

# ELATT's learner support: process study

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- Youth Futures Foundation is an independent, not-for-profit organisation established with a £90m endowment from the Reclaim Fund to improve employment outcomes for young people from marginalised backgrounds. Our aim is to narrow employment gaps by identifying what works and why, investing in evidence generation and innovation, and igniting a movement for change.
- The overall aims for this evaluation were twofold:
  - 1) to understand ELATT's learner support model, and its underpinning programme theory
  - 2) to develop, evidence and evaluate ELATT's theory of change.

Through the achievement of these aims the intention was that ELATT would be able to refine its practice to support further achievement of education, employment and training (EET) outcomes.

A feasibility study was also conducted to understand the feasibility of evaluating ELATT's model using an impact evaluation. These findings were explored in-depth in a separate report, but are also summarised in this report.

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## Executive summary

ELATT is a charitable training provider with two main areas of provision – adult learning and sixth form. The adult learning comprises English for speakers of other languages (ESOL)<sup>1</sup> provision in the community across London and online, as well as online delivery of IT vocational and technical qualifications to people aged 19 and over. Sixth form provision is delivered at ELATT's centre in Haggerston, Hackney, East London. It offers personalised, flexible learning for young people with additional and special educational needs (SEND). The sixth form offer includes IT vocational and technical qualifications, and ESOL provision for people aged 16–19, often asylum seekers, unaccompanied asylum-seeking children (UASC) and refugees.

ELATT received a grant from Youth Futures Foundation to provide wrap-around learner support to learners aged 16–24<sup>2</sup> in 2021 to 2022 and 2022 to 2023, with the evaluation by IES spanning this period through to mid-2024.

The overall aims for this evaluation were to:

- Understand the programme theory of the ELATT learner support model<sup>3</sup> (the logic of why the programme was expected to work) and provide an outline of the underlying mechanisms/drivers of change.
- Support ELATT to understand their theory of change and how to evidence the pathways/outcomes in consistent data.
- Capture a rich understanding of participant experiences and views of the support model.
- Support ELATT to know which elements of delivery work most effectively, and to refine practice to support further achievement of education, employment and training (EET) outcomes.
- Provide recommendations and a plan for further evaluation.

A feasibility study was conducted to understand the feasibility of evaluating ELATT's model using an impact evaluation. These findings were explored in-depth in a separate report, but are also summarised in this report.

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<sup>1</sup> Adult ESOL Skills for Life provision was mainly ESOL courses in speaking and listening, reading and writing English, with a few learners on courses preparing them for teaching assistant qualifications.

<sup>2</sup> ELATT provides education, training and support for learners aged 16 and over, however the focus of this evaluation was learners aged 16–24.

<sup>3</sup> At the start of this evaluation the ELATT learner support model was called 'Connected Youth'. However, this name was not widely used within ELATT and for clarity will be referred to as the ELATT learner support model throughout this report.

The evaluation was conducted over several stages:

- An initial scoping phase that included four staff interviews, the development of the theory of change and a review of learner data that ELATT record.
- In the first year of delivery of the additional support, the research team interviewed 23 young people, and achieved matched staff interviews with teachers or support staff for 18 of these, to gain an understanding of learners' views and experiences of the support model.
- In the second year of delivery, the research team updated the theories of change to reflect new support practices and conducted new and longitudinal interviews with 12 young people, achieving matched staff interviews for nine of these. The longitudinal interviews were to understand ongoing support engaged with and how this contributes to learner outcomes.
- Across the two years of Youth Futures Foundation funding, interviews were conducted with 15 support staff, employers, partner organisations and parents to further understand ELATT's support model and evidence the theory of change.
- Analysis of all learners' characteristics, participation and outcomes was conducted at four time points between May 2022 and October 2023, using data ELATT record in their ProSolution database. Additional information on learners' destinations and GLA funded adult learners' highest prior qualification and course completion and achievement was provided in July 2024 in response to the first draft of this report.
- Analysis of sixth form learners' 2022 to 2023 personal outcomes was conducted in late 2023, from data recorded in ProMonitor.
- Analysis of adult ESOL learners' 2022 to 2023 personal goals and outcomes was conducted in early 2024.

## Findings

Overall, young people studying at ELATT report many positive outcomes. For sixth form learners, many of whom have special educational needs and EHCPs, these outcomes included: increased engagement with education; a more positive attitude to learning; as well as 87% qualification attainment and 99% education, employment or training (EET) outcomes for technical and vocational sixth form learners (among those with a known destination). In 2021 to 2022 and 2022 to 2023, only 60 out of the 171 adult learners were on GLA funded courses with an expectation to work towards a qualification. Therefore, it is to be expected that completion and achievement rates were lower for all adult IT vocational and technical learners (86%) and adult ESOL learners (56%), compared with the subgroup of 60 adult learners on GLA funded courses (of whom 97% completed at least one course and achieved a qualification). Half the adult IT vocational and technical learners went into education, employment or training after ELATT, as did 16% of adult ESOL learners (among those with a known destination).

The key factors attributed to the success of this model for achieving positive outcomes, or 'mechanisms for change' reported by staff, partners and learners, include:

- a supportive learning environment, with teachers that care, listen and are available to learners within the small college setting,
- a flexible approach to learning, with learners able to enrol into the sixth form throughout the academic year, and increase and decrease their learning to fit around physical and mental health problems,
- comprehensive wrap-around support; most of which is available onsite to sixth form learners at the centre in Haggerston, even if delivered by external staff and organisations. Additional funding, such as that provided by YFF, enable ELATT to increase the variety and hours learner support staff are available. With extra keyworker and TA time providing vital support, accompanying sixth form learners on external trips, employer visits or work experience,
- good quality conversations about employment, careers and educational pathways.

This report adds to the existing evidence of what works to support young people with special educational needs and disabilities in relation to the positive educational outcomes that can be achieved through positive relationships, personalised support with early assessment of needs, and work. This evaluation also highlights other positive aspects of ELATT's provision which helped reduce educational anxiety and increase educational engagement for some learners with special educational needs. This includes having a small learning environment/class size, offering a wide range of support 'in-house' and having a flexible approach to learning and attendance.

Key findings for each of the research questions for the evaluation are shown in Figure 1. Further discussion of these points is available in the Findings chapter of this report.

Figure 1: Summary of study findings

Research Questions	Findings
<p>How does ELATT's learner support model work to support young people to achieve education, employment and training (EET) outcomes?</p>	<p>Interviewees reported that ELATT provides holistic wrap-around support, mostly 'in-house' to sixth form learners through supportive and caring staff, a flexible approach to learning and a continuous enrolment system, allowing learners to join throughout the academic year; thereby reducing the time young people are out of education. By creating a positive education experience learners are engaged and analysis of learner data showed that 87% of sixth form IT technical and vocational learners achieve at least one qualification during their time at ELATT.</p> <p>Adult IT technical and vocational learners, typically on 3-month online on courses, receive additional learning support as needed. Employability skills feature within the course, as well as being available from an employability coach and student support staff and were reported by learners and staff to support EET outcomes.</p>
<p>What are the key differences between the different levels of support in terms of participant needs, support journeys and intervening/final outcomes?</p>	<p>Analysis of learner data showed that the learners at ELATT broadly fell into four distinct groups, with ELATT tailoring support to the needs of each group:</p> <ul style="list-style-type: none"> <li>● Sixth form IT vocational and technical learners (approximately 50 to 55 learners per year within the evaluation period), 59% of whom have SEND and 69% have an Education, Health and Care plan (EHCP).</li> <li>● Sixth form ESOL students (16–22 learners per year) on entry level courses, typically recently arrived in London with some seeking asylum or having arrived as unaccompanied asylum-seeking children.</li> <li>● Adult ESOL learners (75 learners per year) mostly studying ESOL at entry level or level 1. The majority of whom were women.</li> <li>● Adult IT vocational and technical learners, (around 16 per year aged 19–25) who were more likely to</li> </ul>

Research Questions	Findings
	<p>already be in employment (35%) compared with other learner groups, on short level 2 courses.</p> <p>Final longer-term learner outcomes were reported by staff to be progression on learners' preferred route, such as education or employment, and sustained engagement in this six-months after leaving ELATT. ELATT also hope to increase employer awareness of special education needs and disabilities. No data was available to evidence these.</p>
<p>For each support journey, what do young people themselves feel is effective/ less effective and why?</p>	<p>Sixth form learners reported the support available at ELATT from teachers, teaching assistants (TAs) and keyworkers as being very good and a key factor in them enjoying their time at ELATT and wanting to progress with their education.</p> <p>Teachers and student support staff were commonly cited by adult IT technical and vocational learners as key sources of support. However, there were mixed views from adult IT technical and vocational learners about their courses being online, with some learners and staff expressing a preference for face-to-face learning as was more common before the COVID-19 pandemic.</p> <p>The adult ESOL learners interviewed cited their teacher as being the main person they would go to if they needed additional support. They were very positive about the teachers during qualitative interviews, as well as being able to socialise and make friends with the other learners during class.</p>
<p>What intervening and final outcomes do participants achieve? What are the critical drivers of these outcomes?</p>	<p>Analysis of sixth form learner data shows a high proportion of sixth form learners achieve qualification(s) and EET outcomes, typically progression to other education provision. The critical drivers to achieve these outcomes, reported by interviewees, are having positive relationships with teachers and other ELATT staff; engaging with ELATT's additional support; and ELATT's flexible approach to learning which enables learners to stay engaged with learning or re-engage after periods of ill health or ill mental health. Additionally, good quality</p>

Research Questions	Findings
	<p>conversations with teachers and keyworkers about future goals and the steps needed to achieve these, such as qualifications, work experience or voluntary work, combined with staff working hard to source appropriate opportunities for their learners, were critical drivers of outcomes.</p> <p>Analysis of adult learner data shows that for adult IT technical and vocational learners, completing the course and gaining a qualification was the most common outcome (achieved by 87% of these learners). These interviewees reported their teacher as the main person they would go to for additional support, followed by student support, suggesting these staff are likely to be the key drivers of these outcomes. Adult ESOL learners reported wanting to gain English skills, and attributed their success to their teachers who were their main source of support.</p>
<p>How does additional learner support contribute to anticipated outcomes of 'self-determination for future career goals'</p>	<p>Additional learner support contributes to 'self-determination for future career goals' in a number of ways. Findings from interviews with learners show that through positive relationships with staff, ELATT creates a safe place for learners where they are able to access and engage with additional support as needed. Employability discussions between learners and teachers or the employability adviser encourages learners to consider the routes they most want to explore after leaving ELATT. Student support contact sixth form and adult vocational and technical learners up to six months after they leave ELATT, with examples from learner interviewees of where they have engaged with this support and used it to clarify career goals.</p>
<p>How does additional learner support contribute to anticipated outcomes of 'self-confidence and resilience'</p>	<p>Findings from interviews and analysis of sixth form learners student survey data suggested that sixth form ESOL learners and young people with an EHCP, developed increased resilience, confidence and independence. These were reported in interviews to be gained through a variety of means, for example,</p>

Research Questions	Findings
	<p>navigating transport to get to college, forging new friendships on the course and through day-trips and enrichment activities.</p>
<p>How does ELATT work with employers/broader stakeholders/statutory partners? What is effective/less effective in their approach and why?</p>	<p>ELATT staff described having good relationships with Local Authorities and other learning providers. They explained these organisations have a good understanding of the support available at ELATT and therefore refer young people with additional needs to the sixth form as appropriate.</p> <p>Keyworkers and teachers reported working hard to create links with local employers who might be open to working with ELATT and their learners. Staff described how this process can take months and even years. It might start with employers coming to ELATT to deliver employability sessions to learners, then lead to learners visiting the employer's premises and ideally result in work experience opportunities.</p>
<p>How does ELATT work to improve programme design, delivery, and performance? What (if anything) could ELATT implement to further support effective delivery?</p>	<p>Findings from interviews demonstrate that ELATT are very responsive to learners' needs which might change from one year to another. An example was the change in 2022 to 2023 when weekly personal and social development tutorials were introduced, to replace the previous personal and social development course with a qualification attached. With the new approach staff could respond to emerging needs by varying the topics covered. In 2022 to 2023 this included sexual harassment and consent, Prevent, British values and online safety.</p> <p>For sixth form vocational and technical learners, the importance of having staff available to accompany them on daytrips, work experience and volunteering opportunities was highlighted by staff, due to the additional support needs of many of the sixth form learners. Being able to consistently provide this additional staff support would enable ELATT to be able to plan more regular external activities, which at present are dependent on additional funding each year.</p>

