

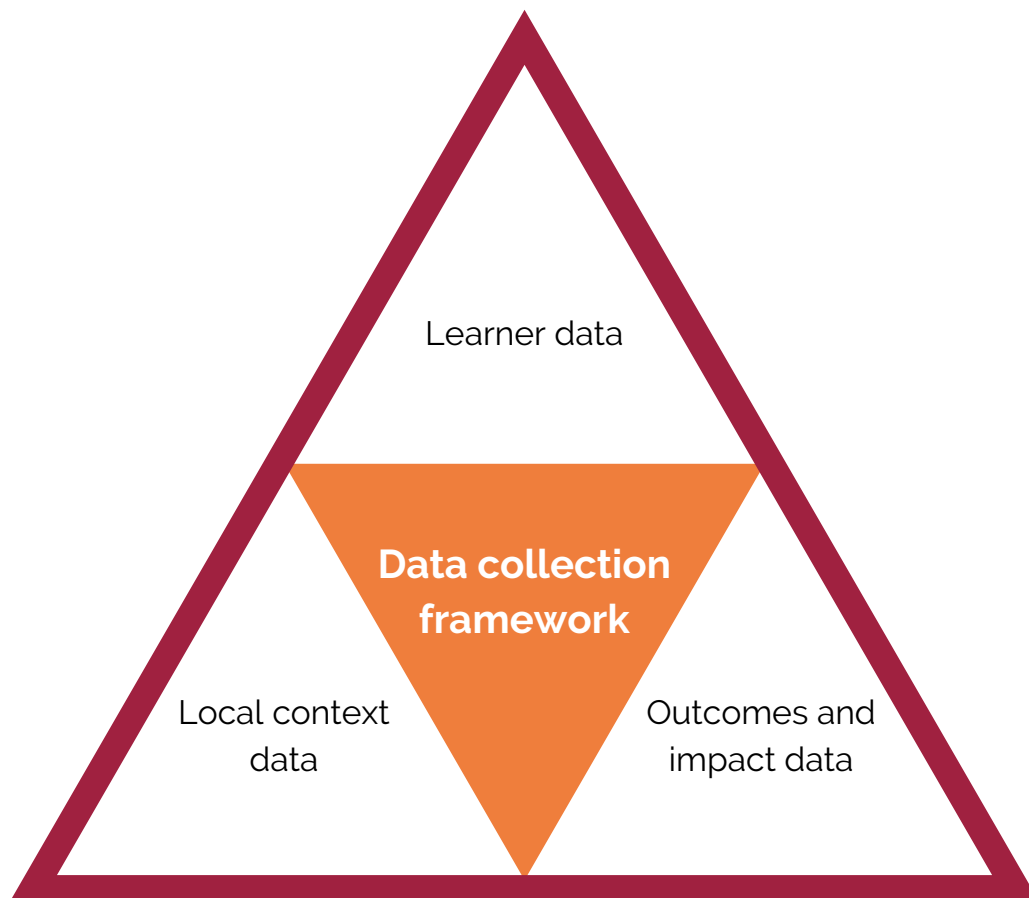
ESOL Local Coordination

A Framework for Local Data Collection

About the framework

This framework has been produced for local authorities, Mayoral Combined Authorities, the Greater London Authority and other stakeholders involved in the development and delivery of local ESOL coordination partnerships. It was developed in early 2020 by Learning & Work Institute (L&W) in consultation with representatives from local authorities in receipt of funding from the English Language Coordination Fund, Mayoral Combined Authorities (MCAs), the Greater London Authority other local authorities with a recognised track record of good practice in ESOL coordination, and external experts and stakeholders.

The framework was commissioned by Ministry of Housing, Communities and Local Government, Department for Education and the Home Office. It sits within an on-going programme of work to support the delivery of the English language objectives within the Government's Integrated Communities Action Plan. It is one of number of resources created by L&W to support the development of local ESOL partnerships, which include an Effective Practice Guide and case studies of local ESOL partnerships.



