

## HACL APPENDIX B - Additional Funding: Strategic Investment Pot (2019-21)

### Additional benefits of the project and impact on residents

Description	Target outcomes	Actual outcomes
<b>Strand 1: Increasing the reach and scale of ESOL to get residents into work</b>		
1500 enrolments on ESOL courses and equivalent fee remissions for co-funded learners	Fees paid for 1500 enrolments	Fees paid for 713 enrolments Whilst it was not possible to achieve 1500 in this strand, the overall ESOL engagement was successful and seen in other strands, see Strand 5 and the Final Report for details.
ESOL advice hub established working with 20 partner organisations	20 partners	27 partners
1500 adults accessing ESOL hub for information, advice and guidance	1500 IAG appointments	765 ESOL IAG appointments Combined with Education and Careers Hub (Strand 3) during the project. Total numbers overachieved.
<b>Strand 2: Providing opportunities for adults with learning difficulties and disabilities (LDD) to engage with work</b>		
100 enrolments on skills courses over the term of the project.	100 enrolments	138 enrolments
15 supported internships per year	30 internships	13 internships
<b>Strand 3: Developing an information, advice and guidance hub that provides residents with support and work experience</b>		
Creation of hub within first year.	IAG Hub	Achieved
600 advice appointments in year 1; 1000 in year 2	1600 IAG appointments	2,435 appointments (see <i>Strand 1 above</i> )
30 volunteer alumni engaged and contributing per year, trained to support other learners.	60 volunteers	61 volunteers engaged and trained, many trained in multiple areas
<b>Strand 4: Enabling tutors and partner organisations to support residents with English, maths and digital skills</b>		

50 tutors able to meet language, maths and IT needs of learners on their course	50 tutors	66 tutors with 149 course enrolments
20 partners have training to support their development	20 partners	23 partners attended a course
<b>Strand 5: Targeting support to remove barriers to progression for particular groups</b>		
100 enrolments in targeted courses	100 enrolments	291 enrolments

## Financial Outturn of the Project

Expenditure item	Total	Actual spend to date
	£m	£m
Project staffing and associated costs, e.g. IAG hub	202,737	£197,848.48
Course fees for ESOL	85,000	£82,778.50
Courses designed and delivered, including delivery costs and attendance costs for staff, volunteers and partner representatives where appropriate	42,000	£85,033.13
Conferences, including delivery costs and attendance costs for staff, volunteers and partner representatives where appropriate	12,000	£7,958.47
Hardware/software needed	69,713	£33,089.72
Promotion of courses and IAG	28,000	£32,741.70
WLA charges as lead partner	30,550	£30,550
<b>Total (should equal funding total)</b>	<b>470.000</b>	<b>£470,000</b>

## Additional Outcomes of the Project

Additional Benefit	Impact on Residents
6 case studies from learners who benefitted from the SIP project work	See below.
‘Welcome to Hillingdon: a guide for newcomers to the borough’ resource developed and made available free online. This is also used as a teaching resource in some subjects. (Strand 1 and 3)	This provides a simplified guide to living in Hillingdon and the UK. Sections include: Emergencies and times of trouble Living in Hillingdon: health, schools, housing... Working in Hillingdon: jobs, careers, further education... Leisure services and enjoying Hillingdon Being a good citizen of Hillingdon and the UK

	<p>The guide was utilised by ESOL tutors, volunteers and learners, shared with partner organisations and LA services, and made available to the public on Moodle.</p>
<p>Community Partnership Board creation (Strand 1)</p>	<p>3<sup>rd</sup> sector community groups collaborating with HACl, other LA services and each other through scheduled meetings. Focus on what support each group would like to receive and what each one can bring to the wider group. Attendance has varied between 12 (during lockdown) and 22 organisations at each meeting.</p> <p>Impact is seen in partners who have received training and increasing enrolments from minority or disadvantaged groups. Membership includes: MIND, Age UK, Hillingdon Carers, H4All, children's centres, Dementia Resource Centre, Hestia, Hillingdon Women's Group, REAP, Hillingdon Stroke Association.</p>
<p>ESOL Champion volunteer scheme (Strands 1 and 4)</p>	<p>Volunteers were mobilised and supported to run small informal group for learners including:</p> <ul style="list-style-type: none"> <li>- Additional support for pre-entry ESOL learners</li> <li>- Additional support for the weakest ESOL learners across all levels to help them pass exams</li> </ul> <p>These volunteers were supported by a member of staff, including mentoring sessions.</p> <p>A new group of volunteers was trained and prepared for further ESOL support including those above and support for asylum seekers housed at the Crowne Plaza Stockley by the Home Office.</p> <p>The impact of this scheme was that more learners were reached and learners were able to start attending volunteer led groups while they waited for the next start date for a formal ESOL qualification course.</p>
<p>Creation of digital skills initial assessment tool to support information, advice and guidance. Progression into purchase of BKSB digital skills initial assessment tool when it was developed and available on the market. (Strands 1,3 and 5)</p>	<p>There was no reliable digital skills initial assessment tool available when the project started but identifying learners start points was an essential part of their IAG. This funding allowed us to develop our own until a version was available commercially.</p> <p>Impact was seen in residents being given accurate advice about which skills they needed to develop and which were secure, allowing us to offer them the most appropriate courses.</p> <p>The tool and online assessment procedure allowed the service to extend reach and continue offering initial assessment effectively despite periods of lockdown.</p>

