ESOL Plus Employer Partnership

Evaluation Report

December 2019

EXECUTIVE SUMMARY

Learning English in a new country can be difficult when you have limited time due to work and family commitments. The ESOL Plus Employer pilot intended to assess the practicality and potential impact of bringing English language tuition directly to employers and their staff.

The pilot successfully validated staff demand for English lessons close to the workplace. It also validated the positive impact on their work in the form of increased confidence, willingness to engage with customers and work mobility. We also observed key differences between the way service provider staff and hospitality staff engaged with the pilot, the latter being less consistent in attendance and achievement. This was likely attributable to greater volatility in their jobs such as rosters changing at short notice.

The programme should consider a number of ideas for the future. Expanding the number of ESOL partners would allow more courses to be scheduled, which will provide employers and staff with greater flexibility to participate. Other important factors are the format and content of the courses, which need to consider how to manage around the precariousness of jobs in certain industries such as hospitality.

Prepared by

socialdesignLABS

Contents

1   Background

Battersea Academy for Skills and Employment (BASE) and High Trees Community Development Trust have received funding from the Greater London Authority (GLA) and Battersea Power Station (BPS), to work with partners to identify gaps in ESOL provision for local workers. The initiative seeks to support workers to progress in the workplace, address barriers to participation, build confidence amongst workers and increase engagement of employers at BPS.

This Report is an independent evaluation of the ESOL Plus Partnership pilot, to evidence the impact of the project for workers and employers.

1.1 METHOD

The evaluation methodology is based on the logic model approach:

Inputs are the activities and materials that constitute the intervention. Outputs are the direct results of those activities. Outcomes are the changes that derive from the Outputs. Impact is the net change – positive or negative – that can be attributed to the intervention versus other factors.

The pilot has been evaluated by collecting and analysing data associated with each phase. Some data was collected by the facilitating organisations during the pilot, and additional data was collected by us following the conclusion of the pilot. The existing data was in the form of course materials, attendance registers, learner assessments and feedback surveys; and the new data was in the form of one-to-one interviews with employers and staff, feedback and observation.

2   Findings

2.1   INPUTS: Our approach and activities

BASE coordinated the pilot and recruited participants – Battersea Power Station (BPS) employers – with the offer of free onsite English language classes for their staff. The key innovation of the programme was conducting the lessons at an onsite location at BPS, just minutes away from the learners' workplaces.

The ESOL courses were delivered by High Trees, the pilot's teaching partner. High Trees used its standard ESOL syllabus but customised it for the pilot to match the needs of BPS employers. This involved retaining the same format and teaching methods, but incorporating some content focused on customer service and hospitality. For example, two of the four target learning outcomes for the course were adapted to focus on customers:
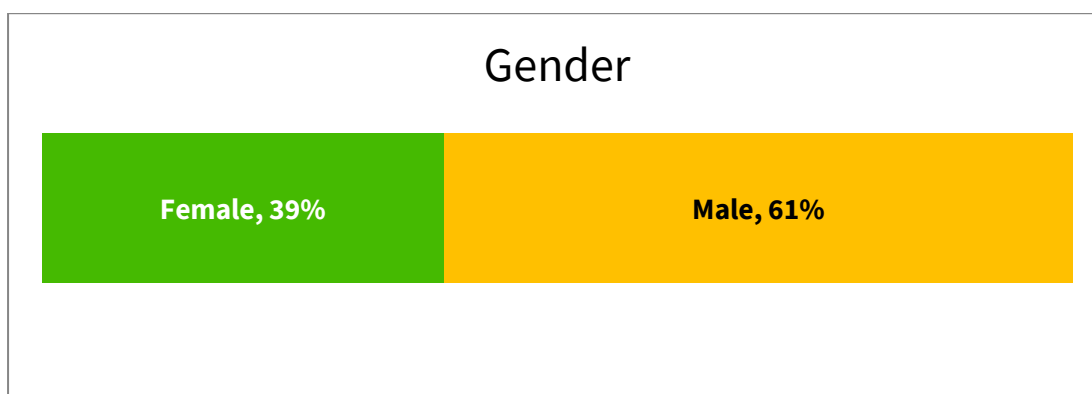
> *"Talk clearly to give descriptions and statements to customers"*

> *"Ask and answer question clearly, to obtain and give information to customers"*
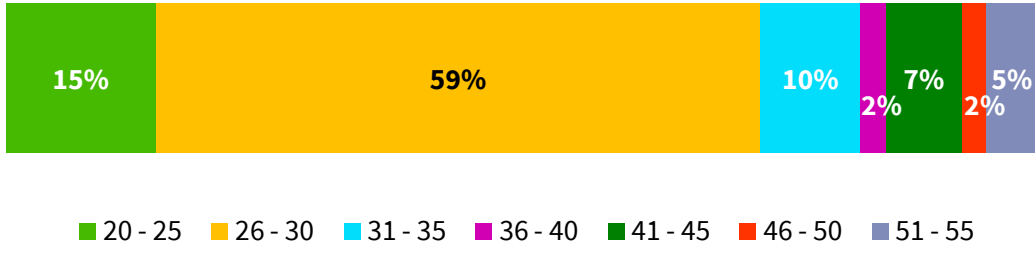
Six ESOL courses were delivered over three terms – two courses per term so as to accommodate different levels of English amongst learners. The levels of courses ranged from Entry 1 to Entry 3. Five of the six courses were ten weeks in duration, whereas the accredited course (Entry 3 Level 1), which involved examination, was eighteen weeks long.