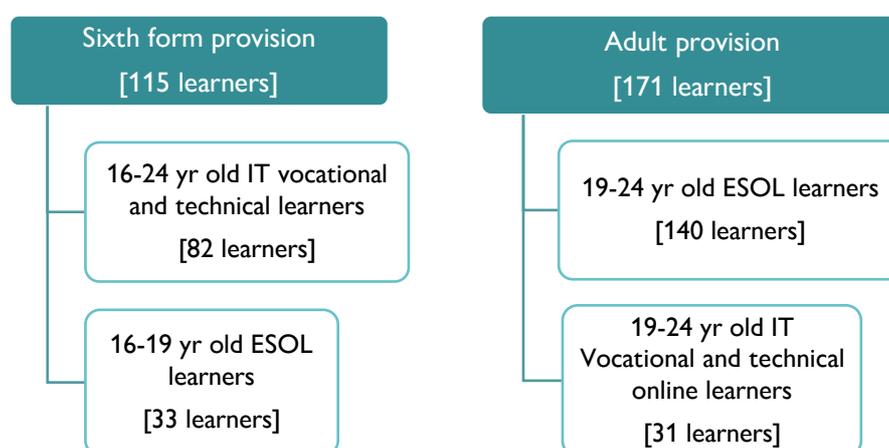
Research Questions	Findings
	<p>Prior to and during the time period of this evaluation ELATT were investing in software to enable them to capture more learner outcomes, and more easily run reports of these. We would encourage ELATT to continue on this path to increase the evidence for what they do and achieve.</p>
<p>What (if anything) could improve delivery to young people and (better) support achievement of outcomes?</p>	<p>Interviews with staff explained that it was harder to secure work experience placements for older learners as this was a new practice for staff and employers. ELATT should continue to build on the good practice they have established for younger learner groups and provide potential employers examples of where work experience has been effective for older learners and employers.</p> <p>Adult vocational and technical interviewees did not report taking up as much additional support as sixth form vocational and technical interviewees. However, they typically said they did not need it but knew who to contact if they did. The only area for improvement for adult vocational and technical learners would be to move some courses, such as level 2 computer maintenance, back to in-person learning as it was pre-pandemic. As a teacher explained, this is a very hands-on subject at level 2 which is much easier to teach in-person.</p> <p>ELATT staff reported that additional educational psychologist support ahead of exams reduced anxiety and resulted in higher attendance at exams – this should continue in order to support young people to better achieve their education outcomes.</p> <p>ELATT staff have demonstrated their commitment to improving their delivery and support, for example changing data collection and post-completion support approaches for learners. This commitment, and willingness to take part in evaluation activities will enable ELATT to continue to build on what they already do well and support incremental improvements to outcomes.</p>

Research Questions	Findings
<p>What could other practitioners learn from this support model to support young people with similar needs?</p>	<p>ELATT's support model, which was understood through learner and staff interviews, demonstrates that for young people with additional and special educational needs and disabilities, having a small learning environment with friendly and caring staff; wide ranging additional support available 'in-house'; with a flexible approach to learning in relation to the number of subjects they are expected to take, and the time it might take to achieve a qualification, are all key to successful learning and personal outcomes.</p>
<p>What broader policy and practice lessons can be drawn from the evaluation and research findings?</p>	<p>Findings from interviews suggest that by not enforcing strict attendance expectations and instead creating a learning environment that young people want to attend, with a comprehensive package of additional 'in-house' support, ELATT have achieved 87% qualification attainment and 80% EET outcomes for their sixth form learners, evidenced by analysis of learner data. Sixth form learners are typically studying one IT technical or vocational subject, with English and maths as required, and the option for joining weekly personal and social development tutorials. For other providers considering such an approach, implications for funding would need to be considered, as funding rates are applied based on actual planned hours.</p> <p>Both sixth form learners and staff interviewed highlighted the importance of having a flexible approach to learning, tailored to the needs of the young person, as a way to sustain learner engagement and reduce educational anxiety. This is something other learning providers may wish to consider, particularly with an increase in young people experiencing mental ill-health following the COVID-19 pandemic.</p>

## Introduction

ELATT is a charitable training provider with two main areas of provision – sixth form and adult learning provision (see Figure 2 below). The sixth form provision is delivered at ELATT's centre in Haggerston, Hackney, East London. ELATT describes itself as a personalised, flexible provision for young people with additional and special educational needs. The sixth form offer includes IT vocational and technical qualifications, and English for speakers of other languages (ESOL) provision for people aged 16–19, often asylum seekers, unaccompanied asylum-seeking children (UASC) and refugees. The adult learning offer comprises ESOL provision<sup>4</sup> delivered in the community across London and online, as well as online delivery of IT vocational and technical qualifications to people aged 19 and over.

Figure 2: ELATT's four learner groups aged 16-24 (2021 to 2022 and 2022 to 2023)



Youth Futures Foundation (YFF) funded wrap-around learner support to learners aged 16–24 in 2021 to 2022 and 2022 to 2023. Therefore, while ELATT provides education, training and support for learners aged 25 and older, the focus of this evaluation and report is on learners aged 16–24.

### Background

ELATT's model of support broadly reflects existing evidence of what works to support its cohort of learners, as discussed below.

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<sup>4</sup> Adult ESOL Skills for Life provision was mainly ESOL courses in speaking and listening, reading and writing English, with a few learners on courses preparing them for teaching assistant qualifications.

### Supporting young people with special educational needs and disabilities

Existing research evidence highlights the importance of programme staff in developing and sustaining positive relationships with young people with special educational needs (Martin & White, 2012 in Tate & Greatbatch, 2017 and Hanson et al., 2017), personalised support with early assessment of needs (Parsons et al., 2011 and Martin & White, 2012 in Tate & Greatbatch, 2017), and a safe setting or learning environment (Tate & Greatbatch, 2017). Multi-agency and family/carer support ((Parsons et al., 2011, Martin & White, 2012 in Tate & Greatbatch 2017, and Hanson et al., 2017) and work experience (Hanson et al., 2017) can also have a positive role in supporting young people to achieve outcomes and successfully transition to further education or employment (see Evidence review in the Appendices for more detail). Young people with special educational needs and disabilities, who also have an education, health and care plan (EHCP), are eligible for free further education up to the age of 25, in the same way as all 16 to 18 year olds are (DfE & DoH, 2015).

### Supporting young asylum seekers and refugees

Asylum seeker and refugee pupils aged 5 to 18 have the same entitlement to full-time education or training as other pupils in England<sup>5</sup>. Often, asylum seeking children and young people will have had an interrupted education and may have limited literacy in their first language. Asylum seeking and refugee children and young people may also experience mental or emotional health problems, for example from trauma or emotional distress. Many are also vulnerable to racism, bullying and discrimination. Research literature focused on young migrants, refugees and learners with English as an additional language (EAL), highlights the importance of learning English to young people's inclusion, academic progress, interactions, relationships (Peterson et al., 2017, Madziva & Thondhlana 2017, Ryan et al., 2010, and Phillimore, 2011 in Sharples & Camara, 2020) and labour market outcomes, including better employment rates and better pay (Paget & Stevenson, 2014). A flexible, personalised approach to the curriculum is also important for building confidence and integration, as well as other wellbeing measures for people learning English as an additional language, asylum seekers and refugees (Gladwell & Chetwynd 2018, Gateley, 2015, and Court, 2017 in Sharples & Camara, 2020, and Paget & Stevenson, 2014).

### Programme

Youth Futures Foundation (YFF) provided funding for additional learner support activities for ELATT learners aged 16–24, in the academic years 2021 to 2022 and 2022 to 2023. The funding allowed ELATT to continue and enhance their sixth form learner support model, and for the first time to extend this support model to learners aged 19–24 on vocational

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<sup>5</sup> Most asylum seekers up to the age of 18 are allowed to study in further education (up to level 2) and will be entitled to free courses. Source: <https://www.reuk.org/faq-asylum>

and adult ESOL courses. The aim of the additional learner support was to support progress towards anticipated outcomes, including:

- Self-determination for future career goals.
- Self-confidence and resilience.
- Progress to further/higher education.
- Employment outcomes.

See the

Programme theory section for a full description of ELATT's learner support model, participant journey and theories of change.

### Research aims

The overall aims for this 'Programme Concept Test' development grant were to:

- Understand the programme theory of the ELATT learner support model<sup>6</sup> (the logic of why the programme was expected to work) and provide an outline of the underlying mechanisms/drivers of change.
- Support ELATT to understand their theory of change and how to evidence the pathways/outcomes in consistent data.
- Capture a rich understanding of participant experiences and views of the support model.
- Support ELATT to know which elements of delivery work most effectively, and to refine practice to support further achievement of education, employment and training (EET) outcomes.
- Provide recommendations and a plan for further evaluation.

Specific research questions are listed in Figure 3 in the Methods section below.

### About this report

This report sets out the approach to the evaluation and the theory of change development. It provides detail on the different learner support activities and includes a summary of the key findings, including how the support model operated in practice, indicators of progression towards the outcomes, and evidence of promise/recommendations for further evaluation.

Additional information in the Appendices includes:

- An evidence review conducted during the scoping phase of the evaluation.
- Three learner case studies, intended to illustrate a variety of learner personal circumstances, support engaged with, and outcomes achieved.
- Ethics and data protection documentation from the evaluation, including research information sheets for learners, staff and partners, and the privacy information notice.
- An example activity timeline, created during learner interviews.
- The evaluation timeline.

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<sup>6</sup> At the start of this evaluation the ELATT learner support model was called 'Connected Youth'. However, this name was not widely used within ELATT and for clarity is referred to as the ELATT learner support model throughout this report.

- Further information about the activities partner organisations provide to learners.
- Additional data tables.

## Methodology

The approach to this research was guided by YFF and the expectations set out in their contracting of this work. YFF suggested that the evaluation should take a theory informed approach. The method that the research team agreed with YFF sought to establish how ELATT's programme of support worked and achieved its outcomes.

A logical framework for analysis logged the key activities, research questions and data collection. The team agreed that a mixed methods approach would best capture the rich detail of qualitative data, as well as quantitative evidence to understanding participation and progress. Methods were chosen that would develop a theory of how the programme worked in action. This included a rapid evidence review (see Appendices), theory of change development that built on the existing logic model for the support, descriptive analysis of quantitative data from management information and surveys, content analysis of interviews and case-base analysis of content from matched interviews with ELATT staff and learners.

By starting with the theory of change development, the team aimed to find out how well evidenced the intended outcomes and causal pathways were, and to start to build evidence for ELATT and YFF about what makes a difference in outcomes for their learners. This programme theory approach is also reflected in the reporting of this evaluation, providing discussion of the theory of change and illustrating participant journeys. The approach did not include an impact evaluation, and this is discussed later in the report.

### Methods

The evaluation was conducted over several stages:

- An initial scoping phase that included four staff interviews, the development of the theory of change and a review of learner data that ELATT record.
- In the first year of funding, the research team interviewed 23 young people, and achieved matched staff interviews with teachers or support staff for 18 of these, to gain an understanding of learners' views and experiences of the support model.
- In the second year of funding, the research team updated the theories of change to reflect new support practices and conducted new and longitudinal interviews with 12 young people, achieving matched staff interviews for nine of these. These longitudinal interviews were to understand ongoing support engaged with and how this contributes to learner outcomes.
- Across the two years of funding, interviews were conducted with 15 support staff, employers, partner organisations and parents to further understand ELATT's support model and evidence the theory of change.

- Analysis of ProSolution data on learner characteristics, participation and outcomes was conducted at four time points between May 2022 and October 2023.
- Additional information on learners' destinations and GLA funded adult learners' highest prior qualification and course completion and achievement was provided in July 2024 in response to the first draft of this report.
- Sixth form learners' student survey data (2022 to 2023) was analysed in late 2023. The student survey is completed by students three times a year - at the start of the course, part way through the course and at the end of the course in ProMonitor. The survey is administered by ELATT staff. See Figure A2 in the appendices for a full list of survey questions and responses.
- Adult ESOL learners' achievement of personal targets data (2022 to 2023) was analysed in early 2024.

Figure 3 below summarises which data source was used to answer each of the specific research questions.

Figure 3: Source of information used to answer each of the research questions

Research questions	Scoping phase	Learner & staff interviews	Learner data	Partner interviews
How does the ELATT learner support model work to support young people to achieve EET outcomes?	Yes	Yes	Yes	Yes
What are the key differences between the different levels of support in terms of participant needs, support journeys and intervening/final outcomes?		Yes		
For each support journey, what do young people themselves feel is effective/less effective and why?		Yes		
What intervening and final outcomes do participants achieve? What are the critical drivers of these outcomes?		Yes	Yes	
How does ELATT work with employers/broader stakeholders/statutory partners? What is effective/less effective in their approach and why?	Yes			Yes
How does ELATT work to improve programme design, delivery, and performance? What (if anything) could ELATT implement to further support effective delivery?	Yes			

Research questions	Scoping phase	Learner & staff interviews	Learner data	Partner interviews
What (if anything) could improve delivery to young people and (better) support achievement of outcomes?		Yes		
What could other practitioners learn from this support model to support young people with similar needs?		Yes	Yes	
What broader policy and practice lessons can be drawn from the evaluation and research findings?		Yes	Yes	Yes

## Theory of change development

The theory of change for ELATT's learner support model in 2021 to 2022, was initially developed through scoping interviews with ELATT staff and a workshop run by IES with eight ELATT staff across a variety of roles in October 2021. The theory of change was updated following each round of qualitative research, with a revised version created for 2022 to 2023 and reviewed at the end of the academic year.