<p>Development of two simplified brochures for adults with learning difficulties and disabilities.</p> <p>Streamlined course brochure with the introduction of route maps (strand 2)</p>	<p>The project allowed us to develop a new brochure specifically for adults with learning difficulties and disabilities. This improved the information they received and enabled them to make more informed, independent decisions about their choice of course.</p> <p>Production of route maps for every curriculum area. Learner feedback was very positive, reporting that they were more easily see entry points into vocational provision and plan their progression onward into work.</p>
<p>Development of online systems to provide information, advice and guidance and initial assessment to ensure that residents could enrol despite the pandemic (all strands)</p>	<p>Procedures for recording IAG provided and evolved throughout the project. Immediately following the project launch, the requirement to record IAG provided began a culture change towards holistic IAG provision by all members of staff, not limited to particular subject areas.</p> <p>These systems were transferred online during the first lockdown to support residents enrolment and progression throughout the pandemic. This proved highly effective and gave residents easy access to IAG.</p> <p>Traditional open days were not possible following January 2020, however, online IAG and assessment appointments were available at various times on a weekly basis and this will continue beyond the SIP project end date.</p>
<p>Careers Fayre held (strands 1 and 3)</p>	<p>87 learners met 10 employers who held 159 informal meetings</p> <p>Learners attended an event at Brookfield Adult Learning Centre featuring 8 employers that matched the learners' vocational pathways. They also chose from a selection of 6 workshops to attend on the day.</p> <p>Further events were planned but unable to run due to lockdown restrictions. A further careers fair is planned for June 2021, featuring online and in-centre opportunities.</p>
<p>Staff training in providing information, advice and guidance</p>	<p>Level 2 qualifications gained in providing impartial and accurate information, advice and guidance to residents</p>
<p>The development of the Staff Forum</p> <p>Development of the CPD Forum</p> <p>Development of the Volunteer Forum (strand 4)</p>	<p>Online forums were created and established within the service in the first year of the project. They became vital in the second year when most teaching took place online and tutors were not attending centres.</p>

	<p>Staff forums for each department enabled effective communication and the sharing of good practice and resources, particularly electronic resources and ideas for online delivery.</p> <p>The CPD forum was built up as a resource bank with instructional videos (made as part of the project) to help new and established tutors, particularly with aspects of technology within teaching. The CPD forum also enabled organisation of the extensive SIP project CPD course offer, with over 90 staff members active at the time of writing.</p> <p>Similarly, the volunteer forum became the main communication method with volunteers and was used to advertise opportunities and training and celebrate the achievement of volunteers. There are over 50 current participants on the Volunteer Forum (March 2020).</p>
<p>Additional training for volunteers and partner organisation staff</p> <p>29 volunteers in the service and 9 partner staff trained as Digital Champions</p> <p>17 volunteers and 5 partner staff trained in 'How to Run Online Meetings'</p> <p>13 volunteers and 3 partner staff successfully achieved the Award in Education and Training and can now practice as tutors. (strand 4)</p>	<p>A Digital Champion volunteer role was created to support learners to access online learning. These volunteers worked alongside tutors during the lockdowns providing support for individual learners to be able to join the classes that were in progress. Volunteers also ran additional support sessions for learners struggling with online access. This support was greatly appreciated by learners and tutors alike.</p> <p>When Digital Champions started to run their own support groups they requested further training in using Google Meet and Zoom and a course called 'Running Online Meetings' was developed. This was offered to volunteers and partner organisation staff (who also needed these skills to continue their own work online).</p> <p>Some volunteers wanted to pursue a career in adult learning, either as a tutor or a learning support assistant. This course provided the means to do so and 3 are now employed by the service. Others have progressed to further teacher training and employment.</p>
<p>4x Staff and Volunteer Conferences held (all strands)</p> <ul style="list-style-type: none"> <li>• 2 joint conferences</li> <li>• 1 staff conference</li> <li>• 1 volunteers conference</li> <li>•</li> </ul>	<p>Themed conferences were introduced, three online and all but one with specialist guest speakers. Themes included Ofsted requirements and violence against women and girls, including domestic abuse, coercive control, female genital mutilation and forced marriage. Providing the most effective information, advice and guidance to residents underpinned each of these.</p>

EU Settlement Status simplification document developed and available free online (Strand 1)	Simple, how to guide to completing the documentation needed for EU residents to stay in the UK following Brexit. Anecdotal evidence from learners with ESOL needs tells us that this resource was both useful and appreciated when completing their documentation. Tutors reported discussions around the subject in their groups and that learners found it helpful.
Laser Systems electronic portfolios purchased (Strand 5)	Online portfolio building tool which allows for learners to submit work and receive tutor feedback online. This was particularly useful for online learning by childminders who cannot easily get to classes but supported 184 enrolments throughout the project.
Beating Corona Boredom online resource developed (all strands)	Created online free activities and resources aimed at providing information and supporting residents' mental health through the first lockdown.