The pilot was available to employers at Battersea Power Station and eight organisations participated. Five of the employers were restaurants and the other three employers were service providers, covering cleaning, entertainment/catering and corporate development.
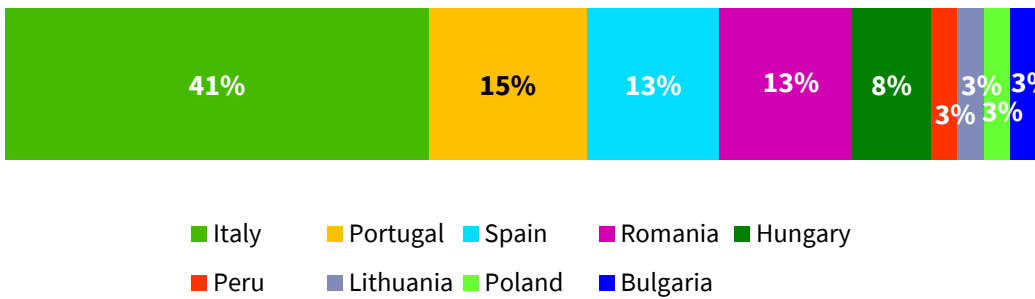
High Trees tracked the demographic profiles of the learners. About 3 in 5 were male; 3 in 4 were aged 30 years or younger; the majority were from Italy, Portugal and Spain, with the balance mostly from Eastern Europe; and about 90% had completed secondary school.

Gender

Female, 39%	Male, 61%

Age

20 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51 - 55

Country of Origin

Italy	Portugal	Spain	Romania	Hungary
Peru	Lithuania	Poland	Bulgaria	

Level of Education

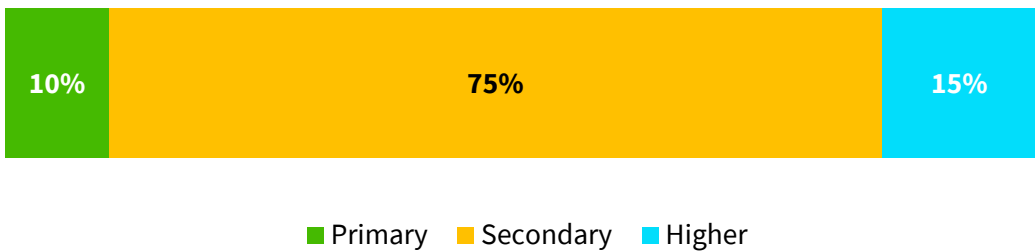|		
Primary	Secondary	Higher

2.2 OUTPUTS: **What we delivered**

The pilot provided 136 hours of English language classes. It was attended by 35 unique learners, and 8 learners attended two courses, meaning there were a total of 43 placements. Of the 43 placements, 29 completed the course, 9 withdrew and 5 stopped attending without informing the organisers. The Retention Rate was 67% (29/43). Reasons cited for withdrawing from the course include changing job/company, moving out of the area and being unable to commit to classroom hours following a job promotion.
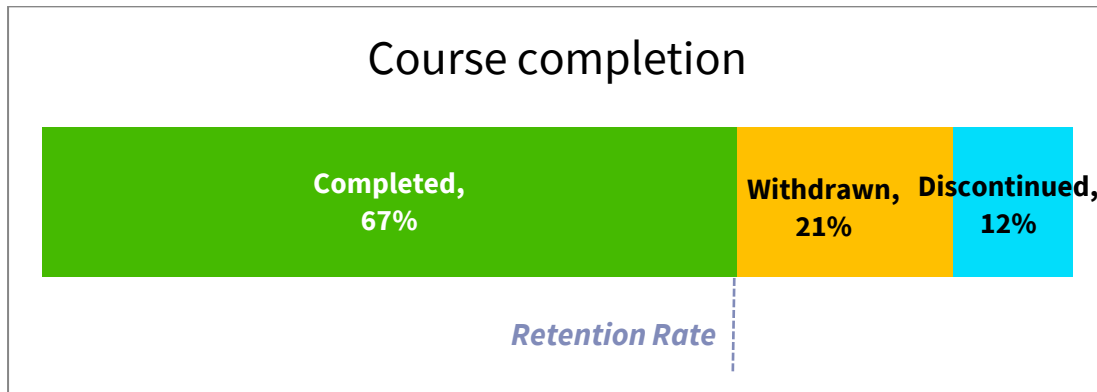
The average class size was 7 learners to start, with a significant drop-off within three lessons. That is, retention was indicated early in the course and learners still attending after three lessons were likely to complete the course.
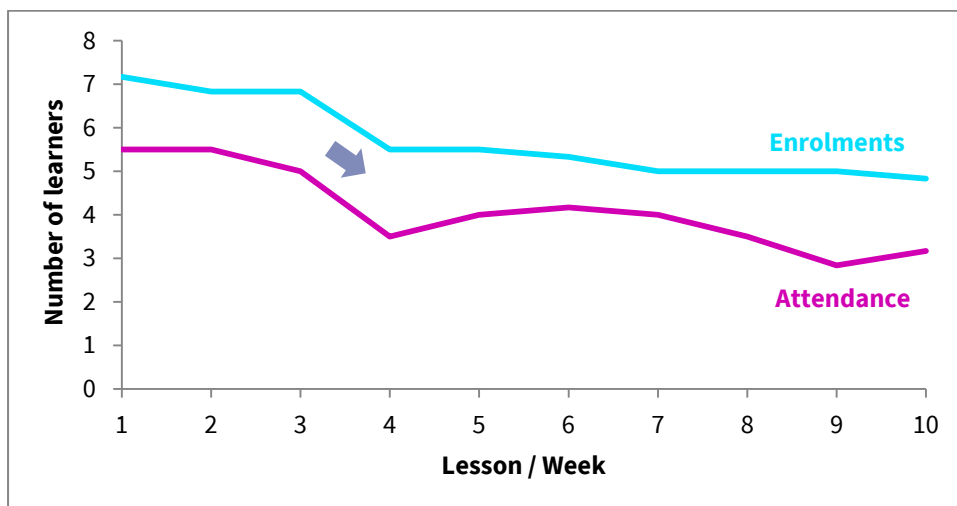
For learners whom completed the course attendance was 75%; approved absences such as holidays was 16% and non-approved absences was 9%. Of the 29 learners completing the course, 26 passed – satisfying all of the learning outcomes, or in the case of accreditation passing a reading and writing exam and listening and speaking test. The Pass Rate was 90% (26/29). This indicates that attending 3 of 4 lessons is sufficient to successfully complete the course and coordinators should not be overly concerned when learners miss a small number of lessons.