## Data collection

### *Qualitative interviews with learners*

As planned, 35 learner interviews were conducted in total:

- 12 learners were interviewed in March/April 2022,
- 11 learners were interviewed in July 2022,
- 12 learners were interviewed in June/July 2023 (two of whom had also been interviewed in 2022).

These interviews covered learners' previous educational experience, reasons for choosing to study at ELATT, support activities engaged with and future intentions. As part of the interview, an 'activity timeline' of the ELATT activities and support those learners participated in was created (see Appendix for an example).

Due to the prevalence of COVID-19 in 2022, learner interviews were conducted online, while learners were at ELATT premises, with co-ordination support from ELATT staff. Learner interviews in 2023 were conducted in-person at ELATT in Haggerston, East London, at a community centre and online.

### *'Matched' qualitative interviews with ELATT staff*

At the end of the learner interview, learners were asked if they would be happy to have their activity timeline shared with a nominated member of ELATT staff as part of the staff interviews. These staff interviews were intended to provide further information about activities specified in the learner's activity timeline. For learners who did not consent no 'matched' staff interview was sought, however their interview data was still analysed, and they were invited to follow-up interviews the same as other interviewees. Out of the 34 'matched' staff interviews sought, 27 were achieved<sup>7</sup>. These 'matched' staff interviews were with teachers, support staff and keyworkers, as suggested by the learner. Interview data was analysed from all young people, regardless of whether a matched interview was obtained.

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<sup>7</sup> Some staff were unavailable during the fieldwork period due to other work commitments, annual leave or because they had left ELATT.

### *Qualitative interviews with ELATT staff, partners and learner's parent*

Interviews were sought to further understand the variety of learner support available at ELATT and what the intended and actual outcomes of this were. Overall, qualitative interviews were conducted online and over the phone with:

- Eight ELATT staff including teachers, teaching assistants, managers, support staff, keyworkers and wellbeing officers.
- Five of ELATT's partner organisations including local charities, community interest companies, an employer and a training provider offering teamwork opportunities, employability skills, employment knowledge, construction training and work experience. These partner organisations were selected for interview through discussions between ELATT and IES staff, and reflected the types of partnerships that were in place during the evaluation period.
- One parent of a sixth for learner<sup>8</sup>.

### *Analysis of learner data*

Three types of learner data were analysed as part of this evaluation outlined below. Data was securely transferred from ELATT to IES using Owncloud and SharePoint. See Evaluation timeline in the Appendices for further information about the timings of the different aspects of this evaluation.

- Learner characteristics, course information, and education and employment outcomes are recorded by ELATT staff in their ProSolution database. ProSolution was implemented in 2020 to 2021 and is used to collect data to report to national and other funders on provision and learners, to validate funding. IES analysed anonymised data from ProSolution for all learners aged 16–24, in the academic years 2021 to 2022 and 2022 to 2023. This analysis was conducted at four time points between May 2022 and October 2023.
- Additional information on learners' destinations and GLA funded adult learners' highest prior qualification and course completion and achievement was provided in July 2024 in response to the first draft of this report.
- Adult ESOL learners' achievement of personal targets for 2022 to 2023 was analysed in early 2024 (see Appendix section Adult ESOL learners SMART targets).

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<sup>8</sup> To enhance our understanding of what learners gain from their time at ELATT, ELATT suggested we approach the parents of two sixth form learners for interviews as they could offer different perspectives on the outcomes their children achieved by attending ELATT's sixth form. IES approached both sets of parents and secured an interview with one parent in summer 2023. This was not part of the original research design but something IES were able to accommodate within the project timescales.

- Sixth form learners 2022 to 2023 student survey data from ProMonitor (see Appendix Figure A2) was analysed in late 2023. ProMonitor is a system for learners to record goals and personal outcomes, progress made against these, as well as record skills and knowledge gained from extra-curricular activities. ProMonitor was implemented in 2021 to 2022 with additional functionality added in 2022 to 2023. At the end of their time at ELATT, learners can download a 'learning record' of their achievements recorded in ProMonitor.

### Participant selection

The research was designed to include longitudinal interviews with young people to capture their experiences of support from ELATT across their entire time at ELATT, which could be two or more years for sixth form learners. We intended to interview 15 young people at time point one, 10 at time point two and 10 at time point three. If follow-up interviews at time points two and three did not reach the intended target number, we proposed interviewing new young people.

#### *Time point one: March/April 2022*

For the first round of interviews, the research team selected 15 potential interviewees from the anonymised data provided by ELATT – a purposive sample reflecting the sixth form and adult vocational cohorts<sup>9</sup> – course and learning aim, age, year of study, disability and whether the learner had additional support needs such as an EHCP or English as an additional language. These 15 learners included 12 sixth form learners and three adult vocational learners. Twelve of the 15 intended interviews were completed (see Figure 4 below).

#### *Time point two: July 2022*

In July 2022 all 12 of the originally selected sixth form learners were invited for interview, with nine interviews completed. All these completed interviews were second interviews with learners who had been interviewed at time point one.

Due to only one adult learner interview being achieved at time point one, a new sample of adult learners was selected at time point two, with a mix of learners across both adult vocational and adult ESOL courses, and a mix of ages of learners. Adult ESOL learners were offered an interpreter for interviews (see Learner interview recruitment process section below in Ethics and Data protection for more information about the interview recruitment process for learners). Eighteen learners were selected to be invited for interview: 12 adult vocational learners and six adult ESOL learners. Only two out of these 18 learners completed an interview at time point two.

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<sup>9</sup> No adult ESOL learners were sought for interview in March/April 2022.

### Time point three: June/July 2023

In 2022 to 2023 the participant selection approach was revised with the intention to increase the number of adult learners participating in interviews. The revised approach enabled ELATT staff to select adult learners to invite to interview. It was impressed upon staff that it was important to select a broad range of participants, not just those who were very engaged or doing particularly well, which ensured a mix of courses, course levels and personal characteristics of learners were selected (see Figure 4 below). Adult ESOL learners were offered in-person or online interviews with an interpreter as required (two of the four adult ESOL interviews used an interpreter).

Figure 4: Number of ELATT learners interviewed during the evaluation, by learner group

	March/April 2022	July 2022	June/July 2023	Total
Sixth form	11	9	4	24
Adult – ESOL	n/a	0	4	4
Adult - IT vocational and technical	1	2	4	7
Total	12	11	12	35

### Ethics and data protection

#### Learner interview recruitment process

For sixth form learners, agreement to participate in the research was gained through a combination of ELATT staff briefing learners about the research, learners being given information sheets and consent forms during class when teachers were on hand to discuss the evaluation, and IES staff meeting learners ahead of interviews to start the process of familiarising learners with interviewers. This process was agreed in advance with ELATT staff and was felt to be the most appropriate way to engage sixth form learners with special educational needs, health and mental health problems in the research. ELATT staff provided ongoing support for learners who agreed to take part in the research and were on hand on the day of interviews to support learners to get to face-to-face interviews or join online interviews.

Adult learners received the research information sheets sent by email from a known member of ELATT staff and were asked to contact IES to opt-in to the research. Adult ESOL learners were offered in-person or online interviews with an interpreter as required. Face-to-face interviews were timed to be during normal class hours, so ELATT staff were on hand to introduce IES staff to the learner and the learners rejoined class after. Online interviews were at a time convenient to the learner with an interpreter on the call if requested by the learner. See Ethics and Data Protection documentation in the Appendix for further details and copies of research information sheets and the privacy notice for this evaluation.

### *Data collection, storage and transfer*

Data collection was kept to the minimum necessary to evaluate learner support at ELATT. All data was anonymised apart from learner data for recruitment to qualitative interviews, for which there was only one file containing names and unique IES identification numbers. All other interview information was stored using the IES identification numbers. All data was transferred via OwnCloud or SharePoint and held securely on IES servers. All personal data will be deleted within six months of this report being published. The names of learners used in boxed examples throughout the report, and case studies in the appendix, have been changed.

### *IES ethical review process*

This research was carried out in line with IES's ethical review process. IES staff are required to conduct themselves in line with internal guidelines on ethical and professional standards as well as based on the Social Research Association recommendations and the Government Social Research Unit. This includes a commitment to evidence-based approaches, conducted in an independent and professional manner, ensuring that all potential participants were aware that taking part in the research was voluntary, that they were able to give informed consent and that data collection burdens were minimised. The data collection methods were tailored according to the needs of the young people. For example, IES did not record interviews with sixth form learners to prevent unnecessary anxiety, video-interviewees had the option of going 'screen off' to reduce anxiety and mirror approaches that their teachers at ELATT used. IES researchers had a duty to avoid harm for participants, with assurances given that not all questions had to be answered in interviews and researchers had safeguarding awareness training ahead of fieldwork, with tailored safeguarding protocols put in place.

## **Evaluation limitations**

### *Fieldwork limitations*

Research interviews in 2021 to 2022 were all online, due to the fluctuating levels of COVID-19 at the time. While this was the preferred method for adult vocational learners as it mirrored their online course delivery, for sixth form learners who were back to face-to-face learning, in person interviews may have been preferable. However, ELATT facilitated

the online interviews by hosting them during class time and provided a room for learners to go to complete the online interviews.

Research interviews with sixth form learners were not audio-recorded to prevent unnecessary anxiety. Instead, the IES researcher created the activity timeline with the young person during the interview and wrote up additional notes immediately after. This was felt to be the most appropriate approach for this group of learners. Consequently the data is less detailed and does not include as many direct quotes.

#### *Limited adult representation in qualitative data*

Due to a low response to initial recruitment of adult learners in 2021 to 2022, most of these interviews, including all the adult ESOL learner interviews, were conducted towards the end of the evaluation period in June and July 2023. Overall, there were more sixth form learner interviews completed than adult interviews (see Figure 4 above). As a result there is more qualitative data from interviews with sixth form learners across both years of the evaluation compared with adult learners, and the adult ESOL interviews reflect one cohort of learners from the second year of the evaluation and none from the first year of the evaluation.

#### *Learner data limitations*

Learner data recorded in ProSolution was incomplete for some personal characteristics, such as whether the learner was in care ('looked after'), a care leaver or had caring responsibilities and therefore these characteristics are not reported.

Due to a mix of course funding sources and their associated data collection requirements, data collection was not consistent for all learners at ELATT. For example, data collection about adult learners' highest prior qualification and course achievement was more complete for learners included in data returns for Greater London Authority (GLA) funding, compared with adult learners funded through other means.

At the time of the evaluation learner destinations were not systematically collected and recorded, resulting in no destination being recorded for many learners. However, ELATT are working on improving this and were able to provide additional data in July 2024 which showed some additional HE destinations not captured in the October 2023 data transfer (see Education, employment and training outcomes section).

Final longer-term learner outcomes were reported by staff to be progression on learners' preferred route, such as education or employment, and sustained engagement in this six-months after leaving ELATT. ELATT also hope to increase employer awareness of special education needs and disabilities. Due to time constraints of this evaluation, these longer-term outcomes and impacts were out of scope for this evaluation.

## Programme theory

Prior to the YFF funding, ELATT offered a range of support activities to their sixth form learners. The intention with the YFF funding was to roll-out more types of support to sixth form learners and make support available for young people aged 19 to 24 in the adult cohort at ELATT. The rationale for ELATT's focus on support activities rather than for example trialling a new course or general provision, was that this is what would make most difference to learners, through helping them to stay on their programmes and achieve their learning outcomes, as well as their personal outcomes. This approach is supported in the research literature, as discussed in the background section of this report. The evaluation focused on supporting ELATT to start to evidence this theory.

### Theory of change

A theory of change is a logical framework that explains how a programme is conceptualised or understood and the problems it is trying to tackle. It can help to reveal the causal linkages in an initiative and how it will lead to the intended outcomes. The theory of change is created as a narrative report and diagram to give a greater sense of clarity and purpose that can be used to guide evaluations.

In October 2021, two initial theories of change were developed for ELATT's learner support models for sixth form and adult learners. Following data collection in the second year of the support delivery, the theories of change were updated in March 2023 to reflect changes in support to learners. The updated theories of change are presented in Findings section 'Error! Reference source not found.'.

### Context

ELATT have a diverse cohort of adults and young people from Hackney and east London, including recent migrants, asylum seekers and learners with special education needs and disabilities. Young people with education health and care plans are potentially able to stay in education up to 25 years of age, which enables ELATT to keep these learners in their sixth form as long as the individual needs to.

### Routes into ELATT

Initial discussions with ELATT highlighted the varied routes learners take into ELATT, including referrals from schools, pupil referral units, home-schooling networks and wider support services, such as probation.

### Initial assessment

Staff explained that an initial assessment of needs is carried out with all learners as part of the enrolment process. This identifies any additional support needs a learner has such as childcare, to attend face-to-face classes, or a laptop or dongle loan for online classes.

## Education

The sixth form is for students aged 16–19, or 16–24 if they have an Education, Health and Care Plan (EHCP). Sixth form learners can take:

- IT technical and vocational courses in combination with one or more of the following subjects: English, maths, and/or personal and social development and tutorials.<sup>10</sup>
- English for ESOL in combinations with maths and/or personal and social development and tutorials, depending on need, interest and level of English.