## Case Studies from learners who benefitted from the project.

**Submitted Jan 2021: This young man with learning difficulties and disabilities has attended pre-employment workshops and undertaken an unpaid work experience placement.**

*'I enrolled on the Pre-employment Workshop (PEW) because I wanted to gain work experience so that I can be more independent. I found the course very useful and I would like to do it again as it was very good.*

*I really liked the work experience part of the course because I got to help the staff when I did the work experience at Brookfield. It was really useful when we looked for voluntary jobs online and I even saw a part time job at McDonald's in South Harrow that looked really interesting. I also enjoyed practicing attending an interview because this made me feel more confident.*

*In future I would like to get a job and be more independent and get my own place. I think I need to do some more courses to prepare for this and the new follow up PEW online course sounds interesting.*

*Attending this workshop has been really good, I have learnt to be more confident and say more things.'*

**Submitted June 2020: CPD courses for tutors in April 2020 enabled them to make a transition to online teaching. A Community Interpreting tutor gave the following feedback on her experience of the CPD courses and teaching online.**

*'It was a good opportunity to meet colleagues and to learn more about online learning, about which I knew very little and was nervous at the start. The tutors were great and very encouraging.*

*I can now use Google Docs and Google Drive to store learners' work, ILPs etc. and we make full use of breakout rooms to work in pairs or small groups. I encourage learners to share personal experiences with each other and I've given them several individual tutorials: I now think this is something that's easier to do online.*

*We have had someone from a local interpreting agency in to talk (virtually) to the group about their work, and have two visiting speakers from the council coming this week and next to talk about their work and how community interpreters might be involved.'*

	All learners are on track to achieve the full qualification.
<p><b>Submitted October 2020: NR - ESOL and childcare case study, with a focus on ESOL IAG Hub Strand 1.</b></p> <p>NR joined her first ESOL class at her local mosque some years ago whilst she was raising her triplets, but her studies were interrupted due to family responsibilities.</p> <p>When she was ready to return she met with a subject specialist who suggested an E3 childcare qualification and an 'English for Work' course. N remembers that she felt so much happier with her English that she began to speak to her children in English at home, and they began to correct her! Afterwards, she progressed to the Childcare L1 award, which she successfully completed in July.</p> <p>During lockdown she learned how to study online and received a 1-1 video call advice session about her next steps because the lack of voluntary schools placements meant she could not start her Teaching Assistant course. Instead, she is studying 'Understanding Behaviour that Challenges' before her next English course, so that she is ready to qualify as a teaching assistant when placements become available.</p> <p>She says, <i>"Before I was shy and afraid to speak to people. Studying at HACL has given me the confidence to communicate and express myself. I practice English speaking at my community gatherings and have also started attending parents - teacher meetings at my children's school."</i></p> <p>Her message to others, <i>"Don't stay at home. Come and learn, do something for yourself, do something for the community"</i>.</p>	<p><b>Submitted January 2020: Childminders Forum case study</b></p> <p>AP completed her childminding qualification with us in 2018 and set up her own business. Since joining the Forum she has attended 5 workshops:</p> <ul style="list-style-type: none"> <li>Ofsted Trends from Recent Inspections</li> <li>Self-evaluation</li> <li>Planning for Individual Needs</li> <li>Getting it Right for Boys</li> <li>Education Inspection Framework in action.</li> </ul> <p>When asked about the impact of the forum, she replied,  <i>'Myself and another childminder were talking about this today. We find the Forum very useful as it updates us with information we didn't always receive before. Your little bits of information and recommendations are interesting and its information that I wouldn't otherwise see. Thank you [Childminding tutor]. You're a star and deserve credit for supporting us and keeping us up to date with what Ofsted really want to see.'</i></p>
<p><b>Submitted March 2020: 'Boost your English with Digital Skills'</b></p> <p>Currently a private nanny, NM has achieved Entry 3 Functional English and a Level 1 childcare qualification at HACL.</p>	<p><b>Submitted October 2019: Learner/volunteer case study</b></p> <p>Having completed English, maths and IT courses with Adult Ed Samira decided to volunteer. She says, 'I really enjoy volunteering on the ECDL</p>

<p>She joined a 'Boost your English with Digital Skills' course to further develop her English and IT skills because she wants to move to working in childcare and nursery settings.</p> <p>She found the targeted English tasks on her 'Boost' course increased her confidence as well as her skills, especially the group work to prepare for a mock interview and the interview itself.</p> <p>She is due to take a L2 diploma course and feels the skills she has acquired in the Boost class, both digital and language, will help her manage her coursework and the written work necessary in her new career.</p>	<p>course. Following all the help and support I received when studying, it's really nice to support others in achieving a qualification.'</p> <p><i>She added, 'I intend to continue with further studies and volunteering, and in a couple of years time apply to study IT at university. My ultimate aim is to work in this area, but at the moment I'm applying for administrative roles where learning and volunteering experience can be put to good use.'</i></p>
---	---