Attendance and absences

Present, 75% | Approved | Not Approved
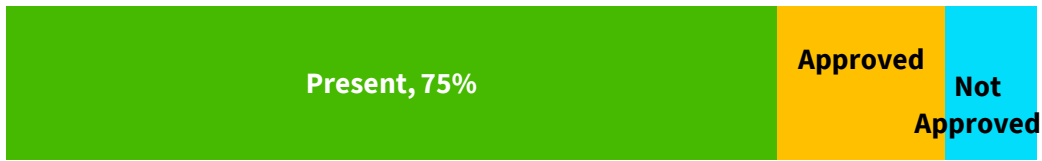
Employers engaged with the pilot to varying degrees. Half of the employers had staff with six or more placements, whilst the other half had staff with just 2-3 placements. Reasons for this variance can be attributed to the language needs and size of each organisation; but also how each employer positioned and prioritised the programme with its staff, alongside competing work priorities.

This may have transferred to the ongoing engagement and success of the learners. Learners from service providers had a 94% retention rate, 100% pass rate and 80% attendance for those completing the course. In contrast, learners from restaurants had 52% retention, 79% pass rate and 69% attendance.

Completion by employer type

Service provider

| 15 | 1 |

Restaurant

| 11 | 3 | 8 | 5 |

■ Passed ■ Did not pass ■ Withdrew ■ Discontinued

2.3 OUTCOMES: What difference we made

Engagement

Level of engagement is an *outcome indicator*. The high retention, pass and attendance rates of learners from service providers indicate that those staff and employers believed they were benefiting from the ESOL classes and thus continued attending. This positive attitude towards the programme is validated by four learners returning to attend a second course – indicating they felt it was providing them with value.

Engagement from learners employed by restaurants was more problematic. Retention, pass and attendance rates were all significantly below learners from service providers. However, this does not necessarily mean that these learners viewed the programme poorly. In fact, four of the staff from Mother Restaurant attended more than one course, indicating that those staff and employer valued the ESOL opportunity.

Alternative reasons for inconsistent engagement by restaurant workers include the traditional format of the course – weekly lessons at a set time, in person delivery – and management's attitude towards staff development. Many learners wanted internet access during lessons, and some suggested that the course should incorporate online learning to allow for independent study and to avoid falling behind when not able to attend. Furthermore, some employers were highly enthused about the programme, considering it vital for their staff and an opportunity for professional development. Other employers either lacked enthusiasm and commitment to the programme, or viewed it as a helpful but optional benefit. Learners for the latter employers tended to show lower engagement levels, which indicates that management sponsorship of the programme leads to higher engagement and better results.

Satisfaction

Learners were asked to complete feedback forms at the end of each course. The form was changed partway through the pilot, meaning the learner feedback data from the first four courses is different to the data from the last two courses. The two most significant changes relate to the questions and the response options. Firstly, 11 of the 17 questions on the form were modified – examples below.

My tutor gave me the feedback I needed so I knew how to improve	My tutor told me how I could get better
I feel more confident using digital technology (mobile phone, computer, iPad, etc)	I feel more confident about using my mobile phone for the internet
I understand the importance of Diversity, Health and Safety and Safeguarding	I understand I should respect other people's differences

Secondly, the original form had a four-point scale for responses, offering *Strongly Agree, Tend to Agree, Tend to Disagree* and *Disagree*; whereas the revised form had just two options: *Yes* or *No*. Based on the similarity and comparability of the questions, the analysis in this report has integrated the two datasets in order to develop more useful insights.

Overall, the feedback data indicates a high level of satisfaction with the pilot – 82% rated it *Excellent* and 18% rated it *Good*. 27 of 28 respondents would recommend it (one respondent did not rate this question). Likewise, the itemised questions were positive, with all or almost all respondents affirming that the course was planned and executed well, they enjoyed it and they felt more confident with their English language skills. Three questions had mixed responses, no doubt because they were not addressed by the course; such topics included maths skills and keeping safe on the internet.