Adult learners can take:

- IT technical and vocational courses, such as software development, computer engineering, game design, web design and development. These learners can also take level 2 English and maths if needed. These courses ranged from six to 12 weeks long with all learners required to start at the same time.
- A variety of adult ESOL courses, courses preparing them for teaching assistant qualifications, 'maths for ESOL' or 'IT for ESOL' modules<sup>11</sup>, and conversation clubs. Adult ESOL courses run over two semesters per year, with most learners joining at the start of these in September and March.

## Support activities

Alongside the main qualifications that learners were undertaking, additional activities and support are available to all learners in the form of staff support, personal development and enrichment activities, and employability activities. An additional activity for adult learners is wellbeing support.

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<sup>10</sup> In 2021 to 2022 personal and social development (PSD) was offered to all sixth form learners and qualifications from this course ranged from entry level 1 to level 2. This course supported young people with their confidence, citizenship and wellbeing and included employment-focused activities ranging from business visits, tasters and workshops with employers, to work placements and voluntary. YFF funding was used to increase TA and keyworker time necessary for accompanying learners on external activities withing PSD. In 2022 to 2023 this course was replaced with 'personal and social development and tutorials', which ELATT staff thought gave more flexibility in the topics they could cover and reduced the stress of formal assessments by having no qualification attached.

<sup>11</sup> 'Maths for ESOL' and 'IT for ESOL' were intended to increase learners' levels of maths and IT to the level required for attending non-ESOL courses at ELATT.

### *Staff support<sup>12</sup>*

Staff roles that supported both sixth form and adult learners in 2021 to 2022 and 2022 to 2023, were tutors, student support officers, a welfare adviser and an employability adviser.

Tutors: subject teachers, often referred to as tutors, are the main person a young person has contact with at ELATT. Sixth form learners taking more than one subject will most likely have multiple teachers, none of whom are a designated 'main' or 'personal' tutor, so the young person can choose which tutor they approach for support as and when needed. Adult learners might only have one teacher, for their English ESOL class or IT class. IT technical and vocational teachers can provide additional learning support (ALS) to learners who are struggling with the course content or falling behind. This might be in the form of a 1-2-1 session to cover the content requiring additional support.

The financial and welfare adviser is sub-contracted provision from Island Advice Centre, based at ELATT one day a week. The adviser can provide students with financial support in an emergency, for example with food or clothes. Student support staff, keyworkers or teachers can make appointments on behalf of students.

The employability adviser has a careers discussion with students, which helps them create a CV, find their next course, or helps them find a job including offering mock interviews. Learners can have 1-2-1 sessions with the employability adviser and can receive support from them for up to six months after leaving ELATT.

Sixth form learners and adult IT vocational and technical learners are also supported by student support. Student support staff interview these learners when they register for courses at ELATT, even if their previous course was also at ELATT. In the interview they check young people are applying for the right course to meet their needs, are eligible to study in England, explain what support is available to them, and refer or make appointments for additional support as needed. When starting at ELATT, student support staff may help students apply for support with travel and childcare costs if needed, and the student bursary that is available to young people with an EHCP and those from low-income families. Learners can also access laptops, software and dongles. Throughout their time at ELATT, student support may arrange appointments with or refer students to support including the financial/welfare adviser, speech and language therapist (SALT) and an employability adviser. Student support also monitor attendance and contact learners about this if needed, and follow-up with learners to track destinations after leaving ELATT. Sixth form and adult IT technical and vocational learners can receive support from student support for up to six months after leaving ELATT.

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<sup>12</sup> Some of the detail of the learner support reported here was gained during the evaluation period.

In addition, sixth form learners are also supported by the following ELATT staff roles:

**Teaching assistants (TAs):** ELATT provides multiple teaching assistants in many classes, and these are a mix of paid and volunteer roles. Local authority funding for students with EHCP's can fund additional teaching assistants in the classroom. In addition, ELATT sources additional TAs to support in classes and with external day trips or to accompany learners on work experience.

**Emotional literacy support assistant (ELSA):** The ELSA role was introduced in 2021 to 2022. The ELSA helps young people to regulate their emotions by following a programme called 'Zones of Regulation'. The extra support of an ELSA is needed because a lot of students have been bullied in the past or may feel 'different' to other young people. The ELSA helps them to feel empowered to achieve their aspirations. The ELSA is part of a team of support staff and was described as 'more than a TA, but less than a wellbeing officer' in relation to the depth of support offered. The ELSA builds rapport with young people by checking in and talking with them to see if they would like to have a weekly session. These sessions usually take place for six weeks but can be continued if needed. The ELSA can also do a group session with learners, although say 1-2-1s are usually more effective, given that young people can often feel self-conscious in groups.

**Youth provision keyworkers:** the keyworker role is multi-faceted, providing support to ELATT learners and the organisation more broadly. The role has the following responsibilities:

- Student recruitment: going into secondary schools and SEN specific schools, liaising with special educational needs coordinators (SENCOs) across the area, offering tours and open days to prospective students.
- A pastoral care point of support for all students: primarily sixth form, but also all other students.
- Coordinating enrichment activities: ensuring the timetable is filled with extra-curricular activities, organising facilitators to come in and run sessions e.g., Young Hackney.
- Signposting and referral of learners to relevant support: both in-house (wellbeing officer, ELSA) or to external organisations such as speech and language support.
- Coordinating work experience placements: supporting students into and supporting them on placements, as well as coordinating with relevant organisations.
- Developing and facilitating partnerships with a range of local organisations such as corporates, charities, and community initiatives.

**Educational psychologist:** In 2021 to 2022 ELATT employed an external educational psychologist to support students suffering from anxiety that affects their learning and exam attendance or performance. In addition, the educational psychologist supports teachers and TAs with how best to support learners. In 2022 to 2023 this role was part-funded by YFF funding.

### *Personal development and enrichment activities*

For all learners there are additional, optional personal development and enrichment activities (wholly or partly paid for with YFF funding). For sixth form learners this includes workshops with a theatre company, employer and careers talks, visits to businesses and days out around London (see Appendix section 'Activities with partner organisations' for further information about the activities offered by partner organisations). Adult ESOL learners can participate in a number of wellbeing activities (see Wellbeing activities section below).

Student-led clubs for sixth form learners are another strand of informal development activities. These extra-curricular clubs include video-making, music, gaming, film and history and were intended to help learners build friendships, confidence, communication and teamwork skills. While these were student-led, they had additional support from nominated members of staff, whose time for this was funded with YFF funding.

### *Employability support*

Employability support varies between groups of learners. All learners can access employability support through either an employability adviser (for sixth form) or an employability team (for adult learners).

For sixth form learners, employability activities intended to develop skills needed in the workplace are supported by external partners. ELATT work with these organisations and businesses to offer work experience opportunities to sixth form learners, and work was in progress to increase this offer to adult IT technical and vocational learners.

For adult learners, the employability team run online group sessions and provided 1-2-1 online advice for careers discussions, CV support, job finding support and mock interviews. ESOL learners can attend a weekly online 'employability club' run by the employability team.

### *Wellbeing activities*

Wellbeing officers offer support to all adult learners, working closely with other members of staff to embed the student-centred and trauma-informed wellbeing service throughout ELATT. During the research period, the number of wellbeing staff increased to three (two employees and one volunteer). The offer from the wellbeing team includes eight 1-2-1 sessions per learner, wellbeing events, signposting and referring to external services, and building external partnerships of benefit to learners, for example psychotherapy and osteopathy.

For adult ESOL learners, the wellbeing team arranged additional activities for learners, either within online lessons, or day trips for those on face-to-face courses. These activities are intended to increase the learner's wellbeing, have fun and develop the bond between learners in each class. Examples include online yoga and dance classes, and in-person cookery and art classes. This service was co-produced with adult ESOL learners, so had student voice, student volunteers and in some cases, learners running their own workshops.

### Mechanisms of change

During scoping interviews and a workshop with ELATT staff in 2021, IES and ELATT identified two potential mechanisms of change in 2022 to 2023; having a relationship of trust with their personal tutor, and staff encouraging learners to take up support.

### Outcomes

The short-term outcomes for both sixth form and adult learners identified in initial theory of change discussions are:

- **Qualification outcomes.** These are important for many reasons for ELATT learners, in particular for those that had poor experiences of other providers, or who had left school without gaining qualifications. ELATT offer a suite of qualifications that they feel are complementary and enable learners to progress onto higher levels of the same subject while staying at ELATT.
- **Education, employment and training outcomes including supported internships.** Through their exposure to educational, enrichment and employment activities, young people are intended to build knowledge of the paths that are open to them following the end of the programme. For adult IT technical and vocational learners, this could be more focused on changing careers, changing roles or progressing in their current role.
- **Better access to support through improved awareness of all sources of support that are available to them, the different types of support that different staff offered and the expertise of those staff, improved confidence to ask for help, and increased ability to identify and communicate their own support needs.**
- **Employability skills gained through taking part in formal work experience placements (sixth form learners only), through student-led clubs and personal, social and development modules that give opportunities to develop skills that employers would look for.**

For sixth form learners, additional short-term outcomes were:

- **Staying engaged and motivated, demonstrated through attendance in lessons and on activities.**
- **Improved life skills such as better self-care, time management, emotional and mental resilience. This also includes engaging with their peers, accepting others and their diversity, making friends, teamwork and communication skills, progressively getting better at working with others, making decisions, and to look for and take up offers of support.**
- **Increased agency, which comes from feeling more confident and engaged in positive activities, as well as improved motivation and aspirations for the future. This presents as an ability to identify and address their own learning and wellbeing needs and an improvement in their self-management skills. Through increased self-awareness, they can judge the suitability of future options.**

- For adult ESOL learners, there is an additional short-term outcome of improved wellbeing, which is closely related to the other outcomes and typified by increased confidence and increased socialising with other learners.

Longer term outcomes in the theory of change are similar for sixth form and adult learners:

- Progression on their preferred route, which can include next steps in education or employment.
- Sustained engagement with their chosen path. This is evidenced by still being in employment or education, sixth months after the learners' main programme with ELATT.

Within the theory of change for sixth form learners, an additional longer-term outcome that ELATT staff reported as one of their aims (although outside the scope of this evaluation), was employers' increased awareness of special educational needs and disabilities. This would come from employers' experiences of offering work placements and undertaking other activities with ELATT's sixth form cohort.

## Impact

### *Sixth form*

As a result of taking part in courses with ELATT and accessing YFF-funded support, ELATT staff expect that sixth form learners will develop personal skills, have improved wellbeing, an increased understanding and engagement with society, sustained engagement with education and employment, positive views of education and will narrow the attainment gap (at an individual level) between disadvantaged learners and more advantaged peers.

Through increasing awareness and understanding of young people with special educational needs and disabilities, ELATT hope to contribute to an increase in the diversity of workplaces.

### *Adult learners*

As a result of taking part in courses with ELATT and accessing YFF-funded support, ELATT staff expected that adult learners will improve their personal wellbeing, develop personal skills, increase their understanding and engagement with British society and sustain education and employment outcomes.

### *Measuring impact*

Within this research and data collection, measures of these impacts were not collected. The research focused on how the programme of support operated in practice for staff and learners. Secondary to this, the evaluation aimed to understand the feasibility of measuring these impacts in the future.

## Participant journeys

The support offered by ELATT was tailored and flexible, meaning there were multiple potential 'journeys' for sixth form and adult learners, from enrolment to completion and

beyond, and few 'typical' pathways. To overcome some of this complexity, different participant journeys have been drawn up, each representing a different type of learner. It is not possible to document the amount of time each of these support activities takes as it varies between learners and by partner organisation delivering the support, such as employer visits, workshops and work experience. See 'Activities with partner organisations' in the Appendices for more details of how ELATT work with local partner to enrich learning activities for young people.

