

ESOL Effectiveness Self-Assessment Framework

The ESOL effectiveness self-assessment framework has been developed to support providers and partnerships to reflect on the quality, effectiveness and responsiveness of ESOL provision.



Table of Contents

Start here: Click through each section to explore the ESOL Effectiveness Self-Assessment Framework.

- 03** Introduction to the ESOL Effectiveness Self-Assessment Framework
- 04** How has the framework been developed?
- 05** Relationship to the ESOL outcomes statement
- 06** What the framework covers
- 10** Who should use the framework?
- 11** How to use the framework
- 14** Using the findings
- 14** Interpreting the descriptors
- 16** Priority outcomes for Medr-funded ESOL provision
- 21** ESOL Effectiveness Self-Assessment Framework

Introduction to the ESOL Effectiveness Self-Assessment Framework

About this framework

The ESOL Effectiveness Self-Assessment Framework has been developed to support providers and partnerships to reflect on the quality, effectiveness and responsiveness of English for Speakers of Other Languages (ESOL) provision.

The framework is intended to prompt structured reflection, discussion and continuous improvement.

It is not an inspection framework, performance management framework or compliance requirement. There is no expectation that providers complete or submit the framework to Medr, Estyn or any other organisation.

Rather, it is a resource co-produced with providers and stakeholders to support self-evaluation, planning and service development.

The framework can be used alongside existing self-evaluation and quality improvement processes, including those undertaken to meet Medr requirements, to support a more focused reflection on the effectiveness of ESOL provision.

The framework recognises that effective ESOL provision extends beyond teaching and learning alone. It reflects the wider factors that contribute to successful learner experiences and outcomes, including access, inclusion, learner engagement, employment, progression pathways, partnership working and workforce development.



How has the framework been developed?

Medr commissioned Learning and Work Institute (L&W) to work with ESOL providers, practitioners, stakeholders and learners to co-create this resource. The framework draws on evidence and insights gathered through a collaborative development process, including:

- a review of relevant evidence, policy and practice relating to effective ESOL provision in Wales and across the UK, including factors that support learner access, participation, progression and outcomes.
- interviews and discussions with ESOL providers and stakeholders to explore current practice, challenges and priorities across different delivery contexts.
- focus groups with ESOL learners to centre learner voices in the development of the framework by exploring motivations, experiences of provision, perceptions of quality and effectiveness, progression, and priorities for future improvement.

- a series of workshops with a strategic advisory group comprising representatives from ESOL providers and stakeholder organisations to inform the framework, and refine its emerging structure, content and language.
- detailed feedback from providers who piloted the framework and shared their experiences of using it in practice, including reflections on its relevance, usability and application within existing self-evaluation and quality improvement processes.

Through these activities, L&W identified and refined key themes influencing ESOL effectiveness. L&W developed the framework to reflect the breadth of factors that contribute to effective ESOL provision, including access and inclusion, teaching and learning, learner outcomes and progression, partnership working, and workforce development. The resulting Framework is intended to provide a practical framework for reflection, discussion and continuous improvement across a diverse range of ESOL providers and delivery settings.

Relationship to the ESOL outcomes statement

Alongside the framework, the project developed an ESOL outcomes statement which sets out the priority outcomes for Medr-funded ESOL provision.

The outcomes statement was informed through the same development process as the framework, including interviews and discussions with ESOL providers and stakeholders about the purposes, outcomes and wider impact of ESOL provision.

The outcomes statement identifies four priority outcomes:

- improved and more equitable access to language education.
- improved English language skills for everyday life.
- positive learner progression and wellbeing.
- a visible, joined-up and well-connected ESOL system.

The domains and sub-domains within the framework have been designed to reflect the range of factors that contribute to achieving these outcomes. Providers and partnerships may therefore find it helpful to use the framework alongside the ESOL outcomes statement when undertaking self-evaluation, quality improvement and planning activities.

The full ESOL outcomes statement can be found on page 17 in this document.

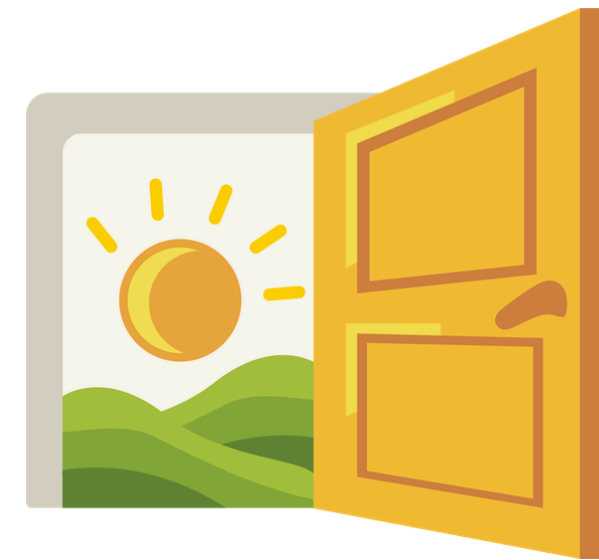


What the framework covers

The framework is organised into five domains which reflect key components of effective ESOL provision. A domain is a broad area of ESOL practice, and each domain is divided into a number of more specific sub-domains.

Access, engagement and inclusion:

This domain focuses on how learners access ESOL provision and how effectively providers respond to diverse needs. It explores outreach, signposting, initial assessment and placement, barriers to participation, and the role of learner engagement in improving access and inclusion.



Teaching, learning and curriculum:

This domain examines the quality and relevance of ESOL provision. It considers curriculum design, learner-centred teaching and assessment, support for learners with additional needs, Welsh language and culture, and opportunities for learners to influence their learning experience.



Learner outcomes and progression:

This domain focuses on the outcomes that learners achieve and how providers support progression. It explores goal-setting, the measurement of learning and wider outcomes, progression pathways, information and guidance, and support for employment and further learning.



Systems, partnerships and pathways:

This domain looks at how providers plan and coordinate ESOL provision across the wider system. It considers partnership working, strategic planning, the use of data and intelligence, and the development of coherent learner pathways into, through and beyond ESOL provision.