The high number of questions and end of term setting likely influenced the respondents towards more positive responses. For example, a number of feedback forms had all responses marked *Yes* but with a number of *Yes*'s struck out and replaced with *No* – it's likely these respondents completed the form quickly, with positively sentiment, until they realised that a number of questions were not relevant and went back and changed their answer. Furthermore, the feedback sample is from learners who stayed with the course until the end, and does not include feedback from learners who withdrew or discontinued. Therefore the data does not include feedback and scores from learners who did not complete the course due to dissatisfaction or other challenges.

The chart shows learner survey responses for the following statements, measured as a percentage from 0% to 100%:

- I was told what this course was about before I started
- I was told what I would be doing in my lesson
- My tutor told me how I could get better
- I like my lessons and took part in my learning
- I feel more confident with my English skills
- I feel more confident with my maths skills
- I feel more confident about using my mobile phone for the internet
- I can keep safe on the internet and on my mobile phone
- I know how to keep myself safe from harm (radicalisation, extremism, grooming)
- I felt safe and not bullied
- I was treated fairly by the tutor
- I understand I should respect other people's differences
- If I had a problem, I knew who I could go to
- Overall, I thought the course was [Excellent / Good]
- Would you recommend us?

Legend: ■ Yes / agree ■ Tend to agree ■ Tend to disagree ■ No / disagree

Learners were also asked what they liked and what they would improve, and these are summarised below according to three key themes.

	I liked...	What could be improved
CONTENT	▪ Learning new words ▪ Correcting our pronunciation ▪ Grammar ▪ Speaking between us ▪ Variety of different themes	▪ More listening activities
DELIVERY	▪ Teacher was patient and clear ▪ Interactive learning ▪ Keeping us entertained during the class ▪ Looking forward to the next week in order to learn something new ▪ Very professional	▪ More learners in the class / better attendance
LOGISTICS	▪ Good class hours	▪ Better internet connection ▪ Being released from work to attend courses ▪ A bigger classroom

Many learners commented on the warm, friendly atmosphere, with comments like:

> *"Class makes me feel very comfortable and teacher makes this happen. She's great in the classes, we spoke a lot so we could practise which is good for us in our personal/work life."*

In summary, the learner feedback was positive and indicates high satisfaction from learners who completed the course. However, the positive framing of the survey and lack of data from learners who left the course mean the data does not provide conclusive direction on how to evolve the programme.

Progress

During the course High Trees tracked the progress of learners in three ways: self-assessment, achieved outcomes and an impact survey.

Learners were asked to self-assess their comfort level with each of the course's target outcomes, at the start, midpoint and end of the course. 15 learners self-assessed their start level, 11 self-assessed their midpoint level and 5 self-assessed their end level. Some learners did not complete the self-assessment because they either discontinued the course or missed the corresponding class. For the data that was submitted, half of the learners showed improvement during the course, whilst half remained at the same level. For the learners who did not show improvement, most of them had rated their starting comfort level at the top of the scale, meaning they could not go higher. The outcome showing the most improvement was:
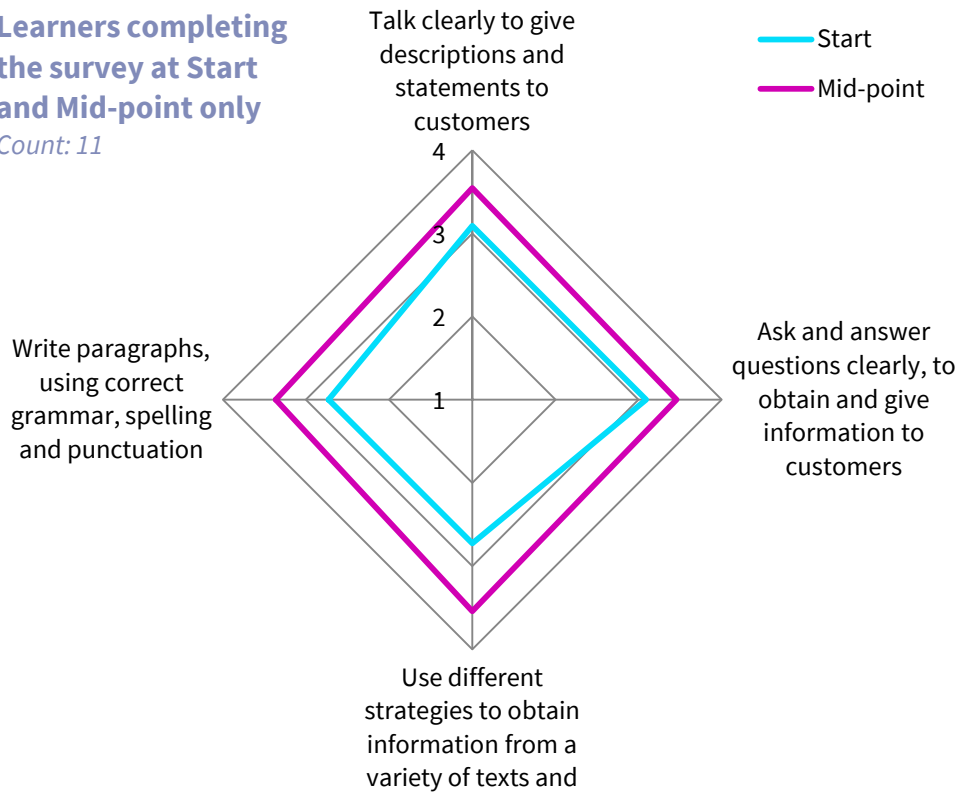
> *"Use different strategies to obtain information from a variety of texts and"*

Learners who completed all three self-assessments showed a regression in their scores. This may be due to lower confidence or greater awareness of their limitations during the course, rather than a decrease in their abilities.

