Stars on Earth' is an Indian film about a boy and teacher with dyslexia. It was controversial in India and raised the profile of dyslexia and could perhaps prompt a discussion in an ESOL class.

Appendix C

ESOL Professional and Workforce Development Learning Opportunities Survey Summary

We sent the survey out through the following networks:

- Learning Link Scotland
- Education Scotland ESOL Network
- Colleges Development Network

We had 37 responses.

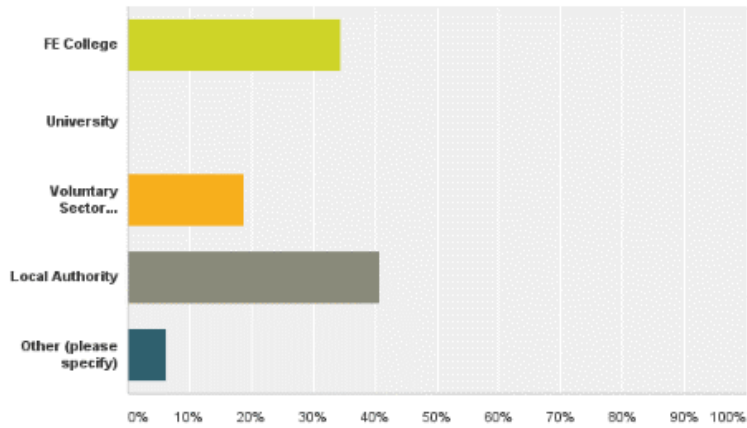
Organisations who took part:

- Angus Council
- Crisis Skylight Edinburgh
- Edinburgh College, College Based ESOL
- Literacies Support Services (Skills for Learning, Life and Work)
- West College Scotland
- Amina -the Muslim Women's Resource Centre
- Dundee and Angus College
- North Highland College
- Anniesland college
- Glasgow ESOL Forum
- Forth Valley College
- Dundee International Women's Centre
- Community Learning & Development x 6
- Dundee City Council
- Perth & Kinross Council
- Fife Council - ESOL
- North Ayrshire Council, Connected Communities Team
- West Lothian College
- Perth College UHI
- TESOL Training Scotland
- City of Glasgow College
- Inverness College UHI
- Fife College
- Borders College
- Glasgow Life
- Glasgow Council for the Voluntary Sector

Sector responses

Q10 Do your answers to this survey relate to work carried out in:

Answered: 32 Skipped: 5

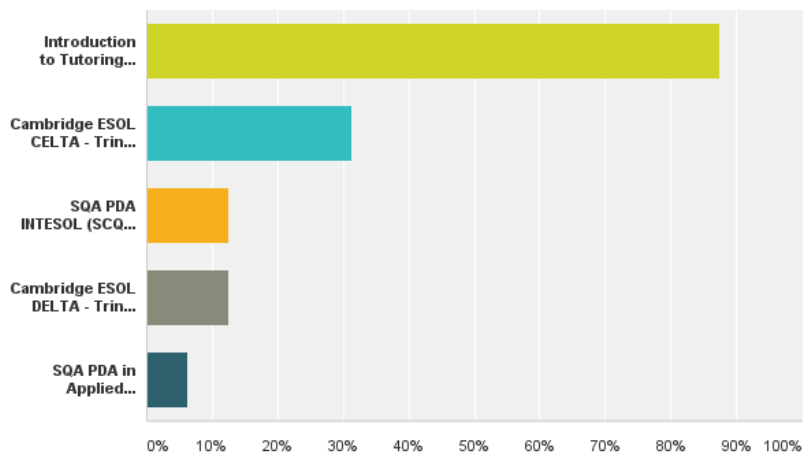


Responses relating to Paid Tutors

Accredited Courses

Q1 Does your organisation run any of the following accredited courses?