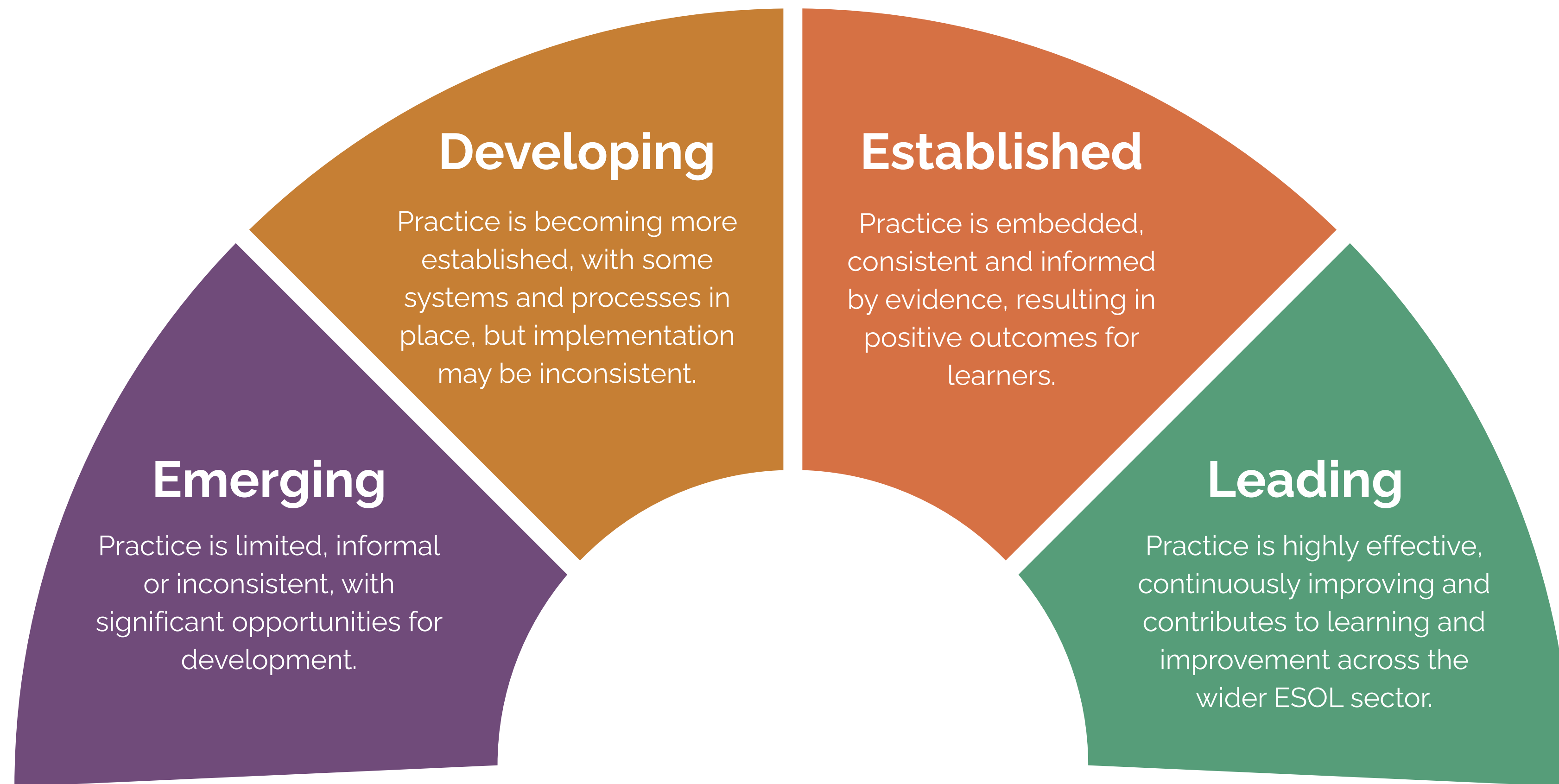


Workforce and provider capacity:

This domain explores the capacity of providers to deliver high-quality ESOL provision. It focuses on workforce recruitment and retention, professional development, volunteer support, resource sharing and knowledge exchange across the ESOL sector.



Within each domain, a number of specific aspects of practice are described across four levels of development:



These levels are intended to illustrate a broad developmental journey rather than a set of fixed categories.

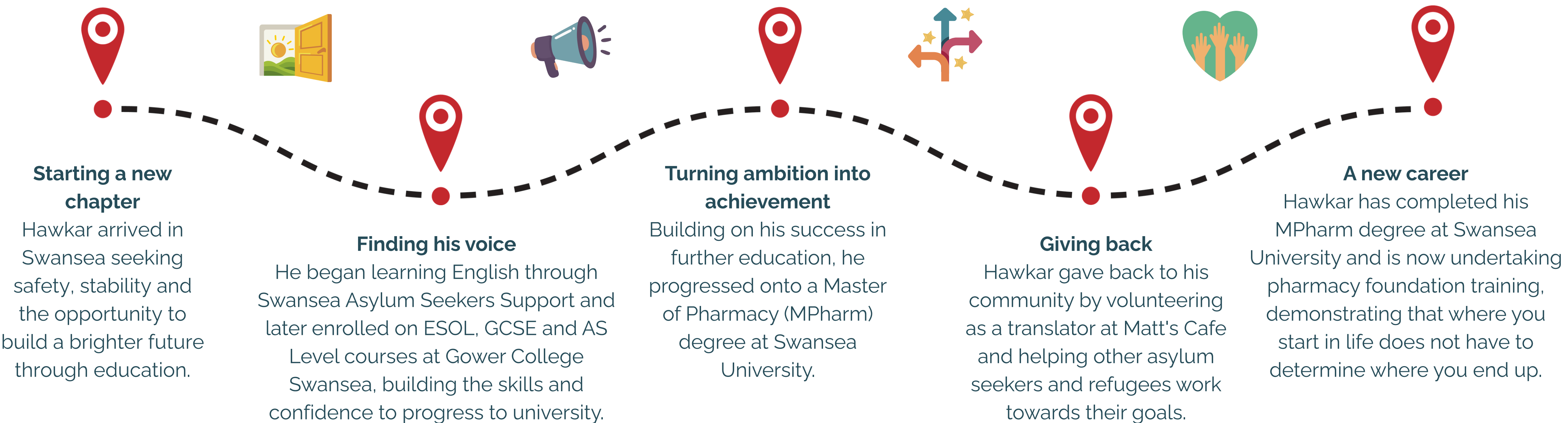
Providers may recognise characteristics from more than one level within the same area of practice.



