

**Education Board – 24 September 2020**  
**Adult Education, Skills and Apprenticeships Update**

**Appendix 2 – ACL and Apprenticeships Projects**

**ACL Projects**

1. Unaccompanied Asylum Seeker Classroom Project

The aim of this eight-month project is to support the development of English language and literacy skills to enable progress into further education, vocational education and employment. All learners are Unaccompanied Asylum-Seeking Children (UASC) coming from a mix of countries and a wide range of educational backgrounds and achievements. The project has recently started and is in its second year. In its first year, the project was delivered to 10 learners following a 'roll on roll off' model. It was felt that following the pilot year, learners would benefit from an increase in teaching hours and the inclusion of subjects such as Maths and IT skills, so the delivery model changed from three to five days a week for three hours a day. The students enjoyed the class, as demonstrated by the average attendance of the class which was 91% compared with attendance at Further Education college (85%). This project is now a partnership with London Borough of Islington which has two main advantages: The project is financially viable, allowing high quality resourcing; The approach supports a working partnership and creates a vibrant cohort of learners.

This area of project work provides much needed support to groups of UASC learners as it acts as a first and vitally important step into learning for many young adults. To ensure that all learners take full advantage of the learning opportunities that are available to them, the ASES tutors have also developed strong and effective working relationships with individual social workers and the learner's host families. These links go a long way to provided additional support to many often-traumatised young adults.

2. Housing Estate Project

ASES has successfully secured a grant to support the development of the Housing Estate Project. The initial project plan is to develop ESOL/English language and digital skills opportunities on a City Corporation housing estate. The project will cater for a minimum of 200 learners who live on or around The Avondale Estate areas. Grants have also been secured to develop a Laptop loan library. This project will support those disadvantaged learners who do not have full access to the technology required to engage with online learning.

3. COVID-19 Emergency Funding Bid

The ASES team have submitted a project bid application to the GLA as part of the Covid-19 emergency recovery support fund. The project is seeking grant of approximately £50,000

4. Family Learning Festival

The annual Family Learning Festival is being coordinated by ASES for parents, carers and families who have been dealing with the disruption of Covid-19 including the need to support learning at home whilst schools are partially opened

or closed. The Family Learning theme “Love Learning” addresses the ongoing uncertainties and challenges faced by families.

## **Apprenticeship Projects and Case Studies**

### **5. Additional Support for Learners**

There has been a steady increase in the number of apprentices who require additional learning and/or personal life skill support to complete their apprenticeships. Additional learning support is available to support those apprentices most in need of support to complete their apprenticeship qualification, including apprentices with disabilities such as hearing impairment, Dyspraxia, Dyslexia or ADHD.

### **6. Apprentice Case Studies**

- i. On apprentice joined the Corporation as a BA L3 apprentice in December 2018 having left learning after completing GCSE examinations. As he was unable to secure the relevant grades to go to university, he opted to do an apprenticeship with the Corporation. During the initial months of the apprenticeship, the young learner struggled to keep pace with the programme especially surrounding aspects of recognising learning and work priorities. He confessed that he was unable to keep with pace of work life as he was not used to it. This naturally reflected on his engagement both at work as well as in learning and he was constantly falling behind his set targets. However, he was spirited enough not to let this deter him. His line manager, mentors and tutor tried to support him throughout those initial months and with their assistance he was able to complete the relevant functional skills in English and maths at level 2 as well as the knowledge component of the standard. The department management felt that to reinvigorate the young apprentice, perhaps he would benefit from role share / job swap and spend some time with another team. Swapping job roles and gaining experience in different teams proved a successful model as he began to enjoy the experience and picked up valuable knowledge and skills with the various teams. He particularly stood out towards the end of the programme with his showcase project. With the lock down, the young apprentice found a vigour to do things differently. His project was a testimony to change departmental process which he recommended and implemented online. As such he achieved Distinction in his apprenticeship and continues to be employed at the Corporation.
- ii. An apprentice joined the Corporation as a BA level 3 apprentice with a City based bank. The apprentice had completed her GCSE with the desired grades, nevertheless, she did not wish to go to University; instead, she felt it was more suitable for her to join the workforce and gain valuable experience. Having joined in a fast pace environment such as the bank, she realised that she had glaring gaps in her skills and knowledge to positively contribute to her departmental activities effectively. She was also acting as the personal assistant to one of the senior directors of the bank who relied on her to produce statistical analysis in aspects of the departmental operations as well as to provide administrative support to him and the department. The apprentice did not wish to discuss these issues with the bank as she felt she may be asked to leave. She was frequently in tears when she attended college and at one stage when things were becoming very grim for her even

contemplated resigning from the bank. Her coursework suffered as she said she simply did not have time to complete these. It was at this stage her course tutor took it up with the bank's management and there was a frank and honest discussion on the issue. This led her departmental manager to review her work, standardise her responsibilities in keeping to the BA level 3 standards specification, put in additional training to address the skills gap. This turned matters around as her tutor, manager and her created a training plan more suitable to her needs and position and in keeping with the standards specification. She was able to access relevant training to broaden her understanding; she became more planned and organised and was able to prioritise tasks between the office and at the college. Towards the end with newly acquired skills she was able to complete her show case project and achieve a distinction. She continues to be employed at the bank as a full-time employee.