Answered: 16 Skipped: 21



Non-accredited Continued Professional Development (CPD)

Internal support – sometimes ESOL specific and sometimes not

- Tutors share practice
- Annual discussions
- External facilitator
- SQA meetings
- One to one CPD meetings

- Workshops
- Quality assurance meetings
- Community of practice for literacies and ESOL tutors
- Training for volunteers
- Standardisation meetings
- Shadowing opportunities
- Running local conference

External support

- College Development Network
- SQA support visits
- National conferences
- Online training
- Networking events
- College and CLD run joint events and access each other's CPD opportunities

Good Practice

Peer support

- Peer observation system

In house

- Often things arise from the Tutor/SQA meetings and/or 1:1 CPD meetings which may lead to in-house training and support.
- Project-based approach to ESOL delivery, using this as a way of delivering both ESOL and essential skills units to learners.
- A rota system attempts to ensure that all staff have the opportunity to lead a session.
- ESOL literacies tutor training
- Self-evaluation

With partners

- The CPD events with Community Planning partners have been excellent. Topics were selected through asking what partners wanted and designing events with this in mind. This meant all training input was topical and relevant. Peer observation is now embedded in ESOL practice.
- ESOL Providers' Network has developed good links and professional learning opportunities.
- Partnership between college and local council - good practice event. This developed into an SQA info/update session with input also from

Education Scotland.

- Twice yearly networking events involving an element of CPD were set up in response to demand from practitioners both ESOL & literacies who wanted to know more about each other's work.

Specific Learning Difficulties

- In-house training in Introduction to Tutoring in Adult Literacies Learning (ITALL)/Support Adult Literacies Learning (SALL)
- In-house training in ESOL literacy provision
- Introduction to Workplace Diversity & Inclusion Webinar
- Autism Awareness
- Makaton Training
- BSL intro and Scottish Credit and Qualifications Framework (SCQF) level 4
- Deaf Awareness training
- Staff attend external events
- College CPD includes training related to SpLD
- Dyslexia focussed workshop
- ELTwell training which was cascaded to all ESOL staff at the annual review and planning session
- Developed training materials for Introduction to Dyslexia, Dyslexia & ICT and Working Memory. These sessions are open to all staff and volunteers and include ESOL tutors

Volunteer Tutors

Training for Volunteer Tutors

- In-house – regularity varies from monthly meeting to yearly training
- Induction training for ESOL classroom assistants.
- All volunteer ESOL Tutors attend the in-house ITALL provision.
- Volunteer Tutor Workshops are run every term (about 3 times a year). The topic of the workshop is chosen by the volunteer tutors. E.g. the topic of the next workshop is 'Spelling'.
- Volunteer Tutors also meet 1:1 with Employability and Learning Facilitators for CPD which often highlights any training requirements.
- ESOL provision is part of an Employability Team which runs courses that may be open for volunteer tutors to participate in.
- Professional Development Award Introduction to Tutoring ESOL (PDA ITESOL)
- Certificate in Teaching English to Speakers of Other Languages (CELTA) (or equivalent) trained volunteer tutors receive 5 hours induction training (3 times a year).

- We offer 12 hours of CPD to our volunteers with practical teaching tips and ideas. We have used external trainers but now have the capacity to offer in house training.
- First Steps Intro to ESOL tutoring
- Introduction to ESOL teaching
- Introductory 6 week training based on materials from the Professional Development Award Tutoring ESOL (PDA TESOL).
- Volunteers are also supported to attend any of the training offered to paid tutors
- Volunteers can attend any of our CPD/ training

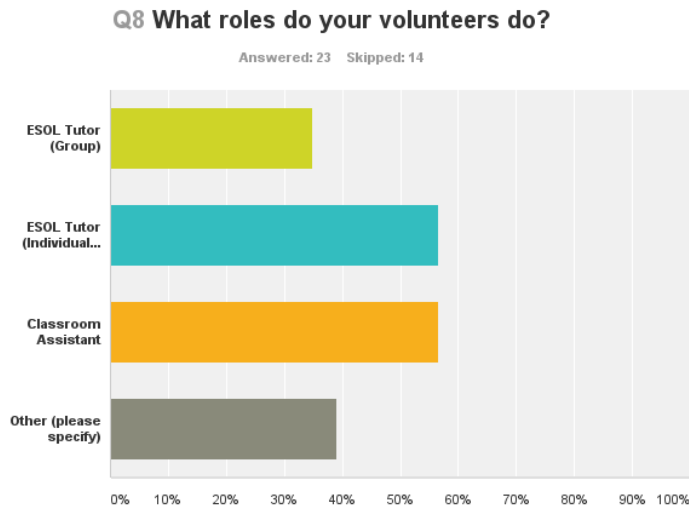
Accredited

- Mostly not
- Cambridge CELTA
- PDA TESOL
- PDA ITESOL
- Trinity College London Dip TESOL
- Some of the courses run by the Employability Team are accredited

Training for volunteering in other roles

- Mostly not
- PDA ITESOL
- In partnership with Voluntary Action
- Informal training
- Induction and on-going workshops are run for ESOL Buddies who provide 1:1 support on language development in real life settings
- Our ESOL volunteers do support conversational groups and informally some have acted as befrienders
- Scottish Refugee Council events.
- We offer mentoring and interpreting training to support a group of around 20- 30 students who help as required over the academic year

What roles do Volunteers do?