Hawkar Salih

"Swansea means so much to me. It was a place that saw me at my lowest. But so many people helped me and I never gave up on my dreams. Whatever we believe, we can achieve. It doesn't matter where we come from or who we are – if we give enough effort to something we want and work hard towards our goals, nothing is impossible. Make plans, work for it and you will achieve it."

 **View Hawkar's story**



Who should use the framework?

The framework can be used by a range of staff involved in planning, managing, delivering or supporting ESOL provision, including:

- senior leaders
- curriculum managers
- quality managers
- ESOL coordinators
- lead tutors
- tutors
- learner engagement staff
- staff who represent their organisation within Adult Community Learning (ACL) partnerships and other ESOL partnerships

While the framework has been developed primarily as a self-assessment tool for individual providers, some domains and sub-domains may also be used by ACL partnerships and other local ESOL partnerships to reflect on the effectiveness of the overall ESOL offer, partnership arrangements and learner pathways across an area.

Not all sections will be equally relevant to every individual. Users should focus on the domains and sub-domains that are most meaningful to their role and experience.

There is no expectation that every participant completes every section of the framework. For example:

- tutors may be best placed to comment on teaching, learning, curriculum and learner engagement;
- managers may have greater knowledge of strategic planning, partnerships, curriculum and workforce development and progression arrangements;
- quality staff may have particular insights regarding learner outcomes, evidence and self-evaluation processes.



How to use the framework

The framework can be used individually or as part of a group process.

While providers are encouraged to adapt the process to fit with their existing self-evaluation, quality improvement and planning arrangements, a typical approach might involve:

Individual reflection

Participants review relevant sections and identify which descriptors best reflect current practice.

Judgements should be informed by available evidence where possible.

This might include:

- learner feedback
- learner outcomes data
- quality assurance findings
- partnership information
- workforce data
- examples of practice and provision

There is no prescribed method for completing the framework. Providers may choose to use whichever approach best fits their existing self-evaluation processes. For example, users may tick the descriptors that best reflect current practice, apply a Red-Amber-Green (RAG) rating, or highlight relevant statements, record comments and evidence directly within the framework.

Most importantly, the emphasis should be on supporting meaningful reflection and improvement rather than generating a 'score'.

How to use the framework

Step 2



Discussion and comparison

Participants compare perspectives and discuss areas of agreement and difference. Depending on their role, colleagues may have different perspectives on the same area of practice. Differences in judgement are often valuable findings in themselves and can prompt useful discussion about variations in experience, understanding and practice across the organisation.

The framework may also provide a useful basis for discussion between providers through local and regional ESOL Network meetings, helping to share effective practice, explore common challenges and support sector-wide improvement.

They can help to understand:

- where practice varies;
- where communication could be strengthened;
- where assumptions may differ;
- where further investigation would be helpful.



How to use the framework

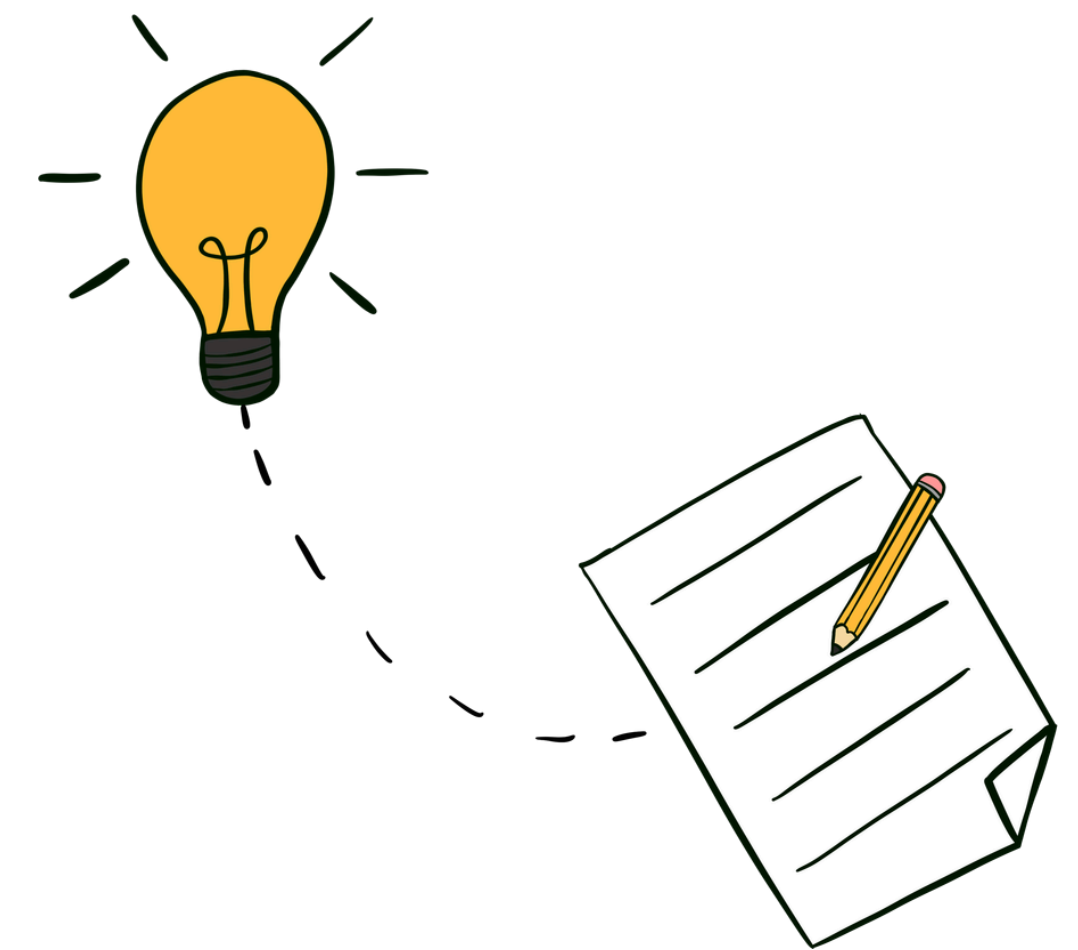
Identify priorities

The final stage is to identify strengths and areas for development.

Providers may wish to consider questions such as:

- What are we doing particularly well?
- What areas are we less confident about?
- Which areas would have the greatest impact on learners if improved?
- Which actions are realistically achievable?
- What evidence supports our judgement?