Figure 5: Sixth form learner journeys (2021 to 2022 and 2022 to 2023)

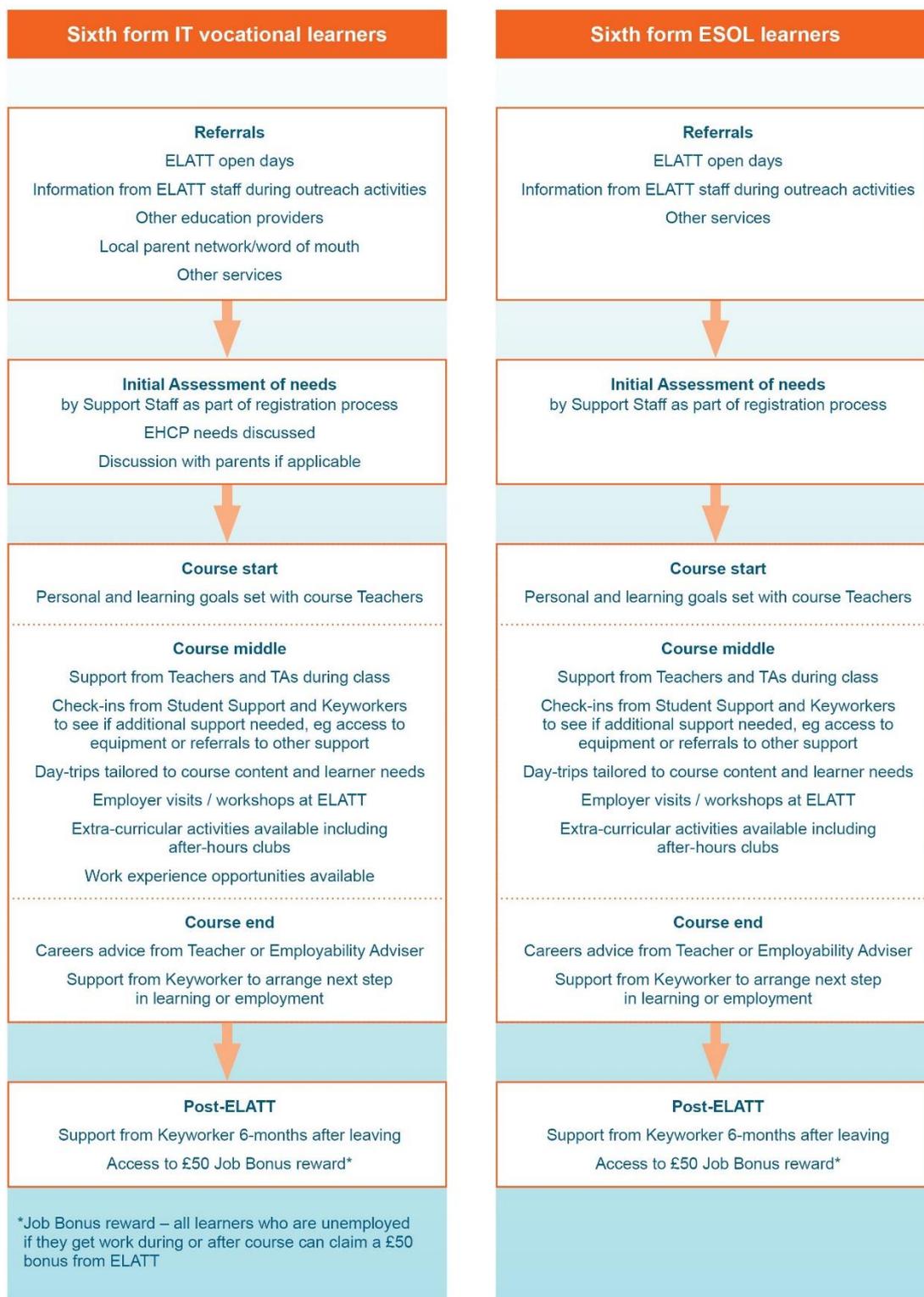
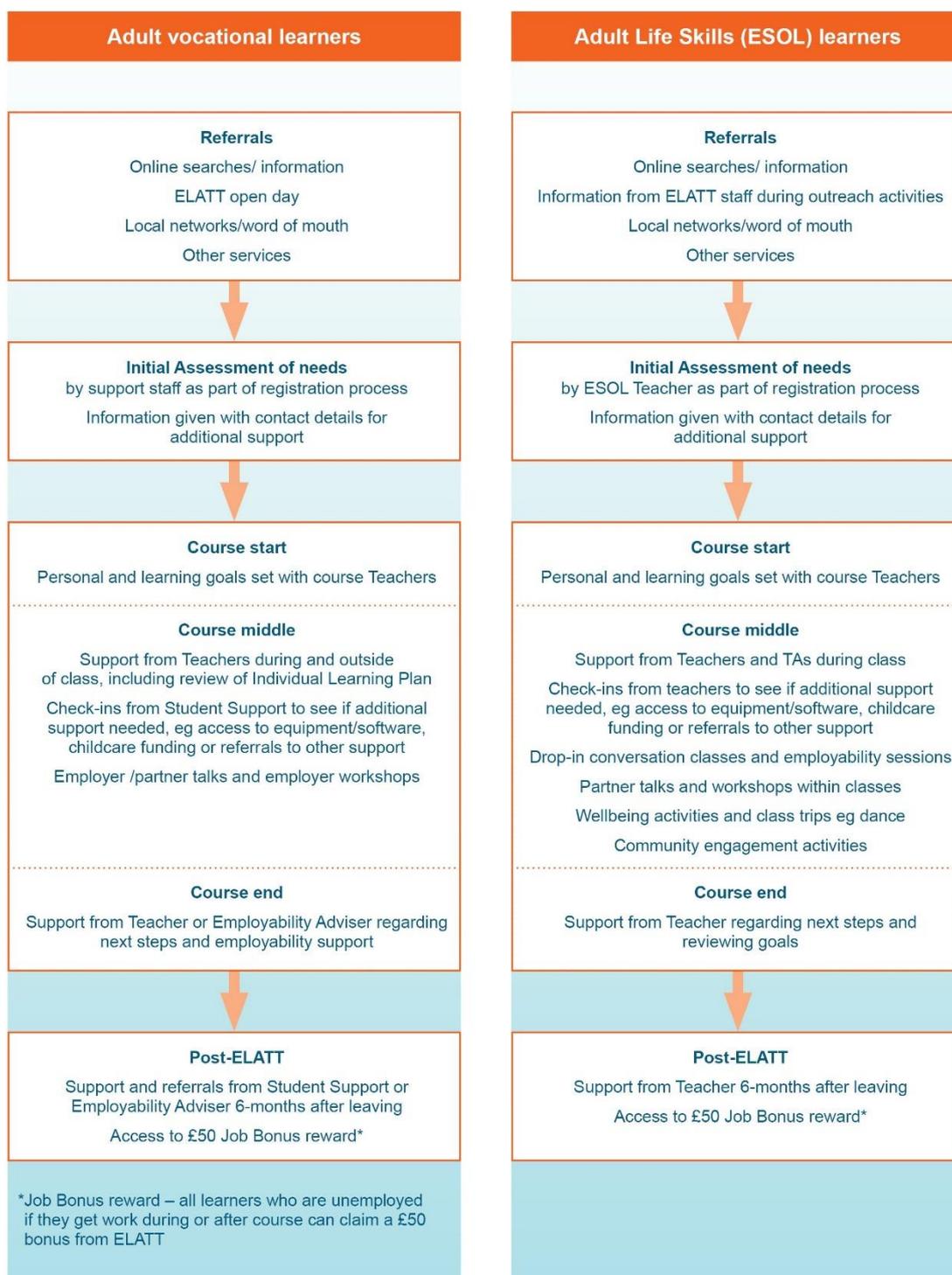


Figure 6: Adult learner journeys (2021 to 2022 and 2022 to 2023)



## Findings

### Participants

During the two years ELATT received Youth Futures Foundation funding, there were 286 learners aged 16–24, across sixth form and adult learning provision (see Figure 7 below).

Figure 7: Number of ELATT learners aged 16–24 (2021 to 2022, 2022 to 2023 and combined)

	2021 to 2022	2022 to 2023	2021 to 2022 and 2022 to 2023 combined
Sixth form - IT vocational and technical	55	51	82
Sixth form - ESOL	16	22	33
Sixth form - total	71	73	115
Adult – ESOL	75	75	140
Adult - IT vocational and technical	17	16	31
Adult learners - total	92	91	171
All 16 to 24-year-old learners	163	164	286

1. Some young people stay at ELATT for more than one year, particularly sixth form learners. Therefore, the number of learners in '2021 to 2022 and 2022 to 2023 combined' does not equal the sum of learners in 2021 to 2022 and 2022 to 2023, as shown in the above table.

### Learners' characteristics

The personal characteristics of learners varied between the four groups of learners (see Figure 8 below or Appendix Figure A1):

- Over half (59%) of sixth form IT technical and vocational learners had a health condition, disability or were neurodivergent and 69% had an Education, Health and Care plan in place. The group was mostly young men (80% were male, 20% female).
- Sixth form ESOL learners were a similar age to other sixth form learners (mean age of 17 years old) and were also mostly young men (85% were male, 15% female).
- Nearly one-third of all sixth form learners were black, African, Caribbean or black British (31%), 26% were Asian or Asian British, 22% were white and 21% were from mixed, multiple or other ethnic groups (see Appendix Figure A1 for more information).
- Adult technical and vocational learners had fairly equal numbers of males and females and were more likely to be in employment while studying at ELATT compared with the other learner groups (35% of adult technical and vocational learners were in employment while studying). Adult technical and vocational learners were primarily white (41%) or black, African, Caribbean or black British (35%) (see Appendix Figure A1).
- The majority of adult ESOL learners were female (71%). They were mostly from mixed, multiple or other ethnic groups (28%), Asian or Asian British (24%) or white (18%) (see Appendix Figure A1). One quarter (25%) were in employment while studying.

Figure 8: Learner characteristics by learner group, aged 16–24 (2021 to 2022 and 2022 to 2023 combined)

	Sixth form – IT technical and vocational	Sixth form – English for ESOL	Adult vocational	Adult ESOL
Mean age of learner (years)	18	17	22	22
Female learners	20%	15%	45%	76% <sup>5</sup>
Learners with a health condition, disability or are neurodivergent	59% <sup>3</sup>	-	-	6% <sup>6</sup>

	Sixth form – IT technical and vocational	Sixth form – English for ESOL	Adult vocational	Adult ESOL
Learners with an EHCP	69% <sup>4</sup>	-	-	0%
In employment while at ELATT <sup>2</sup>	0%	0%	35%	25% <sup>7</sup>
Total number of learners	82	33	31	140

1. ‘-’ represents where figures based on 5 or fewer learners have been suppressed due to small numbers.
2. Employment status recorded as part of ELATT’s registration process.
3. Based on 63 sixth form learners for whom disability data was available.
4. Based on 72 sixth form learners for whom EHCP data was available. Please note that EHCP data was more complete than disability data, which may explain why this percentage is higher than the proportion with a health condition, disability or are neurodivergent.
5. Based on 130 adult ESOL learners for whom gender data was available.
6. Based on 139 adult ESOL learners for whom disability data was available.
7. Based on 56 adult ESOL learners for whom employment status at time of enrolment was known.

### Learners’ prior educational attainment

Where prior educational attainment was known at enrolment<sup>13</sup>, sixth form IT technical and vocational learners tended to have a full level 2, a level 1, or an entry level qualification prior to joining the sixth form in 2021 to 2022 or 2022 to 2023. However, it is unclear if this is representative of all sixth form IT technical and vocational learners.

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<sup>13</sup> Prior educational attainment data was only available for 31 out of the 82 sixth form IT technical and vocational learners. Due to the small base size percentages are not being reported.

For adult learners, prior educational attainment data was only systematically recorded for GLA funded learners<sup>14</sup>, not learners funded through other means. Therefore, this information was complete for the 60 GLA funded adult learners in 2021 to 2022 and 2022 to 2023. Analysis suggests GLA funded adult learners had a range of prior qualifications, and around one-in-five learners (22%) did not have any prior qualifications<sup>15</sup> (see Figure 9 below). However, it is unclear if this is representative of all adult learners at ELATT during the evaluation period.

Due to the small number of adult learners for whom highest prior educational attainment is known, it is not possible to report these percentages for adult ESOL and adult IT vocational learners as two separate groups. However, the data suggests that nearly all GLA funded adult vocational learners had a known prior qualification, ranging from entry level to level 6, with most learners’ highest prior qualification being a level 2 qualification. GLA funded adult ESOL learners tended to have either level 1 or no prior qualifications, however some had level 2 or level 4 qualifications, presumably from their home country prior to the adult ESOL course at ELATT.

Figure 9: Highest prior educational qualification at time of enrolling at ELATT, adult GLA funded learners only (2021 to 2022 and 2022 to 2023 combined)

	Adult GLA funded learners
Entry level or Level 1	30%
Level 2	23%
Level 3	-

<sup>14</sup> Highest prior educational attainment at the time of enrolment is one of the required data fields learning providers must complete when applying for/receiving GLA funding for adult learners.

<sup>15</sup> It is important to note that this data includes both adult ESOL learners (37 learners) and adult IT technical and vocational learners (23 learners) which are two quite distinct groups of learners (see Learners’ characteristics section above). It is also not possible to comment on how representative this sub-group compared with all adult learners.

	Adult GLA funded learners
Level 4, 5 or 6	23%
No qualifications	22%
Total number of learners	60

1. '-' represents where figures based on 5 or fewer learners have been suppressed due to small numbers. Suppression of small numbers and rounding of percentages means some columns do not sum to 100%.

### Level of courses being taken

The level of courses being studied varied by learner group. For example, adult ESOL learners were predominantly studying English for ESOL at entry level (75%), or level 1 (20%), whereas sixth form learners on IT technical and vocational courses were mostly studying at level 2 (47%) or level 3 (41%). See Figure 10 below for details.