Specific Learning Difficulties

- Mostly no CPD offered on SpLDs
- Working with people on the autistic spectrum
- How to work with people who have dyslexia
- In-house ITALL course and Volunteer Tutor Workshops
- Informal in-house
- Specialist in Dyslexia & ESOL delivering a training session to both inform her research as well as aid the development of a resource for this area of practice.

Appendix D

Survey results on access to learning opportunities and support for ESOL learners

Q1: 31 respondents from Education, Local Authorities and Third Sector.

Q2: Do you have a process/policy for assessing ESOL learners and giving them offers of a place on vocational courses?

Yes	42% (18)
No	29% (9)
N/A	29% (9)

Q3: If yes, please provide a brief overview of this policy OR insert a link to the policy.

- Referral meeting
- ESOL access register
- Referrals from Social Work
- ESOL initial assessment by referral on application
- Level test system for external applicants non at IELTS 5.5
- Vocational department contact ESOL dept. for a reference
- ESOL Scotland guidebook and tasks
- Courses include employability skills and experience
- Integrated and dedicated ESOL support
- Taster sessions in current classes

Q4: Does your college/organisation's application ask if English is the applicant's first language?

Yes	62% (18)
No	35% (10)
N/A	3% (1)
Skipped	(2)

Q5: Does your website/prospectus identify the required level of English for each course?

Yes	26% (8)
No	42% (13)
N/A	32% (10)

Q6: Does your Student Records team/organisation receive training for screening applications for vocational courses from ESOL applicants (assessing their qualifications from other countries)?

Yes	10% (3)
No	55% (16)
N/A	35% (10)
Skipped	(2)

Q7: Do you utilise the services of UK NARIC?

Yes	23% (7)
No	58% (18)
N/A	19% (6)

Q8: If you use an ASN form, then does it include ESOL?

Yes	20% (6)
No	37% (11)
N/A	43% (13)
Skipped	(1)

Q9: If your ASN form does include ESOL, then how is this referred to the ESOL team/department?

- See Question 3
- E mail
- Referrals from ASN
- EAL referral form is sent from schools to the EAL service
- Colleagues refer
- Guidance referral systems used in schools

Q10: Does your ELS include support for ESOL?

Yes	17% (5)
No	30% (9)
N/A	53% (16)
Skipped	(1)

Q11: Is there support or training for lecturers/staff in vocational areas on how to deliver to ESOL learners?

Yes	13% (4)
No	43% (13)
N/A	43% (13)
Skipped	(1)

Q12: If training is provided, then how is this delivered? If not, what training would your staff welcome?

- Staff development week workshops
- Workshops
- Two-day taster training
- EAL service coordinates SQA ESOL CPD and delivers support to schools
- Training delivered through our ESOL strategic group. WEA is a key partner in delivery of training.
- CPD opportunities locally and nationally
- Currently under discussion

Q13: Do you work with any external partners to support the recruitment and/or progression of ESOL learners?

Yes	76% (22)
No	14% (4)
N/A	10% (3)
Skipped	(2)

Q14: Please identify your external partners: Colleges, Councils, SDS, Third Sector, universities, CLD, WEA, ESOL assessment register, CPPs, secondary schools, libraries, prisons, NHS.

Q15: Additional comments:

- Lack of funding creates problems for continuing participation
- (lists of course portfolio on offer)
- ESOL training for tutors is very scarce and the programmes in Edinburgh are disjointed.
- This is a little too specific for a university reply, but HE should be involved, as we are trying to do.
- We train volunteer tutors to have an awareness of how it is to support ESOL learners.

- (description of Glasgow access register)
- Create chart with ScotXed levels equivalent to English competence levels in CEF Common European Framework. It would be useful to have similar charts for other countries without NARIC purchase.
- Hoping to see the development of a policy for Shetland to include schools
- It's as if community-based ESOL doesn't exist
- There aren't enough ESOL classes for adults and they are not taught to a high enough level for adults to reach their potential or access HE, thus one of the main indicators of integration is not achieved.
- A lot of the questions seemed to be for the FE sector

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