Step 3



Using the findings

Providers may use findings from the framework in different ways depending on their local arrangements.

Examples include:

- informing self-evaluation reports;
- informing quality development or improvement plans;
- supporting curriculum planning;
- identifying workforce development priorities;
- informing partnership discussions;
- supporting discussion at ESOL Network meetings;
- supporting service reviews;
- evidencing strengths and areas for development.

The framework is not intended to create additional reporting requirements. Providers should use it in ways that complement existing self-evaluation, planning and quality improvement processes wherever possible.

Interpreting the descriptors

The descriptors are illustrative rather than prescriptive.

A provider does not need to demonstrate every element within a column to identify with that level of development. Similarly, there may be examples of effective practice that are not explicitly referenced in the framework.

Local context matters. Providers operate in different circumstances, serve different learner populations and have access to different resources and partnerships. Users should therefore apply professional judgement when interpreting descriptors and reflecting on their own practice.

The value of the framework lies not in assigning a score, but in the conversations, reflection and improvement activity that it supports.





Ida Mirzaee

“Everything I have achieved has been made possible by the kindness of people who welcomed and supported me when I arrived as an asylum seeker, from teachers and fellow learners to new friends. Their support helped me find my place in a new country, culture and way of life. I hope my story inspires others to follow their ambitions and explore opportunities to study, train and build a career in the field they are passionate about.”



View Ida's story and animation film



A new journey

Ida arrived in Wales in 2020 and faced the challenges of starting a new life during the Covid-19 pandemic.

Finding confidence and connection

Attending informal conversation classes at the Welsh Refugee Council gave her an initial sense of belonging and connection, sparking her confidence to progress into more formal ESOL learning.

Building new skills, confidence and friendship

Ida then progressed onto formal ESOL classes at Cardiff and Vale College, improving her English, growing in confidence and building new friendships.

Opening new doors to higher education

She secured a scholarship to study a Master of Arts in Animation at the University of South Wales, creating new opportunities for her future.

A path to employment

Using the skills and qualifications she gained through her studies, Ida secured a role as a Graphic Designer with Careers Wales and has been thriving there ever since.

Priority outcomes for Medr-funded ESOL provision

1 Improved and more equitable access to language education

Adults with English as an additional language are able to access appropriate language learning opportunities, regardless of location, circumstances, prior educational experience or point of arrival. This outcome is supported by:

- **flexible and diverse provision** in terms of delivery models, intensity, pace, mode and location, including viable models for rural, coastal and lower-population areas.
- **inclusive and learner-centred engagement**, with approaches suited to learners' needs and experiences, including trauma-informed and participatory practice.
- **access to Welsh for Speakers of Other Languages (WSOL)**, where appropriate, supporting integration and participation in bilingual Welsh life and meeting regulatory expectations.

"When they recognised that I was learning really quickly and this wasn't the right class for me, they provided one-to-one support, childcare and transport so I could attend a more advanced class."

- ESOL learner



Priority outcomes for Medr-funded ESOL provision

2 Improved English language skills for everyday life

Learners develop English language skills that enable effective communication and increased confidence in everyday contexts, including accessing services, learning, employment and community life.

This outcome is supported by:

- **flexible, inclusive provision**, as set out under Outcome 1, enabling learners to progress at a pace and in ways aligned with their goals.
- **high-quality teaching, learning and learner support**, underpinned by ESOL-specific workforce development and robust identification of learner needs.
- **recognition of partial, non-linear and non-accredited progress**, alongside accredited achievement, in line with learners' aspirations.

"Before, I needed someone to help me with the GP, appointments or translations. Now I can do it by myself, and I can help my children with school and homework too."

- ESOL learner



Priority outcomes for Medr-funded ESOL provision

3

Positive learner progression and wellbeing

Learners experience meaningful progression that reflects their goals and starting points and supports longer-term independence and participation. Progression outcomes include:

- **improved wellbeing, confidence and sense of belonging**, recognising safety, stability and inclusion as foundations for learning.
- **progression into further learning**, including higher-level ESOL, vocational education, volunteering and mainstream further or higher education.
- **progression towards employment or self-employment**, where this aligns with learner aspirations.
- **increased community participation and social connection**, supporting active citizenship and integration.

“ESOL gave me confidence in talking, learning the language and carrying on with everyday life. Every year I moved into a better position at work and felt ready for new challenges.”

– ESOL learner



Priority outcomes for Medr-funded ESOL provision

4 A visible, joined up and well connected ESOL system

ESOL provision is visible, coordinated and effectively connected to the wider public services, education and employment infrastructure in Wales.

This outcome is supported by:

- **clear and accessible learner pathways**, from first engagement with ESOL through to further learning, employment, volunteering and community participation.
- **strong partnerships and coordination** between ESOL providers, public services, employers, community organisations and other learning providers, enabling coherent learner journeys and shared outcomes.

*"It wasn't just about English.
I learned about life here,
services, opportunities and
what I could do next."*

– ESOL learner



Yassmein Hussein

"I arrived in the UK with the same passion and ambition I have today, but adult learning gave me greater awareness and a stronger love for knowledge and community. It has built my confidence, supported my children and inspired me to help others do the same."



View Yassmein's story



A fresh start

Yassmein settled into life in Cardiff and developed new connections, creating a foundation for her future in Wales.

Embracing adult learning

She completed thirteen adult learning courses with Cardiff and Vale College and Cardiff Council, including family learning and stress management, gaining skills and knowledge to support her family.

Supporting families and communities

She shared her learning by creating a support network for mothers of neurodivergent children and promoting the benefits of adult learning.

From inspiration to ambition

Inspired by her volunteering experiences, Yassmein is working towards establishing her own bakery business, with plans to create a community-focused space that brings people together.

Creating community impact

Yassmein has become an active community advocate, using her skills and enthusiasm to support and inspire others. She now hopes to progress into studies in child psychology and business.