Figure 10: Highest course level studied at ELATT by learner group, aged 16–24 (2021 to 2022 and 2022 to 2023 combined)

	Sixth form – IT technical and vocational	Sixth form – English for ESOL	Adult vocational	Adult ESOL
Entry level	-	79%	n/a	75%
Level 1	10%	-	n/a	20%
Level 2	47%	-	87%	6%
Level 3	41%	-	-	n/a
Total number of learners <sup>2</sup>	81	33	31	122

1. '-' represents where figures based on 5 or fewer learners have been suppressed due to small numbers. Suppression of small numbers and rounding of percentages means some columns do not sum to 100%.
2. Learners with no course level recorded for any of their courses have been removed from this analysis.

### Operation of the learner support model in practice

The following section draws out the key messages from the analysis of qualitative data from interviews with staff, learners and stakeholders about how delivery worked in practice, what were some of the strengths and what worked less well.

### Updated theories of change

The theories of change presented below are the final versions, revised in late 2023 following the second year of the evaluation. Due to the differences in the support provided to sixth form learners and adult learners, it was felt that two separate theories of change were more appropriate to demonstrate the different support models and outcomes achieved by each group of learners.

Figure 11: Theory of change: ELATT sixth form (2021 to 2022 and 2022 to 2023)

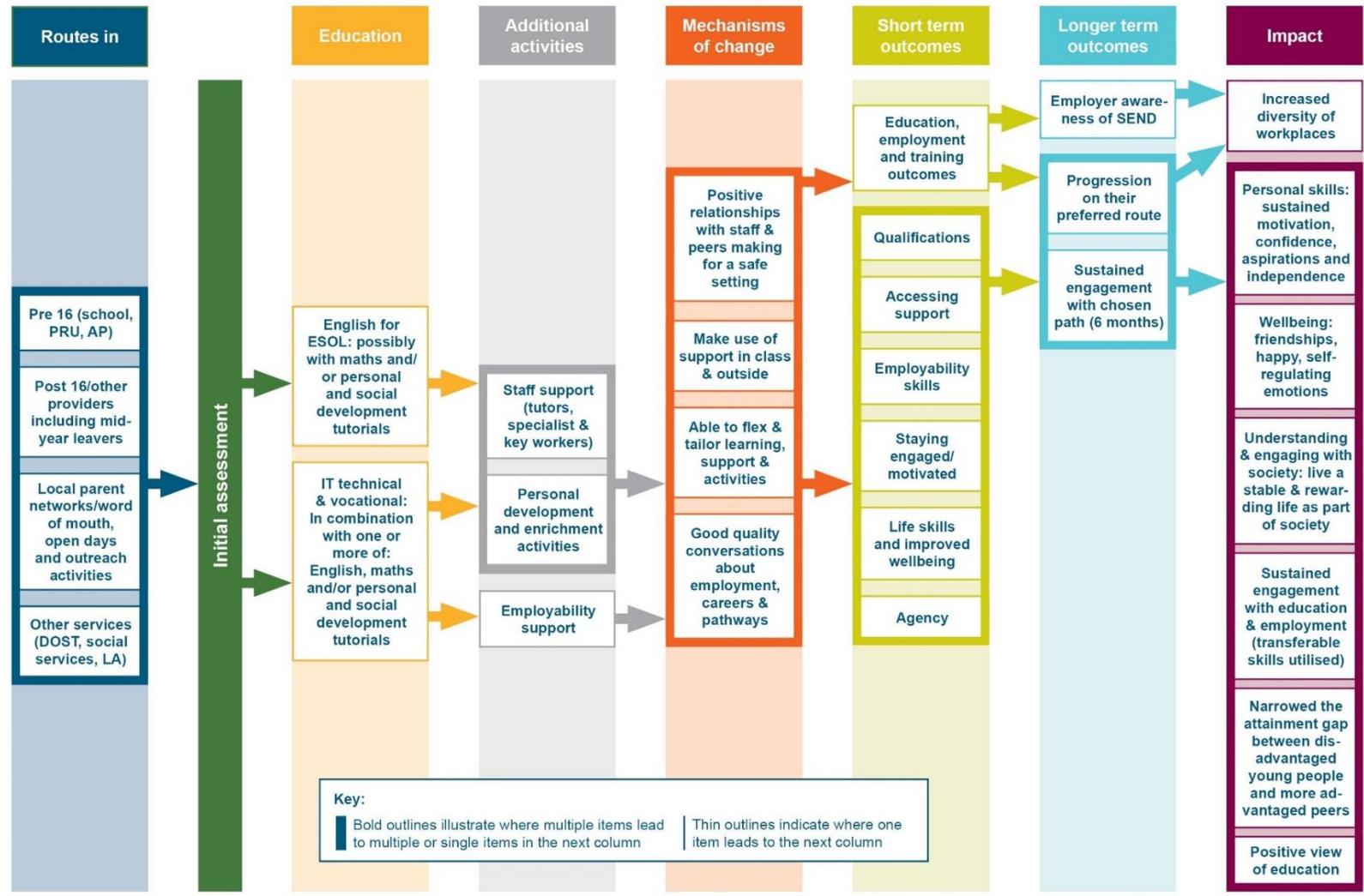
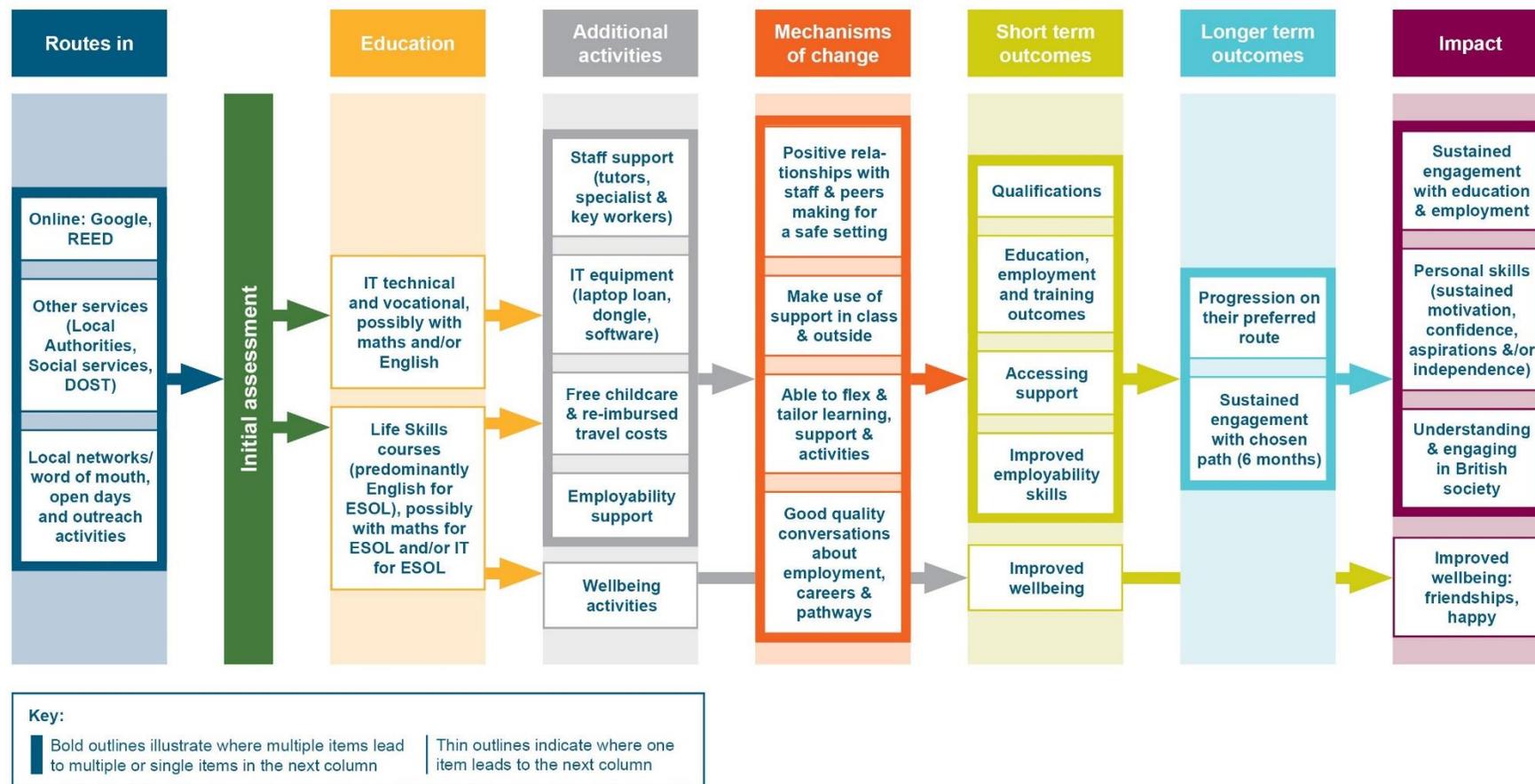


Figure 12: Theory of change: ELATT adult learners (2021 to 2022 and 2022 to 2023)



## Delivery in practice

### Routes into ELATT

Routes into ELATT varied between and within the groups of learners. Data recorded in ProSolution show the variety of ways in which learners heard about their course(s) at ELATT and mirrored information gained in staff interviews (see Figure 13 below):

- For sixth form IT technical and vocational learners the most commonly recorded ways they heard about ELATT were through the ELATT newsletter or tutor and word of mouth / recommendation. This mirrors what ELATT staff reported in interviews, that the majority of their sixth form students found out about ELATT and were referred from their pre-16 education providers – schools, pupil referral units or alternative provision. Some were referred by colleges or providers where post-16 provision had not worked out for the learner.
- For sixth form ESOL learners word of mouth / recommendation, ELATT being recommended by another company or charity, or online/ social media were the most common ways of hearing about ELATT. Staff interviewees explained that ELATT has a good relationship with charities and local authorities / social services who understand the support available at ELATT.
- For adult technical and vocational learners, most of whom are learning online, online / social media was the most common way, followed by word of mouth / recommendation.
- For adult ESOL learners, their local community centre, library or living nearby were the most common ways to hear about the course(s) followed by online / social media, word of mouth and being recommended by another company or charity. Staff interviewees mentioned referrals from other services and charities, including the DOST centre for young refugees and migrants.

Figure 13: How learners aged 16-24 heard about the course(s) at ELATT (2021 to 2022 and 2022 to 2023 combined)

	Sixth form – IT technical and vocational	Sixth form – English for ESOL	Adult vocational	Adult ESOL
Word of mouth / recommendation	23%	27%	26%	18%

	Sixth form – IT technical and vocational	Sixth form – English for ESOL	Adult vocational	Adult ESOL
Recommended by another company or charity	-	21%	-	9%
Community centre / library / live nearby	-	-	-	24%
ELATT newsletter or tutor	29%	-	-	9%
Online / social media	-	21%	52%	19%
Previously a student at ELATT	12%	-	-	-
Other	-	-	-	6%
Unknown	7%	-	-	10%
Total number of learners	82	33	31	133

1. '-' represents where figures based on five or fewer learners have been suppressed due to small numbers. Consequently columns do not sum to 100%.

### Initial assessment

Student support staff interview potential sixth form and adult IT technical and vocational students to ensure they enrol onto the right course and seek to identify support needs through an initial assessment. ESOL tutors do the same for adult ESOL learners to assess

what level of ESOL course is most appropriate by conducting reading, writing, listening and speaking assessments to ensure the learner is placed in the correct level class. They also identify any additional support needs such as childcare, to attend face-to-face classes, or a laptop or dongle loan for online classes.

Evidence from the qualitative interviews with both staff and learners suggests that the up-front initial assessment was effective in determining what additional support, if any, a learner may need during their time at ELATT. For adult learners this tended to be more practical support such as laptop loans and childcare provision. Learners interviewed were positive about the process and were aware of the support available to them. The case study below is an example of an adult learner who was aware of additional support available but did not need it or access it.

#### Zahra (adult ESOL learner, 2022 to 2023)

Zahra, age 20, lives in London with her husband and two preschool aged children. She explained via an interpreter how she left education in her home country aged 11), and due to war left her home country and did not return to education until joining ELATT to learn English. She wanted to learn English online so she could continue to care for her two young children. She found ELATT's website with positive reviews and decided to apply. She waited one year to be able to join the online entry level 2 course in September 2022. Zahra attends six hours of lessons per week split over two mornings. She described her main goal for learning English was so she could communicate with others and be confident enough to speak to people. In the future she might like to go to college, so she can keep up with what her children learn at school and perhaps one day be a preschool teacher or interior designer. Zahra explained how she was aware of, but did not need, any additional support from ELATT, such as a laptop, or childcare when she takes the in-person ESOL exams.

#### *Education*

Course content and delivery were outside the scope of this evaluation, which focused on wrap-around learner support. However, two changes to sixth form IT technical and vocational course delivery in 2022 to 2023 were reported in staff interviews: a change to personal and social development tutorials and the introduction of Extended Project Qualifications. See Changes to delivery over time section below for more detail.