Although the data for the pilot was incomplete, this evaluation method shows promise for validating the impact of the course and generating useful insights.
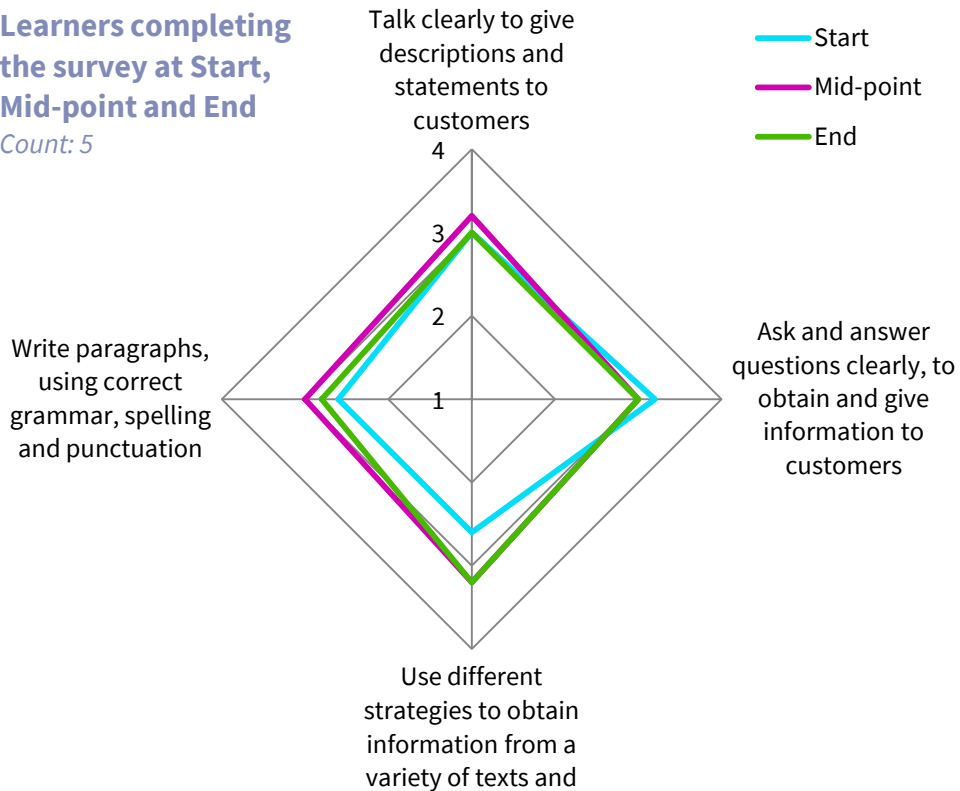
**Learners completing the survey at Start and Mid-point only**
Count: 11

Start
Mid-point

Talk clearly to give descriptions and statements to customers

Ask and answer questions clearly, to obtain and give information to customers

Use different strategies to obtain information from a variety of texts and

Write paragraphs, using correct grammar, spelling and punctuation

Learners completing the survey at Start, Mid-point and End
Count: 5

Start
Mid-point
End

Talk clearly to give descriptions and statements to customers

Ask and answer questions clearly, to obtain and give information to customers

Use different strategies to obtain information from a variety of texts and

Write paragraphs, using correct grammar, spelling and punctuation

In addition to self-assessment, the teacher assessed each learner on the course's four target outcomes. Learners who achieved all four of the learning outcomes were considered to have passed. The results are described in the previous section, under attendance. 26 of 29 learners passed their course, giving the pilot a high pass rate at 90%. A subset of five learners satisfied the accredited course by passing written and oral exams.