ESOL Effectiveness Self-Assessment Framework



Emerging	Developing	Established	Leading
Signposting, awareness and outreach			
☐ Information about ESOL opportunities is routinely promoted through the provider's own communications (e.g. website, prospectus). ☐ Some informal networking and information sharing with potential signposting and referral partners takes place, but this is ad hoc and patchy. ☐ Course information is kept up to date on the Careers Wales Find a Course database.	☐ ESOL provision (formal and informal) is mapped across the local area to provide collated, up-to-date information about opportunities offered by different providers which can be shared with learners. ☐ Information about ESOL opportunities is routinely shared with key local organisations and services in touch with potential learners. Signposting may be inconsistent and referral processes are under-developed.	☐ Local ESOL opportunities are collaboratively marketed and promoted to learners through both digital and physical media, via ESOL providers and partners including local services and third sector organisations in touch with target groups which can provide signposting, referrals and wider support. ☐ Informal provision such as taster sessions is delivered in outreach settings with community partners to reach and engage learners from key target groups. ☐ Lead responsibility for ESOL community outreach is formalised within staff roles, (e.g. mapping relevant organisations and initiatives, building links with community partners and identifying learners).	☐ Multiple, diverse and well-developed access points are in place for referring into the provision to ensure reach into different target communities and to suit the needs of individual learners. ☐ ESOL learners are supported by outreach leads to undertake roles such as Learner Ambassadors and learning champions. They act as a vital link to potential learners, collecting and sharing information on learner needs and barriers and take a lead role in promoting provision to their peers. They may co-produce communication methods and messaging to enhance reach and relevance with target cohorts.

Notes:

Emerging	Developing	Established	Leading
Initial assessment and placement			
☐ Following initial assessment, learners may face significant delays to access appropriate provision. Learners may be placed on a waiting list but be unclear about when they will be able to start a course. ☐ Learners may be signposted to alternative provision and sources of support. ☐ Learners seeking to access alternative provision are required to undertake multiple initial assessments.	☐ Following initial assessment, learners who cannot be offered a place in the short term are placed on a waiting list and given clear information about the next steps and when they are likely to be able to join a course. ☐ Ad hoc enquiries may be made to try and find learners a place on a suitable course with another provider to reduce waiting times. Accessing a course with a different provider requires learners to undertake another initial assessment. ☐ Learners may be signposted or referred to informal ESOL opportunities to enable them to sustain their language learning while waiting for a place.	☐ Following initial assessment, learners who cannot be offered a place on suitable provision straight away are routinely supported to access alternative provision to bridge the gap until they can start (e.g. a conversation club), either in house or with a community partner. ☐ Providers work together to try and place learners on appropriate courses and minimise waiting times, but there is no standardised initial assessment.	☐ Learners have access to a standardised initial assessment which covers the breadth of provision across the local area and eliminates the need for repeated assessments and multiple visits to different providers. ☐ Waiting times for learners to access suitable provision are minimised through effective partnership working between providers and the use of alternative delivery models (e.g. roll on roll off). ☐ Data on waiting times is routinely analysed and reviewed to determine action needed at provider and Partnership levels. Emerging capacity pressures and unmet demand are identified and addressed through collaborative planning. Findings are shared with other providers / Partnerships to inform understanding of local, regional and national patterns of ESOL demand and supply.

Notes:

3 Access, engagement and inclusion			
Focus: Who can access ESOL and how well provision responds to diverse needs			
Date:			
Emerging	Developing	Established	Leading
Addressing barriers to access			
☐ Collection and use of data on barriers to access is limited. Initial assessment identifies individual barriers to learning. However, the delivery mode, timing and location of ESOL provision is determined largely by organisational considerations, (e.g. tutor and venue availability). ☐ Learners who cannot be accommodated due to practical barriers to access (e.g. funding eligibility, transport or childcare issues) may be informally signposted to other providers or sources of support.	☐ Some data is collected on barriers to access (e.g. through work with community partners, learner engagement feedback, analysis of local datasets). ☐ Findings may be used to inform the development of new provision such as taster sessions in outreach settings and blended learning opportunities. ☐ Learners who cannot be accommodated due to practical barriers to access are signposted to support where possible.	☐ Data on barriers to access is routinely collected and shared with delivery and referral partners (e.g. via the ACL Partnership, REACH+ networks). ☐ Findings are analysed to identify gaps and unmet needs and inform collaborative and strategic planning and development of the local ESOL offer. Some key groups may continue to face practical barriers, (e.g. due to childcare, sparsity). ☐ Well-developed signposting and referral processes are in place to connect learners with support to address practical barriers to access, where this is not embedded into provision.	☐ Data from different sources on barriers to access, gaps and unmet needs is systematically analysed to set improvement actions. ESOL learner voice routinely informs this process and may include insights from learner-led learner engagement models such as Learner Ambassadors and learning champions. ☐ Findings are used to inform planning, including decisions about the location, timing and delivery models of provision. ☐ Providers of wider local services (e.g. transport) are pro-actively engaged, with the aim of influencing their decisions in order to address barriers to access faced by ESOL learners.

Notes:

Emerging	Developing	Established	Leading
Flexible and responsive curriculum			
☐ Learners have access to a limited range of provision. Where needs cannot be met by in-house delivery, learners may be signposted to other opportunities. ☐ Limited curriculum development takes place in response to changing learner needs. Topics and resources may not always be relevant to learners' real life communication needs and goals.	☐ Learners have access to a range of provision in terms of type, delivery model, level, etc, to reflect the needs of some key target groups. Where needs cannot be met through in-house provision, learners are signposted or referred to alternative opportunities, although arrangements may be informal or inconsistent. ☐ Some curriculum development takes place in response to changing learner needs. Topics and resources are informed by understanding of learners' real life communication needs and goals.	☐ Learners have access to a diverse range of provision that aims to meet the needs of key target groups in terms of timing, intensity and location of delivery. Where needs cannot be met in-house, local partnership working directs learners to suitable provision. ☐ Curriculum design and development are driven by good understanding of learners' communication needs, intended outcomes and progression goals. ☐ Course content is regularly reviewed and updated to ensure that it reflects current learner need. It is informed by evidence from a range of sources (e.g. feedback from community partners, learner engagement, local data sets).	☐ Learners have access to an appropriately rich and varied mix of provision, including viable models for learners in areas with low demand (e.g. rural, coastal). Where needs cannot be met in-house, robust referral pathways are in place to suitable provision. ☐ An agile, data-driven and learner-centred approach to curriculum development supports employability, integration and wellbeing (e.g. through embedded digital literacy, vocational preparation and life skills).