### Additional activities

#### Effective staff support delivered 'in-house'

Staff valued that much of the support learners needed could be offered in-house:<sup>16</sup> by keyworkers, an educational psychologist, welfare adviser, wellbeing team and student support. They felt this helped to provide a joined-up service for learners and supported them to progress towards their intended destinations, with their education needs and the social and emotional wellbeing all being met. In particular, ELATT staff reported excellent results from the educational psychologist provision which included a full turnout from sixth form learners for GCSE maths and English exams for the first time in 2021 to 2022. Learners interviewed were positive about the educational psychologist provision where they had accessed this. Support from teachers and TAs was common for all sixth form students and students were overwhelmingly positive about the support they received.

#### Personal development and enrichment activities

In 2022 to 2023 sixth form learners started logging enrichment activities in ProMonitor for the first time. These learners recorded the activity, activity category<sup>17</sup>, impact of activity and duration (hours). IES received this data for 45 of the 51 sixth form learners in 2022 to 2023. These findings should be treated as indicative only as it is not possible to comment on how representative they are to all sixth form learners and 'impact of activity', and 'duration (hours)' was not completed by all learners.

Analysis of the information about 2022 to 2023 sixth form enrichment activities suggests:

- Personal and social development topics including consent, online safety, staying safe, sexual harassment (3 hours each) were recorded by three to nine learners per topic. Feedback on these was broadly positive with some saying that while it was uncomfortable to learn about, they were more aware of how to stay safe and what behaviours to be aware of.
- The 'managing exam stress' workshop (1 hour), which was attended by 15 learners, had mixed feedback. Some learners reported taking actions directly from the course whereas others found it 'boring'.
- The BETT show / tech show in London (c.5 hours) was attended by eight learners, most of whom described the high-specification computers, robotics and technology they saw

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<sup>16</sup> While delivered at ELATT premises, some of these support roles were provided by external organisations that ELATT pay using additional funding by organisations such as the Youth Futures Foundation.

<sup>17</sup> Activity categories included enrichment, staying healthy, staying safe, sexual harassment, consent, British values, equality and diversity, Prevent, trips, project work, e-learning, economic wellbeing, careers discussion, progression preparation, mentoring, work experience and

at the show in their feedback. One young person added “It is good to keep on top of latest technological advances”.

- Comic con (5 hours) was attended by five learners most of whom reported they saw ‘new developments in gaming and film’ by attending.
- Day trips learners recorded included the Victoria and Albert Museum, science museum, Quarters retro gaming café, royal courts of justice, cloud expo and Arsenal FC. Learner feedback tended to be descriptive about what they had seen, with some adding that they enjoyed being somewhere new, or did not like being in a noisy environment.

For adult learners, personal development and enrichment activities were more limited to wellbeing activities and referrals to external organisations if needed. See Improved wellbeing section for discussion of how these activities contributed to improved wellbeing.

### Employability support

Analysis of the additional activities logged by 45 sixth form learners<sup>18</sup> in 2022 to 2023 in ProMonitor, highlights the range of experiences and some of the positive impacts these activities had on sixth form learners:

- One-to-one meetings with a careers adviser (0.5 to 1 hour) were reported by 6 young people. Feedback was generally positive with learners describing what they had learned and how it had impacted them, including thinking about taking part in work experience and volunteering, learning where and how to apply for funding and setting up a LinkedIn account.
- Employer visits were also recorded for some young people. A trip to Mimecast offices (1.5-3 hours) attended by four learners where they got to find out how the business operates. This was described by one learner as an “overall, solid experience”. Seven learners went to Queen Mary’s (1 hour visit) where they learnt about job opportunities after they finish at ELATT. Seven learners went to Wellington, a finance business, (5 hours) where they learnt about career pathways in business.
- Young people were also supported to access work experience. Six young people recorded doing work experience with Dot Dot Fire, but no information on length of work experience or impact was recorded. One person went to Hackney Archives (< 1 hour) and described the experience as helping them “learn how to interact with people in a professional manner and how to conduct myself in the workplace”. Five young people recorded work experience within ELATT social media management / tech team,

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<sup>18</sup> Given this information was not recorded by all sixth form learners in 2022 to 2023 it is not possible to comment on how representative it is.

and two young people recorded 'video/photography' work experience with Odd Eyes Theatre, but no details of duration or impacts were recorded.

### Mechanisms of change

The final theories of change for sixth form and adult learners identified four mechanisms of change detailed below.

#### *Positive relationships with staff and peers making for a safe setting*

Learners were overwhelmingly positive about the staff at ELATT. For example, where learner interviewees had engaged with additional support, they spoke positively about the person they had received the support from; several learner interviewees (sixth form and adult) named numerous members of staff that had supported them in different ways including employability support, mental health and wellbeing. Teachers were often mentioned as the source of support, for example with additional subject support or practical help sourcing equipment and childcare for adult learners.

Analysis of learner and staff interview data suggests that the consistency in who provided support was important to learners, particularly sixth form learners. And as a result, trusting relationships were developed over time between learners and staff. This finding is in line with existing research evidence that highlights the importance of programme staff in developing and sustaining positive relationships with young people with special educational needs (Martin & White, 2012 in Tate & Greatbatch, 2017 and Hanson et al., 2017).

Learners were also positive about the learning environment. For example, sixth form learners interviewed appeared comfortable to engage with support available on-site in the centre at Haggerston. Staff explained that this was likely to be due to learners feeling safe in the familiar physical space where their educational activities were taking place. One adult ESOL learner explained how they feel ELATT creates a social environment for learning, which makes learners feel relaxed, not stressed, and as a result they can focus on learning and get the most learning from their time at ELATT.

In addition, staff reported working with sixth form learners to help them better understand their own, and others', additional support needs. They explained that this was so young people could learn to articulate their needs to future providers and employers, but that this also led to a better understanding of their peers and contributed to positive relationships with peers.

#### *Making use of support in class and outside*

To be able to benefit from the different support activities that were in place, learners had to avail themselves of the support in order to progress to the short- and longer-term outcomes. Learners started to develop a sense of agency (a short-term outcome) by making use of both the internal and external offers of support. For example, one sixth form learner, who described herself as receiving a lot of extra help from the teachers and teaching assistants, explained she was happy to ask for and receive this help as it would help her

learn better and do better in exams, whereas as when she was at school she did not ask for help as people laughed at her.

#### *Able to flex and tailor learning, support and activities*

The ability for learners to have flexibilities in their learning support and activities, was identified during analysis of interview data as a facilitator that led to the short-term outcomes. The flexibilities included being able to tailor their learning support to their own needs; create bespoke support plans and goals; work remotely when not well enough to go to the ELATT premises; and ELATT seeking out employers and partner organisations that met learner interests.

Young people could see value in the flexible and tailored learning and support they received and on the whole would actively engage with the activities that were provided, which was evident from their reported attendance at arranged sessions, the nature of their interaction with staff and peers, as well as learner feedback on support activities.

All learners developed an individual leaning plan with their teachers, in which they could set personal goals and targets. Learners were generally positive about these plans, and some explained how it would help them in the future. For example, adult ESOL learners gave examples of goals focussed on a particular element of learning English, such as reading, writing or speaking, or engaging with services in their local area.

Evidence from qualitative interviews with sixth form learners suggests that ELATT's learning pathways were effective in ensuring learners have access to a range of support throughout their time at ELATT, with engagement and participation in support being dependent on personal needs, interests and willingness to engage. Similarly for adult learners, the staff identified different support mechanisms at the beginning and throughout the duration of their courses with ELATT, with many learners, particularly adult ESOL learners, reporting awareness of support and examples of taking-up the support as needed. This contributed to overall positive experiences of learning at ELATT.

#### *Good quality conversations about employment, careers and pathways*

Learner interviewees reported having conversations about employment, careers and education pathways with the employability adviser, teachers and external partners. ELATT staff explained that there were more support staff hours available to learners because of YFF funding. This enabled ELATT to employ additional support staff and allow more hours for existing support staff to work with sixth form and adult students. Learners reported that these conversations helped them identify what they wanted to do in the future covering education and employment as well as how to achieve this, such as the employability skills they may need to develop.

#### **Changes to delivery over time**

During the two years of delivery that were in scope for this evaluation, some changes to the way that courses and support were delivered occurred.

### *Increase in learner support*

YFF funding enabled additional support staff time. This included increasing the number of wellbeing officers who supported adult learners and allowed for the employability officer to be onsite for three days per week, to support adult and sixth form learners. Staff described how this additional employability resource meant that they were able to better track learner pathways to higher education and job, work experience and internship opportunities.

### *Personal and social development tutorials*

There were also changes to what was delivered over the funding period. One of the biggest changes for sixth form learners was the move away from personal and social development being a standalone course with a qualification attached, to becoming personal and social development tutorials delivered each week. This was another example of the drive to make the support from staff more tailored to the learners' needs. With the new approach to personal and social development tutorials, staff could respond to emerging needs by varying the topics covered, for example sexual harassment/consent, Prevent, British values and online safety.

### *Introduction of Extended Project Qualification*

Another change was the introduction of the Extended Project Qualification (EPQ), a level 3 qualification which equates to UCAS points and was therefore attractive to sixth form learners that had higher education as a goal. Both staff and learners identified how the projects undertaken for this qualification improved learners' independent study skills, research and writing skills. It gave a confidence boost for those that completed the independent study projects, as well as a practical boost for the university applications.

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“There was some resistance, because it is an extra to their course, but once they realised those [UCAS] points – they were invested.” (ELATT staff)

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### *Purchase of new technology*

YFF funding was used to purchase new technology such as podcast production equipment, virtual reality glasses, and 3D printers; for use by all sixth form and adult technical and vocational learners, as well as within specific courses such as creative media, to help them gain experience with new technology and equipment. This technology was arguably least relevant to adult ESOL learners, and there was no evidence to suggest adult ESOL learners engaged with it.

### *New partnerships with local organisations and employers*

Over time, the voluntary and community sector organisations that ELATT worked with changed, with new organisations being brought in to provide a refreshed offer to learners. New partnerships developed during the evaluation period, included an organisation offering barista training for learners with special educational needs, and Bootstrap, a local charity letting office space to micro businesses and start-ups in Dalston, who offered work experience placements to sixth form learners. Both new partnerships helped increase the work experience opportunities for sixth form learners. Learners reported gaining experience of real work environments, which will better prepare them for when they move into work in the future.

### **What worked well**

Analysis of learner, staff and partner qualitative interviews highlighted several aspects of the ELATT learner support model that were working particularly well.

### *Additional investment enables tailoring of the learner support model each year*

ELATT staff explained how the additional funding they receive, from YFF and elsewhere, enables them to purchase and provide the support learners need and that they tailor this to the needs of learners each year. For example, in 2022 to 2023 staff reported a noted increase in the numbers of learners with anxiety. Therefore ELATT brought in additional time from an external educational psychologist who was able to support learners with exam-related anxiety. ELATT staff said this resulted in better attendance at exams. Similarly, staff reported seeing positive results from additional learner support (ALS), brought in for anyone that staff thought was struggling with their course work, covering both sixth form and adult vocational learners.

### *External partnerships yield meaningful outcomes*

As well as partner organisations reporting positive relationships with ELATT, there is evidence to suggest these relationships yield meaningful outcomes for young people. One example is from a partnership with a social campaigning organisation, Citizens UK, that delivered a module on citizenship and activism in a sixth form personal and social development tutorial class, in 2022 to 2023. As a result of this module, learners campaigned for paid work experience placements locally, which was successful in securing new work experience opportunities with a local employer.

### *Continuous enrolment into the sixth form reduces time out of education*

Due to their sixth form provision allowing enrolment throughout the academic year, staff reported that their sixth form ESOL provision is popular with local authorities looking to provide ESOL for asylum seekers and refugees recently arrived/housed in London, as it enables them to engage in learning English quickly which in turn supports their settlement into the community.

Likewise staff reported that continuous enrolment in the sixth form IT vocational and technical courses appeals to families of children with special educational needs who have withdrawn from other learning providers part-way through the academic year. Staff explained that this is because joining ELATT part-way through the year reduces the time the young person is out of education, and in turn helps to improve young people's wellbeing and educational outcomes.

### What worked less well

Some challenges that ELATT face in supporting their learners were raised during qualitative interviews with staff and partners. The overview of these below highlights the issues ELATT face, some of which are beyond their control.

#### *Establishing partnerships for adult learners*

Staff who supported the adult learners expressed frustration at how hard it was to find external development opportunities for the learners aged 19–24, explaining this was something employers tended to have less experience of and were cautious about providing. In addition, there were more practical barriers for adults to take part in opportunities outside of their core course hours, for example part-time working or caring responsibilities. ELATT was able to overcome some of this by providing childcare. Due to the small number of qualitative interviews with adult vocational learners, it is not possible to comment on how adult learners felt about not having these opportunities.

#### *Lower engagement in additional support by adult online learners*

Opportunities for growth in personal outcomes were less frequently reported by adult vocational learners who mainly took part in online classes. Throughout the research, the research team heard that adult vocational learners accessed less of the additional support that was on offer to them, compared with sixth form learners. This perhaps reflected the different composition of the learner group; these learners were older with potentially different support needs and personal circumstances. For example, some were undertaking the courses part time, alongside work or with clear employment goals in mind.