Finally, learners were asked to complete a *Learner Impact Survey* at the end of the course. It had a similar format and number of questions to the *Learner Feedback Survey*, but the questions focused more on individual development instead of course delivery. Data is limited for the first four courses (5 questions completed by 5 learners) although more data was collected for the final two courses (15 questions completed by 11 learners). The data indicates a positive sentiment for the pilot, but as with the self-assessment data it is difficult to measure and attribute any improvement; and difficult to determine what changes to make to the programme.
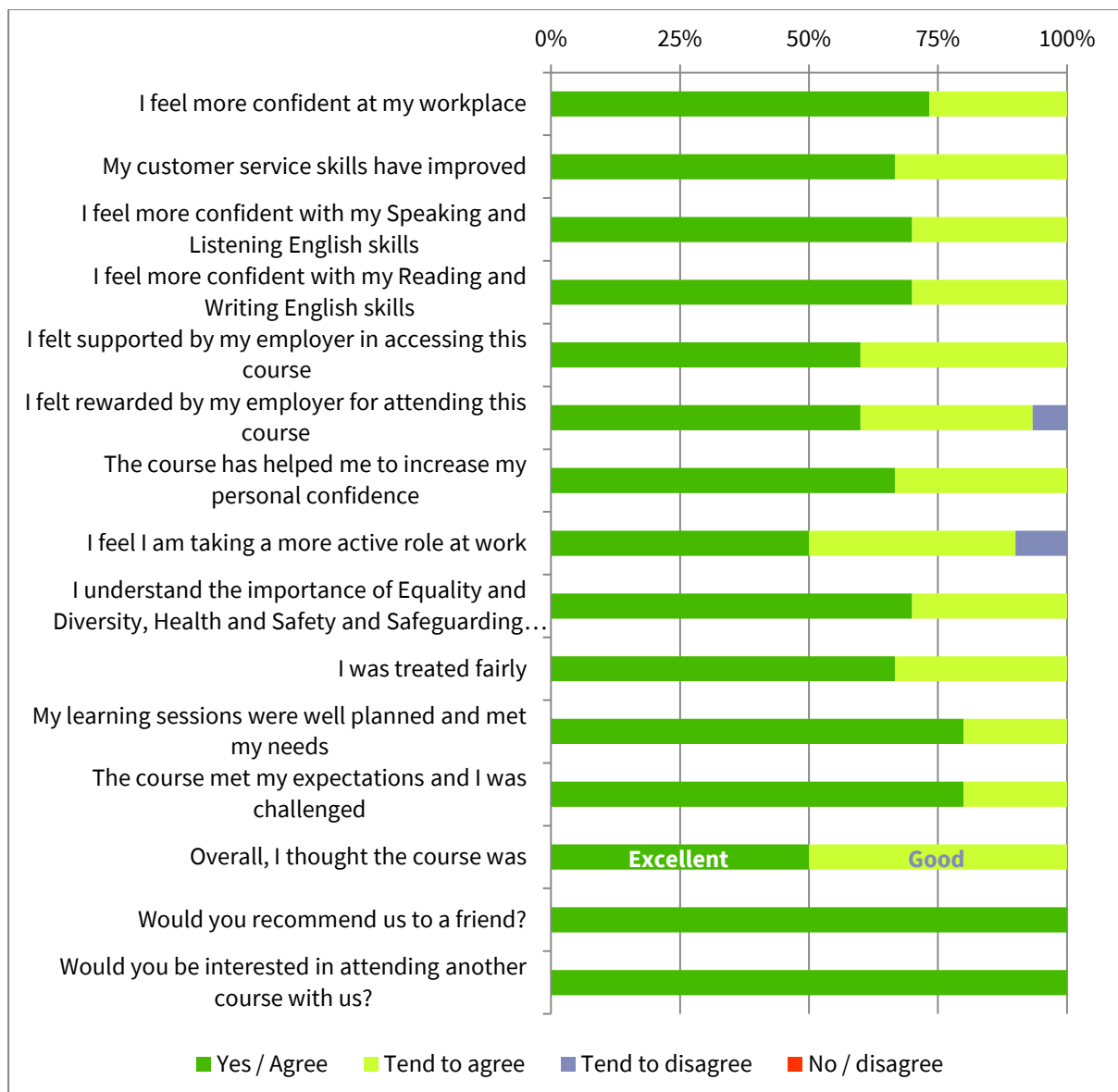
Employers

Employers were invited to complete a survey and provide feedback via interview.

Four employers completed the survey: Green Zone, Baxter Storey, Mother and BPSDC. It included three evaluative questions and two scheduling questions (preference for day and time of the courses). Employers agreed that the course had improved their employees' customer service and communication skills, and were generally satisfied with the course.

Six employers and key stakeholders were interviewed at the end of the pilot to understand whether the pilot met their needs and how it could be improved in the future. The organisations included Baxter Storey, Green Zone, Mother, Wright Brothers, BPS Estate Management and BASE, and represented 86% of learners.

Assessment of staff (learners)

When asked about how their staff had changed after attending the ESOL course, employers spoke about staff becoming more competent with English, particularly speaking, listening and grammar. Some examples include:

- Staff understand more, such as the supervisor who is much better at following staff meetings
- Better pronunciation and grammar, such as differentiating between past and present tense
- Staff talk more in English amongst themselves, such as the cleaner who now writes in English in the staff Whatsapp group; and it has made multilingual workplaces more inclusive by allowing staff to communicate in English in place of the dominant staff language (Portuguese, Italian, etc) which some employees do not speak

The most noticeable change, consistently cited, was the improvement in confidence of staff attending the course. This change manifested in multiple ways:

- Staff became less timid/shy such as the bartender, once quiet, who is "talking like a parrot now"
- Staff carry out their responsibilities better, such as the staff who were too scared to answer the radio/walkie-talkie but are now eager to communicate with the devices
- Staff are more willing to answer questions from residents and customers, especially staff who work in the open, resulting in better customer care
- Back of house staff who lack regular opportunities to engage with customers and residents found the course helped them learn and practise English to the point they feel comfortable engaging with their colleagues in English

- Some staff with reasonable English skills were new to the country and found the course a way to transition to their new home and get comfortable with the language

Admittedly, the ESOL course was just one factor in the staff's improvement, and employers accepted that the course works in combination with other factors such as work opportunities and social relationships. When asked what could be attributed to the course, and not other factors, one employer explained how the staff had been "inside a box", somewhat closed off from their surroundings, and the course had "opened the box".

Benefits of the pilot

Employers believed the course upskilled their staff in both English language competence and confidence, as described above. The course was well organised, taught well, helped with grammar, and focused on their jobs. Engagement was high, with good attendance and staff enjoyed the course.