Notes:

Emerging	Developing	Established	Leading
Learner-centred teaching, learning and assessment			
☐ The quality of ESOL learning experiences, teaching and assessment meets Estyn requirements. ☐ Limited opportunities are available for ESOL learners who would benefit from accessing learning online to do so. ☐ Limited use is made of digital technology in the classroom to support face to face delivery and enable learners to develop and practise digital skills.	☐ The quality of ESOL learning experiences, teaching and assessment builds on Estyn requirements and includes elements of specific learner-centred approaches (e.g. participatory or trauma informed ESOL). Their use reflects the skills and interests of individual tutors, rather than strategic curriculum design. ☐ Learners who would benefit from opportunities to access online provision are supported to do so, either in-house or via other routes. ☐ Some use is made of digital technology in the classroom to support face to face delivery and enable learners to develop and practise digital skills.	☐ A range of appropriate learner-centred pedagogies are used across ESOL provision. Their use is strategically planned within curriculum design and development, in response to learners' needs. ☐ Learners have access to face to face, blended and online provision, depending on their needs. In blended or online provision, effective use is made of appropriate online ESOL pedagogies.	☐ The effectiveness of different approaches is continuously evaluated and reviewed in light of changing learner needs. New models are developed or existing models refined (e.g. through action research) and insights are disseminated to support sector-wide learning and development. ☐ Strategic discussions take place with partners about how alternative delivery models, including online learning, can be developed and consistently made available to address specific language learning needs (e.g. higher-level learning, occupationally specific provision). Insights are shared with other providers across Wales and inform feedback to Medr.

Notes:

Emerging	Developing	Established	Leading
Support for ESOL learners with additional needs			
☐ Initial assessment does not systematically identify additional learning needs. ☐ Tutors may have limited support to identify and respond to additional learning needs in the classroom.	☐ Consistent and robust mechanisms are in place for seeking to identify additional learning needs both at initial assessment and in the classroom. ☐ Some needs identified are effectively responded to and learners receive appropriate support (e.g. physical disabilities, sensory impairments). However, there may be gaps in relation to some disabilities and learning differences, and types of support available is limited.	☐ A wide range of additional learning needs are systematically identified and supported, including specific disabilities and learning differences. ☐ A broad and responsive range of support is in place (e.g. classroom support, teacher training / support to differentiate and apply inclusive classroom practice).	☐ All tutors and staff are routinely trained and supported to ensure that they can effectively identify and support learners with additional learning needs (e.g. through developing targeted, inclusive teaching strategies for diverse and neurodivergent ESOL students). ☐ Effective practice has been developed in meeting additional learning needs, and this is recognised and shared across the wider ESOL sector.

Notes:

Emerging	Developing	Established	Leading
Welsh for Speakers of Other Languages (WSOL)			
☐ ESOL tutors are supported to include some embedded awareness of Welsh language and culture into classes.	☐ Most ESOL provision includes embedded WSOL and learning about Welsh culture. ☐ WSOL taster courses are delivered in outreach settings, by own tutor or in partnership with the National Centre for Learning Welsh, Learn Welsh provider. ☐ Occasional ESOL enrichment activities are offered which include visits to places of civic, historical or cultural interest (e.g. links with the National Museum of Wales, the Senedd, Cadw, national parks).	☐ WSOL and learning about Welsh culture are embedded across all ESOL provision. ☐ A comprehensive programme of ESOL enrichment activities, with a focus on developing learners' understanding of Welsh language and culture, is systematically built into and aligned with the curriculum offer. ☐ ESOL learners have access to standalone introductory WSOL provision, delivered in-house.	☐ WSOL offer includes the use of bridging resources, leading to progression to Learn Welsh provision. ☐ WSOL learners have access to informal opportunities to engage with local people also learning Welsh (e.g. conversation clubs). ☐ Strategic discussions take place with the National Centre for Learning Welsh and the local Learn Welsh provider to develop opportunities to introduce ESOL learning to Learn Welsh provision.

Notes:

Emerging	Developing	Established	Leading
Learner engagement			
☐ Standard feedback tools are used across all learner groups, with limited adaptation or support to meet the needs of ESOL learners. ☐ ESOL learners are largely absent from participation in collective learner engagement opportunities such as learner forums and focus groups. ESOL learners have limited opportunities to contribute to the development and review of the published Commitment to Learner Engagement as required within the Medr regulatory framework set out in the <u>Learner Engagement Code</u>. ☐	☐ Some additional support and tailoring are provided to promote an inclusive approach and ensure that ESOL learners can give meaningful feedback via individual methods (e.g. surveys, end of course evaluation). ☐ Individual ESOL learners are proactively identified who have the existing language skills to participate in collective learner engagement opportunities and contribute to the published Commitment to Learner Engagement.	☐ Learner engagement reflects a culture of inclusion. Targeted and tailored support is provided (e.g. multilingual volunteers, materials in community languages, work with community partners) to pro-actively encourage ESOL learners to engage in decision-making through both individual and collective methods. ☐ This support is also used to engage ESOL learners in developing and reviewing the published Commitment to Learner Engagement. ☐ In closing the feedback loop, feedback to ESOL learners is tailored as appropriate to ensure they know how their input has influenced decisions, or if this has not been possible, then they are clear why this is the case. ☐ Specific provision is made to ensure that ESOL learners have opportunities to contribute to the development and review of the published commitment to learner engagement, in line with the <u>Learner Engagement Code</u>.	☐ Learner engagement proactively fosters inclusion and belonging for ESOL learners. They are deliberately recruited and supported to participate in collective, learner-led approaches such as Learner Ambassadors and community learning champions. ☐ ESOL Learner Advisory boards are supported to enable ESOL learners to share their views in meaningful ways – with some focused questions around their experience of curriculum design, delivery, accessibility and progression. The board is facilitated by a trusted tutor or learner representative. ☐ Both the findings of engagement with ESOL learners and the effectiveness of approaches used are systematically reviewed and reported on to Leadership teams and to the Adult Community Learning Partnership curriculum group and learner engagement group to identify themes and priorities for action.