Why the data framework has been created

Improving the quality of data which underpins the planning and delivery of ESOL has been consistently identified by the sector as perhaps the most pressing prerequisite for effective local co-ordination to enable providers better to meet demand. It is critical for informing decision-making and improving the local offer so that it matches what learners in the area want and need.

What the framework covers

The framework identifies three kinds of data which local coordination partnerships will want to collect to inform their planning and decision-making.

- Learner data includes information on learners' personal circumstances and their educational background and interests. It enables providers and partners to understand who is seeking to access ESOL provision, where geographical clusters of need are located and what wider support will be required to enable learners to participate.
- Local context data helps to build up a picture of ESOL supply, demand and unmet need across a local area. It helps to shed light on how ESOL need intersects with demand for other local services such as health services and schools, to inform local approaches.
- Outcomes and impact data is key to evaluating the effectiveness of local coordination partnerships, promoting quality improvement and informing local and national policy development.

How to use this framework

The Effective Practice Guide produced by Learning and Work Institute contains guidance on data collecting and sharing for ESOL partnerships and can be used to support using this framework.

This framework for data collection can be used (and customised) to support the design and development of proformas or online forms for local use. An example screener, kindly shared by the Manchester ESOL Advice Service, accompanies this resource.

To facilitate the collection, storage and use of data for operational and impact measurement purposes, formal protocols will be needed which include data sharing agreements between core partners. These must have due regard to privacy and data protection laws (GDPR). Ideally, they should be put in place at the outset and reflected in the partnership's terms of reference. Collection of learner data requires sensitive handling, for all learners. This is particularly important when working with more vulnerable ESOL learners, such as refugees who have experienced trauma.

Where individual partners are collecting learner data which is to be shared to a central "hub", digital tools such as SmartSurvey can enable more efficient and timely use of staffing resources.

Learner Data

Local Context Data

Outcomes Data

Preliminary information

- Details of any waiting lists currently on (provider and length of time)
- Referral route

ESOL provision

- Where offered
- When offered
- Levels offered
- Modes offered (speaking and listening, reading, writing)
- Target learners and any specific eligibility criteria
- Learner support, learning support and childcare available

Outcomes for service delivery

- Placement of learners on courses
- Provider quality measures: retention, achievement; progression.
- Growth in trust and shared value between partners (measured by e.g. number and range of providers in partnership, attendance at meeting, active participation through returning data, etc.)

Essential personal information

- Name
- Address
- Postcode
- Telephone number
- Email address
- Date of birth
- Gender
- Country of birth
- First language
- Other languages
- Nationality (from passport)
- Length of time in UK / EU
- Date of arrival in UK
- Immigration status
- Employment status
- Previous employment
- Household income and benefits
- NI number
- Education status
- Previous ESOL study in UK
- Motivation / reasons for learning ESOL
- Other learning interests
- ESOL level (after being assessed)

Waiting list data

- Number of learners on waiting list across the partnership
- Duration on waiting list
- Number of learners at each level
- Modes required (speaking and listening, reading, writing)
- Preferred location of learning
- Information to determine eligibility for different funding streams, drawn from personal information

Outcomes for learners – learning

- Qualifications gained (where relevant)
- Progression to further ESOL.
- Progression to formal learning (including English and Maths, IT, technical and vocational programmes).
- Progression to informal learning.

Additional information

- Place of work
- Number and age of children
- Children's school
- Childcare needs
- Ability to pay for the course
- Ability to travel
- Days / times when can study
- Ethnicity
- Disability / learning difficulty

Social and economic data

- Local area profile of established and emerging linguistic, ethnic and national groups (including local authority involvement in planned resettlement and dispersal programmes).
- Public health data showing health inequalities by ethnicity.
- Schools data showing children's first languages and ESOL needs.
- Local labour market data showing skills shortages.

Outcomes for learners – wider social and economic outcomes

- Progression into / in employment
- Progression into volunteering
- Increased awareness of and confidence to use local services e.g. GP, schools.
- Improved health and wellbeing
- Expanded social networks and social mixing