The course resulted in better services and support of customers and residents. The Facilities Manager at Battersea Power Station, the direct client of the cleaning company Green Zone, had noticed a "great difference, vast improvement" – the cleaning staff had better understanding, talked more and improved the lines of communication with his staff; in addition to the personal benefits such as team bonding and integrating in their local communities.

Employers also mentioned other benefits. The course improved morale within the team and staff were happier to go to work since it was "less stressful". It was good for the image of the company – demonstrating the employer supports its staff – and provided confidence to management that their staff would interact competently with customers. The course was often seen as a development opportunity for staff, and employers encouraged them to attend:

> *"It's not easy to release staff (for a couple of hours every week) – you need to be organised; it's an investment – it shows support to staff and they pay back the investment."*

Location and timing of the course were helpful. The onsite location meant employers could organise the roster around the course. The afternoon class time allowed staff to work an early shift then attend class; whilst others could work a normal shift, attend class and return to work afterwards. The free price tag was also well received and seen as an opportunity they should take advantage of.

Most employers offered, without prompting, that they would send their staff to these courses in the future.

Areas of improvement and other ideas

When asked what they would improve or change, employers commented on the content, mode of learning and logistical aspects.

How could the programme be improved?	
CONTENT	▪ Content could be more hospitality focused – how we communicate with customers, the way we interact, professional language ▪ Get job specific questions from supervisors ▪ Offer other courses – Excel, digital marketing… more opportunities for staff ▪ Incorporate relevant contextual information or cultural content, such as the British citizenship test, attitudes to smoking, etiquette, schooling…
DELIVERY	▪ Give learners something to achieve – a certificate, clear steps to progress levels ▪ Weekly reminder of why they are doing the course ▪ Share topics with supervisors for awareness and practice outside of class ▪ Use role-plays to practise communicating and new words – e.g. a difficult customer
LOGISTICS	▪ Increase the intensity of the course – more hours per week ▪ More lessons – double the number of classes from 10 to 20 ▪ Offer two options per week so all the staff are not out at the same time

Three employers declined to provide feedback: Cinnamon Kitchen, Fiume and Megans. These employers had low participation (two employers each) and low retention (29%), and some had changes to management. Combined with our attempts to solicit feedback on the pilot, these employers demonstrated a lack of knowledge or lack of interest in the programme. This may have been temporary (non-availability of relevant managers during the evaluation period) but still reflects a volatile or possibly unsupportive work environment for staff and lack of sponsorship for the programme.

2.4 IMPACT: **How this intervention compares**

Comparison and control data was not collected for this evaluation. Progress against outcomes as described in the prior section is the most promising data for assessing the impact of the pilot.

3 Learnings and recommendations

A number of notable observations have been identified through the various evaluation stages. These help us understand some of the challenges faced by learners and employers during the pilot and provide direction for the way forward.

Data

We recommend focusing on data that contributes to decision-making, and aim to reduce or eliminate the collection of other data. Certain demographic data was not collected but might have been useful for understanding the challenges of learners and developing ideas on how best to adapt the course:

- Language was not reported to the same degree as Country of Origin, even though it is more relevant for an ESOL course; focusing more on learners' languages would help understand the dominant languages in the classroom and workplace and could be used to customise the course content and delivery
- It appears there are many learners with dual nationality who identified as their European nationality, so their correct Country of Origin is hidden within the data; accounting for third country nationals such as Angolans using Portuguese passports or Ecuadorans using Spanish passports could help identify and address learner differences and potential challenges related to culture and education
- It is unclear which learners have finished secondary school or advanced education, which may influence the pace of the course, and the profile question on education is specific to a UK context (for example, do you have "5 GCSEs"?) so responses from learners unfamiliar with the UK education system are unlikely to be reliable; better accuracy and clearer purpose with the tracking of education levels could be used to customise the course content and delivery at the right pedagogical level

Learners were tracked during the pilot by placement rather unique learners. This means that continuity and engagement were not obvious for learners who attended multiple courses or changed employers. This evaluation has compiled the data according to unique learners to ensure that the outcomes and impact data was assessed correctly.

Engagement

Two factors significantly influenced the pilot's success. Firstly, there was a noticeable difference between service providers such as the cleaning company and commercial tenants such as restaurants. The service providers could see the benefit to staff and the client contract, and committed to the programme. Their staff were highly engaged and supported by management.

The commercial tenants were more varied in their engagement with the programme. Some were committed like the service providers but many did not appear to engage and attendance from their staff was often irregular. This may be linked to the operating nature of the hospitality sector, where staff turnover is high and shift work can get modified at short notice. The prevalence of casual contracts and fluctuating workloads makes it difficult for staff to manage competing priorities, meaning that lower priority activities such as ESOL lessons get squeezed.

The other factor is the importance of sponsorship by managers. The best results came from managers who believe in career progression and want to invest in their staff. They saw the course as an opportunity for their staff to develop, and accommodated the course by adapting rosters and supporting staff with their homework.

At the other end, several employers declined to provide feedback on the pilot. It is possible that those organisations agreed to participate in the programme without fully appreciating the commitment required, and this translated as the difference between *allowing* their staff to attend classes versus actively *encouraging* and *supporting* them during the course, such as releasing them from work on time. Furthermore, regular turnover/rotation of managers in the hospitality industry means that staff may not receive consistent or continuous sponsorship from management on staff development areas such as language skills.