Notes:

Emerging	Developing	Established	Leading
Defining and planning outcomes			
☐ Initial assessment and on-going discussion with all learners identify individuals' language learning and progression goals. ☐ Some attention is paid to identifying the wider personal and social outcomes that matter to learners, through learner engagement and work with ESOL partners and stakeholders, although this may be patchy. ☐ Curriculum design and development is informed primarily by the requirements of assessments / qualifications.	☐ Goal setting and progress reviews are carried out consistently with all learners. ☐ Learner engagement and work with ESOL partners and stakeholders seeks to understand the communication needs and wider personal and social outcomes that learners need and value. ☐ Understanding of learner outcomes, aspirations and progression goals is used to inform on-going curriculum design and development.	☐ A robust framework is in place which recognises the breadth and diversity of learning outcomes, wider personal and social outcomes, and progression goals, including employment, that are important to different groups of ESOL learners. This informs the embedding of intended outcomes into curriculum design and development and is regularly reviewed and updated to take account of changing and emerging learner needs. ☐ The overall ESOL offer effectively addresses the goals of individual learners in terms of language learning, wider personal and social outcomes and progression, including through referral and signposting to external sources of learning and support where this is appropriate.	☐ Learners' individual progression goals in relation to education and employment are effectively supported through tailored and targeted support, including recognition of prior learning, skills and employment. ☐ Robust referral and signposting routes are in place to external agencies which can provide specialist support where this is required (e.g. with recognition of overseas qualifications). ☐ The findings of outcomes data analysis are used to inform on-going curriculum development, to ensure that provision is meeting learners' needs.

Notes:

Emerging	Developing	Established	Leading
Measuring learner outcomes and progression			
☐ There is a reliance on quantitative outcomes data and generic approaches such as learner satisfaction surveys. Organisational capacity to collect qualitative data may be limited. ☐ Partial outcomes and non-linear progress may not be recognised and captured. ☐ No data sharing takes place with other providers to track learner progression.	☐ Data is collected on the wider personal and social outcomes experienced by learners, with some tailoring of generic tools to include the specific outcomes valued by ESOL learners (e.g. belonging, independence, community participation). ☐ Some partial outcomes and non-linear progress are recognised, in line with learners' goals and aspirations. ☐ Arrangements for sharing data with other key providers are being explored, to improve tracking of learner progression.	☐ Data from a range of quantitative and qualitative sources is systematically collected, collated and analysed to gain a broad understanding of the learning and wider personal and social outcomes gained by different groups of ESOL learners. ☐ Data collection methods reflect the distinctive personal and social outcomes that are valued by ESOL learners. ☐ Partial outcomes and non-linear progress are routinely recognised, in line with learners' goals and aspirations. ☐ Data sharing arrangements are in place with other key providers to enable learner progression to be tracked.	☐ Outcomes data for ESOL learners are systematically reviewed and shared at ACL Partnership level to identify opportunities for strengthening outcomes and progression and to highlight issues of concern or opportunity to Medr or other agencies.

Notes:

Emerging

Developing

Established

Leading

Support for progression

- ☐ Progression planning for ESOL learners is not sufficiently strategic.
- ☐ Mapping and development of progression routes are under-developed.
- ☐ Work-related progression and rapid progression for high-level learners (e.g. professionals) is under-supported.

- ☐ Comprehensive ESOL progression maps have been developed in partnership with other providers and stakeholders, which identify the range and level of courses delivered across organisations and pathways through and on from these.
- ☐ Information about possible internal and external progression routes for ESOL learners is made available to frontline staff, tutors and learners. This includes further and vocational learning, HE, volunteering and employment support.
- ☐ ESOL learners are supported to recognise soft / generic and employability skills gained.

- ☐ Information, advice and guidance is embedded into all ESOL provision, to ensure that learners understand the opportunities available to them and are supported to consider next steps and identify any specific support needs.
- ☐ ESOL tutors understand the full range of progression routes from their courses and pro-actively advise and signpost all learners appropriately.
- ☐ Where appropriate, progression support includes practical progression sessions which are planned and delivered with partners to prepare and enable learners to progress from community-based provision to FE and HE (e.g. talks, college trips).
- ☐ Multilingualism is valued and learners are supported to recognise and articulate how their employability may be enhanced by their skills in other languages alongside English.
- ☐ Work-related progression is systematically supported, in line with learners' individual goals (e.g. embedded / contextualised employability and vocational skills; support to secure recognition of existing qualifications via UK ENIC; referral to refugee employment services; referral to Working Wales or Business Wales to support self-employment; mentoring).

- ☐ ESOL learners at all levels have a clear line of sight from their entry point onto provision to learning and employment goals.
- ☐ Recognition of Prior Learning (RPL) is embedded and is used to enhance learners' confidence in their existing skills and learning and support.
- ☐ Intensive, fast track provision and accelerated movement between levels is available to support learners who are able to benefit.
- ☐ The curriculum offer recognises and responds to the diversity of learner needs in relation to progression (e.g. different pace and intensity of learning, specific interventions to support ALN learners to progress).
- ☐ Employer engagement includes a specific focus on supporting employment-related progression for ESOL learners (e.g. linking learners to local opportunities, work-focused Information Advice and Guidance (IAG), developing work experience and mentoring opportunities).
- ☐ Links are in place to agencies providing specialist employment support to refugees (e.g. Refugee Employment Network, Breaking Barriers).

Notes:

Emerging	Developing	Established	Leading
Partnership arrangements			
☐ Informal partnership working takes place with other local ESOL providers and stakeholders.	☐ There is some joint working with other ESOL providers and stakeholders on the planning and delivery of provision via formal arrangements (e.g. Adult Community Learning Partnership, REACH+). ☐ Some sharing of resources, including venues, takes place in response to specific needs.	☐ Coordinated planning and delivery of ESOL provision is undertaken with other providers and stakeholders via formal arrangements (e.g. Adult Community Learning Partnership, REACH+). ☐ Partners work together to identify opportunities and plan strategically to share resources, including venues, to improve access and efficiency.	☐ Local strategic leadership for ESOL is provided by a dedicated curriculum planning group within the ACL Partnership which reviews all ESOL provision within the local area (including formal and informal community-based provision, FE and HE offers) to identify gaps, duplication, opportunities and risks, plans provision and prepares report highlights for Medr.