Approach

The *idea* of the pilot worked well – targeting people in employment, helping progression and development, offering an opportunity to grow onsite, demonstrating the benefit of engaging with Battersea Power Station. It was a "fantastic offer" and an "easy sell" to both employers and staff.

Delivery of the courses was largely successful, with good attendance and pass rates, positive feedback from learners and employers, and successful outcomes for learners which resulted in net benefits for employers. The organisers should consider how to incorporate digital tools and whether alternative learning formats such as workshops, or incentives such as deposits or certificates, might better accommodate hospitality staff.

The pilot has validated that there is a need for this, it should be continued and expanded, and the means of scaling up need to be developed. The onsite accessibility to the course and adapted content make it appealing to employers. The organisers need to explore how best to match course times with staff schedules and how to further customise the course content and mode of delivery to suit employer and learner needs. Working with local colleges and onboarding more partners will allow them to offer more courses, levels and class times.

In addition to the learnings described above, High Trees prepared a useful appraisal of the learners' challenges and successes for the *Interim Progress Report*, which is included in the *Appendices*.

4   Appendices

4.1 Learner key challenges and successes

Prepared by Morgana Zuccoli in May 2019 for the Interim Progress Report

Overall, **key challenges** in the delivery of ESOL have been identified as:

- Scheduling of courses have proved difficult in order to match learner availability, changing shift patterns and differing preference from employers and/or managers about when it is suitable to release staff. As a result, there has been no pattern emerging of when is most practical and beneficial to deliver the courses for both employers and employees. For example, in term 1, course delivery took place during lunch time sessions, allowing staff members to be released 1 hour early to facilitate the two-hour session. In term 2, this preference changed for post work/shift patterns with courses being delivered in late afternoon and evening. Whilst we have been able to fully accommodate the changing needs and patterns of termly course delivery with flexibility available from the ESOL tutor pool, the ability to plan beyond a course at a time has been difficult.
- Attendance and retention level of learners are often affected by commitment and practical issues such as the impossibility of being released by employers, changing shift patterns and fluctuating work priorities. The focus on front-line/entry level workers for this project has also led to a greater risk of staff turnover leading to drop off in course;
- Learners who missed one or more classes, have struggled to complete homework or to practice in between classes. Punctuality has been affected by work commitments causing disruption to the lessons which we have had to adapt to a more workshop delivery style plus provide learners a range of learning material to aid independent study so that they can catch up;
- Work schedules and long hours has affected learners on the longer accredited ESOL courses with learners not allowing or having enough time to practise/do homework in between their full-time position and other caring responsibilities. This will need further consideration on which learners will be best placed to commit to the further accredited courses or what adaptation can be made by the tutor to better accommodate these needs, for example extending the course by 0.5 hours each week to allow learners to complete homework post lesson.
- Some learners had to leave the course as their employment ended and there has been late enrolment of other learners who have recently been employed leading to a more fluid learner base than traditional learning environments.
- Whilst all learners tended to agree that they felt supported by their employers in accessing the course and rewarded by the company for attending, a lack of opportunity to practice English in the workplace has been identified as a challenge. Our data shows that learners who did not have enough opportunities at work to

practice English have not only struggled to progress and to keep a healthy attendance but have also ended up dropping out of the course. As an example, a group of learners at Pre-Entry level and in job positions which do not allow opportunities for interaction and practice of the English language (e.g. kitchen porter) struggled with motivation and self-confidence and dropped out of the course before progress was made.

- Learners at Pre-Entry level and representing the 40 - 45 age range: a more intensive basic skills ESOL course and 1:1s focussed on Pre-entry grammar and literacy are recommended to make sure they are appropriately supported in their learning. However, one learner was able to progress more quickly as her job as receptionist allowed her to practice English skills daily.

In order to overcome challenges, we have been designing personalised material for our learners and adopting some **successful strategies** to support learners to achieve their targets by:

- Choosing time suitable for learners and around the working day, for example lunchtime sessions and early morning or afternoon sessions to cause minimal disruptions to the working day and provide workers and their managers with a range of options that work best depending on roles;
- Offered a range of shorter and longer accredited and non-accredited courses so that workers can decide which courses work best for them;
- Contextualised courses relevant for workers e.g. customer service and hospitality;
- Creating a friendly atmosphere to encourage learners to overcome their shyness and fears to fully build their confidence;
- Using authentic materials to keep learners engaged;
- Challenging more able learners by differentiating material;
- Encouraging learners to practise out of the classroom and use English in their workplace, e.g. join a library or to read 'easy-readers'.
- In order to allow learners to practice their English skills at work it has been suggested to create spaces at work in which workers are encouraged to speak exclusively the English language. E.g. "coffee mornings breaks" and/or weekly half hour slots in which workers can interact and practise English.
- Blended, face to face/online learning, could be introduced to encourage learners to study independently and to not fall behind when not able to attend.

As a result, all learners have made good progress and felt their confidence has improved. In individual course evaluations, tutors have identified the following **outcomes for learners**:

- Improved English skills in life and work

- Increased ability to effectively carry out work responsibilities and effectively communicate with BPS residents, workers and visitors
- Increased confidence to use English within the workplace
- Improved integration with other colleagues in the workforce
- Improved career prospects and access to further employment opportunities within BPS
- Increased success in passing the BASE Level 1/2 Service Excellence qualification