Notes:

Emerging	Developing	Established	Leading
Planning the local offer			
☐ The ESOL offer is based on historic delivery patterns and makes limited use of current data and intelligence. ☐ Little or no shared curriculum planning with other local ESOL providers or stakeholders takes place.	☐ Data and intelligence from a range of sources are used to understand patterns of learner need. These are shared with other ESOL providers and stakeholders to identify gaps and duplication. ☐ Some shared planning of provision takes place with other local ESOL providers, including third sector partners offering informal learning opportunities.	☐ Data on patterns of need from a range of sources are routinely collected and shared with other ESOL providers and stakeholders. This includes labour market intelligence (LMI), refugee resettlement data, and qualitative insights from local services and partners on new learner cohorts and emerging needs. Mapping and monitoring of local formal and informal provision takes place to identify emerging needs and address duplication and gaps. ☐ Planning and development of the ESOL offer is undertaken in collaboration with other local providers and stakeholders to ensure effective progression routes are in place into, through and on from partners' provision.	☐ Good use is made of up-to-date data from a range of sources including LMI and intelligence from partners to plan provision. Insights from partners' learner engagement activities are routinely used to inform planning. ☐ Provision is planned strategically and in collaboration with other ESOL providers and stakeholders. Learners can access diverse and appropriate entry and progression pathways and make effective transitions onto, through and on from mainstream ESOL, to other types of language learning and wider education and skills provision. ☐ Data is used effectively to anticipate and respond quickly to new and emerging needs.

Notes:

Emerging	Developing	Established	Leading
Recruitment and retention			
☐ Some ESOL tutors may not have a teaching qualification or have no specific preparation for teaching ESOL. ☐ ESOL tutors are typically on less secure terms of employment, such as sessional and zero hours contracts. ☐ ESOL volunteers are actively recruited from within target communities.	☐ All ESOL tutors have an English language teaching qualification or are expected to be working towards this. ☐ Sessional ESOL tutors are offered annualised hours contracts as resources allow. The recruitment of sessional tutors may be limited to cases where a specific need has been identified (e.g. specialist teaching expertise; staff cover). Where possible, fractional salaried contracts are used.	☐ ESOL tutors without subject specialist ESOL training are actively supported to access appropriate structured external training, as resources allow. ☐ Senior leaders seek funded opportunities to identify and secure ESOL specific qualifications for their workforce/potential workforce.	☐ The ESOL-specific training needs of the workforce are strategically reviewed, and findings inform discussion and reviews with Medr and other agencies. ☐ Attention is paid to succession planning and tutor progression, to support retention and minimise service disruption. Where possible, progression opportunities are identified (e.g. lead tutor, development worker) and tutors are supported to develop the skills and knowledge to transition into these roles as opportunities arise.

Notes:

Emerging	Developing	Established	Leading
Continuing professional development			
☐ Some informal, ad hoc CPD for ESOL tutors may be offered where a specific need is identified through quality improvement activities. ☐ Teaching staff in other subjects who have ESOL learners in their classes (e.g. Maths, Digital and vocational skills tutors) are not routinely supported to develop the specific knowledge and skills to support them effectively. ☐ ESOL volunteers receive induction and have access to a named contact who can support them informally in the role.	☐ All ESOL tutors have access to a structured CPD offer informed by the findings of quality improvement activities and the needs of key learner groups (e.g. refugees and people seeking asylum, learners new to ESOL). ☐ Teaching staff in other subjects who may have ESOL learners in their classes have access to CPD opportunities to develop their skills and knowledge to more effectively support these learners. A structured programme of ESOL volunteer induction, training and on-going support is in place, led by a staff member with volunteer coordination as part of their role. ☐ Providers delivering ESOL across the Adult Community Learning Partnership collaborate to offer joint CPD opportunities to managers, tutors, other staff and volunteers where shared needs are identified.	☐ An ESOL-focused CPD offer for ESOL tutors and other staff working with ESOL learners is embedded into quality and planning cycles and informed by evidence of need from learners, partners and quality assurance and quality improvement activities. ☐ Participation in CPD activities is written into all tutor contracts, including sessional and other 'casual' contracts, and resourced appropriately. ☐ Where there is access to the Professional Learning Fund, planning takes place to assess the need for ESOL specific training for tutors and to enable this to be cascaded and shared more widely. ☐ ESOL tutors are encouraged and supported to participate in <u>NATECLA Cymru</u>. ☐ ESOL volunteers are supported through a structured programme which includes support to identify individual goals and develop and review progress against a personal development action plan.	☐ Opportunities are identified to access and contribute to externally funded workforce training and knowledge sharing, regionally, nationally and across the UK (e.g. via the Strategic Migration Partnership, Wales ESOL Network and national ESOL development events). Effective practice, resources and learning are proactively shared to support sector-wide improvement. ☐ ESOL volunteers who are interested in pursuing a teaching career are actively supported where possible to gain relevant skills and experience (e.g. as learning support assistants), and to undertake ESOL specialist teacher training.

Notes:

Emerging	Developing	Established	Leading
Resources and knowledge sharing			
☐ Some informal and ad hoc sharing of teaching resources among ESOL tutors takes place. ☐ There is no central repository of teaching resources, so knowledge and materials to support effective practice may be lost when a tutor leaves.	☐ Tutors have access to a shared online repository of teaching resources such as schemes of work, lesson plans and classroom resources, including nationally developed materials to support work with key groups (e.g. pre-Entry learners) and on key themes. ☐ Tutors are encouraged to contribute tried and tested materials to grow the repository, share approaches, and ensure that resources to support effective practice are retained when staff move on.	☐ Learning from ESOL-focused training accessed through the Professional Learning Fund is routinely cascaded by college partners to other providers in the Adult Community Learning Partnership.	☐ Opportunities for peer learning and knowledge sharing are fostered among ESOL tutors in-house and / or across the Adult Community Learning Partnership to support innovation (e.g. multilingual pedagogies, participatory approaches) through developing and supporting a practitioner network or peer mentoring.

Notes:

Learning and Work Institute (L&W) is an independent policy and research organisation focused on lifelong learning and better work.

Our vision is for a fair and prosperous society where learning and work enable everyone to realise their potential. We research what works, influence policy and develop new ideas to improve practice. We work with a wide range of partners and funders to achieve our vision of a prosperous and fair society in which learning and work provide opportunities for everyone to realise their potential and ambitions throughout life.

<https://www.learningandwork.wales/>

Medr is responsible for funding and regulating the tertiary education and research sector in Wales.

We work in close collaboration with our partners to enable a tertiary education and research system that is centred around the needs of learners, society, and the economy, with excellence, equality, and engagement at its heart.

<https://www.medr.cymru/en/>