#### *Online adult IT technical and vocational courses*

There were two interviewees, a member of staff and an adult vocational learner, who would have preferred face-to-face classes rather than online, although for different reasons. An adult vocational learner interviewee, who was an asylum seeker, reported wanting their course to be face-to-face instead of online, as they felt learning would be easier face-to-face, and would enable more social interaction which they wanted:

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“The only thing is I wish the class wasn't online. I wish it was on campus – learning would be easier, would be more helpful, social interaction with other people, and also, I believe face-to-face learning is different from

## online learning.” (Adult vocational learner, 2021 to 2022)

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A staff member felt the practical nature of activities in the computing course would be better suited to in-person teaching, with equipment available and teachers better able to supervise and give feedback on tasks.

### *Staffing external activities*

Staff reported the challenges of supporting sixth form learners on external work placements. Support included staff accompanying learners when travelling, and on the first days of placements until learners and employers were comfortable with the placement. Due to the variance in the support needs of learners and of employers, it was difficult for ELATT to plan these staff resources in advance. However, having additional funding to pay for additional support staff time was reported by staff as helpful in overcoming these challenges.

### *Six-month post-ELATT support in 2021 to 2022*

In the first year of the evaluation, the support offered to learners after they had left ELATT was reported by staff to be delivered as and when needed, rather than a consistent programme. This meant that it was difficult for ELATT to track learner destinations or support learners where needed. In the second year of funding this became more methodical, and qualitative evidence from learners and staff highlighted how this had helped learners stay in their destination or re-engage with learning. ELATT should continue with this approach as it shows promise and overcomes some of the issues of the previous approach.

### **Participant outcomes**

Positive outcomes were reported for ELATT's learners, including qualifications, EET outcomes, increased personal skills and wellbeing. Data from interviews with partner organisations, staff and learners, survey data from ELATT learner surveys<sup>19</sup> and learner data tracked by ELATT has been analysed and is presented below. The structure below groups the short-term outcomes under the same headings as the theories of change short-term outcomes.

### **Qualifications**

The majority of learners at ELATT completed and achieved a qualification from all or some of their courses in 2021 to 2022 and 2022 to 2023 (see Figure 14 below).

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<sup>19</sup> 37 sixth form learners completed three waves of the learner survey.

A greater proportion of sixth form learners and adult vocational learners completed at least one course and achieved a qualification compared with adult ESOL learners, which can be explained by funding sources and learning aims for these groups of learners. Learners funded through Greater London Authority (GLA) or the Education and Skills Funding agency (ESFA) are expected to achieve a qualification, whereas those funded through other means are not. ELATT staff explained that some ESOL learners or sixth form learners who needed a longer timeframe to achieve qualifications. ELATT can provide funding for these learners, as well as learners who do not meet GLA or ESFA funding criteria.

In 2021 to 2022 and 2022 to 2023 only 60 out of the 171 adult learners were on GLA funded courses. These learners are expected to complete their course and achieve a qualification and 97% them did.

Figure 14: Course completion status by learner group, aged 16–24 (2021 to 2022 and 2022 to 2023 combined)

	Sixth form – IT technical and vocational	Sixth form – English for ESOL	Adult vocational <sup>1</sup>	Adult ESOL <sup>1</sup>
Completed and achieved qualification in all or some courses	87%	82%	86%	56%
Completed all or some courses (no qualifications gained)	-	-	-	37%
Continuing learning	-	-	n/a	n/a
Withdrawn from all courses	7%	-	-	8%
Total number of learners	82	33	31	133 <sup>2</sup>

1. Adult vocational and adult ESOL learners include 60 GLA funded learners and the rest were funded by other means. For adult learners on non-GLA funded courses, there were no expectations for learners to complete the course or achieve a qualification.

2. Adult ESOL learners attending only the Conversation Club were removed from this data as there were no qualifications attached to the club.
3. '-' represents where figures based on five or fewer learners have been suppressed due to small numbers.
4. Adult vocational and adult ESOL courses do not run over more than one academic year, hence 'continuing' is not applicable (n/a) for these learners.
5. Due to rounding percentages to the nearest whole number, some columns may not sum to 100%.

### *Strength of evidence that learners gain qualifications*

There was good evidence from ProSolution data about the numbers of ELATT learners that complete their courses and achieve qualifications.

### **Education, employment and training outcomes**

The recoding of learner destinations is an area of ongoing improvement for ELATT. At the time of this evaluation it was not done systematically, particularly for adult learners, nor was it done for all learners. Therefore, the findings reported here are to be treated with a degree of caution and are only based on learners for whom destination was known.

### *EET outcomes for sixth form learners*

Official statistics show that 80.4% of all inner-London learners leaving 16–18 education have a sustained (six-month) destination of education, employment or training (EET)<sup>20</sup>, with a smaller proportion of learners with SEN sustaining EET outcomes at six-months (79%) compared with learners with no SEN (86%). While six-month sustained destination data was not available for ELATT learners, their immediate destination shows a very high level of EET outcomes. Among those with a known destination, the proportion of sixth form IT technical and vocational learners in education, employment or training in after leaving ELATT is 99%<sup>21</sup>. Given that ELATT's sixth form (IT technical and vocational courses) has 41% of learners with a health condition, disability or are neurodivergent and 52% with an EHCP, this is a positive outcome.

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<sup>20</sup> 16–18 destination measures of learners from inner London state funded mainstream schools and colleges for the academic year 2021 to 2022. Available at <https://explore-education-statistics.service.gov.uk/data-tables/16-18-destination-measures/2021-22?subjectId=dbf0173f-91e8-4d3c-cd74-08dc15e7e075> (accessed 02/04/2024).

<sup>21</sup> This is based on ProSolution data in October 2023, for 67 out of 82 technical and vocational sixth form learners with a known destination. It should be noted that some additional EET destinations were recorded after this and shared with IES in July 2024, suggesting October 2023 may have been too early to take learner destination data for learners in 2022 to 2023.

Data shared with IES in October 2023 shows that most of ELATT’s sixth form IT technical and vocational EET destinations were part-time further education (ELATT or other FE providers) and a couple moved onto higher education<sup>22</sup>. Some sixth form learners moved into employment, typically 16 hours or more per week. One or two sixth form learners entered apprenticeships, supported internships or self-employment. Staff reported supported internships to be a destination for sixth form learners with EHCPs, with organisations such as Mencap and Project Search.

*EET outcomes for adult learners*

Destination data for the adult IT technical and vocational learners was fairly complete, with equal numbers of learners moving into EET destinations and NEET destinations. Employment was the most commonly recorded EET destination, and a few learners moved onto part-time further education (ELATT or other FE providers), or higher education.

However, destination data is not systematically recorded for all adult ESOL learners, possibly because there may not be any requirement to record destination for many adult ESOL learners who are not on GLA funded courses and it can be a resource intensive process. Therefore, based on the 51 adult ESOL learners for whom a destination was recorded in the October 2023 data transfer, 16% had an EET destination, which was almost entirely employment destinations.

Figure 15: Destinations in October 2023 by learner group, aged under 16–24 (2021 to 2022 and 2022 to 2023 combined)

Percentage	Sixth form – IT technical and vocational	Sixth form – English for ESOL	Adult vocational	Adult ESOL
EET destination	99%	n/a	50%	16%
NEET	-	n/a	50%	84%
Number of learners with a known destination	67	18 <sup>3</sup>	30	51

<sup>22</sup> More recent data shared with IES in July 2024, suggests that five sixth form learners moved into HE in the academic year 2023 to 2024.

1. '-' represents where figures based on five or fewer learners have been suppressed due to small numbers.
2. Learners for whom there was no destination recorded in October 2023 data have been removed from this analysis.
3. Destination data was only available for 18 out of 33 sixth form ESOL learners. Therefore, this information has not been reported here due to the small base size.

### *Strength of evidence that learners gain EET outcomes*

There was limited evidence available about learners EET outcomes, with this data being more complete for sixth form IT technical and vocational learners and adult technical and vocational learners. However, the data transfer in October 2023 may have been too soon to fully capture learner destinations and IES were made aware of some additional HE destinations in July 2024.

### *How ELATT supports learners into EET outcomes*

#### *Providing positive learning experiences*

In addition to the quantitative data about EET outcomes, the interviews with learners across all cohorts gave an insight into how support at ELATT made a positive difference to the learning destinations. Several learners reported wanting to continue at ELATT due to their positive experiences and some hoped that studying at ELATT would help them progress into further learning or work, whether in IT, an office role or another field. A sixth form learner who wanted to continue at ELATT the following year, was confident that studying at an IT specialist college such as ELATT would help them get their preferred job in IT. They felt that since starting at ELATT their IT skills and job preparedness had improved. Sixth form ESOL students reported wanting to progress onto vocational courses once their English had improved.

#### **Hassan (sixth form ESOL learner, 2021 to 2022)**

Hassan, age 18, is a refugee who recently moved to London from his home country. He does not have family in London and his main support is ELATT and Dost centre for young refugees and migrants. He received a limited education in his home country and had not studied maths before. Although he struggled with maths, he was getting a lot of support with it from ELATT. He was also having extra support with typing and learning how to use a computer with the TA. He really likes this as he is confident that computers are the future. He explained that he hoped to return to ELATT in September to study English, Maths and PSD. When his English is good enough he would like to study another course at ELATT. ELATT gave him a laptop due to his keen interest in computers, and over the summer he planned to do more study at home with the laptop. It is very important to him that he integrates into British society, and he makes an effort to speak English at every opportunity.

### Supporting educational progression

Learners who wanted to move onto other education providers explained this was because there was a higher-level course, or a different subject available, or felt ready for a larger FE college. Some students were hoping to progress to university or had done so at the time of their interview. A member of staff gave an example of a neurodivergent learner who went to university in 2021 to 2022 to study business administration and was doing well on their course. ELATT had supported the learner to develop their personal, social and communication skills, for example tactfulness and speaking on the phone, which was helpful for their progression.

As a member of staff explained, the whole support package at ELATT combines to give learners a positive experience, resulting in increased confidence and self-belief ready to succeed at the next stage in their journey:

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“When you have all that support in place and we nurture them to achieve and believe in themselves, when they leave here, they're ready to go to the next level.” (ELATT staff)

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A parent of a sixth form learner who was interviewed had similar sentiments, reporting that their child had gained confidence and direction since joining ELATT due to the support at ELATT.

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“He comes over as self-assured and knows where he wants to go. That is down to the tutors and support he’s had at ELATT.”  
(Parent of sixth form learner, 2022 to 2023)

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Some sixth form ESOL students received extra-curricular support from their tutor to help prepare for the English-speaking exam for university admissions of non-English speakers. However, other sixth form ESOL students noted that they had not discussed their future goals with staff out of personal choice.

An adult vocational learner explained how they had been at ELATT for around 18 months and had completed four courses, working up the levels with each one. They found the courses, the ability to progress quickly and the learner support at ELATT to be more effective than at educational providers they had attended in the past. At the time of interview, they had a conditional offer from a university for a degree in software engineering.

### Employability support

There was some evidence of employability support leading to employment outcomes, but this was limited due to sixth form learners being more likely to progress into education destinations than employment. However for one sixth form learner who secured a supported internship after leaving ELATT, staff reported that work experience was a key factor in the learner becoming motivated to seek the internship and the keyworker had played a vital role in supporting the learner to this destination.

As mentioned above, EET outcomes for adult IT vocational and technical learners were more likely to be employment compared with sixth form learners. However, due to the limited number of interviews with these learners and no quantitative data available on additional support engaged with, it is not possible to say conclusively that the employability support resulted in these employment outcomes. Current or prior work experience may also have played a part for adult learners. However, what was clear was the employability skills that adult IT vocational and technical learners gained from the employability support, particularly in the second year of the evaluation, as reported in 'Improved employability skills' below which may have contributed to employment outcomes.

### Accessing support

#### *Sixth form learners' appreciated the range of support available*

Across the evaluation, sixth form learner interviewees were positive about the support they had received and that was available to them at ELATT. Sixth form learners that described support for their choices and decision-making talked about being able to express preferences for their learning and trips and felt that staff were understanding if they changed their mind about taking part in an activity. Some sixth form learners spoke of the range of opportunities at ELATT as opening up new routes for them. For example, after expressing an interest in one of the clubs on offer a learner was supported by staff to pursue and join the club.

#### *Sixth form learners engaged with a variety of support staff*

Staff support was a common theme in the interviews with sixth form learners, there were a range of support staff roles at ELATT which had made use of YFF funding, such as a keyworker and additional teaching assistant time. The sixth form learners often had a good awareness of teaching and support staff outside of their courses who they could approach, for example referring to a keyworker checking-in with them despite not having regular support from them. Learners and staff described learners engaging in support for a variety of needs including mental health. Student support and ESOL teachers were able to arrange help for all learners with travel and lunch expenses for days out, being provided with laptops, help with internet costs and childcare support for lessons and exams. All sixth form learners were given travel and lunch expenses for trips, and all learners interviewed who

reported needing IT equipment and childcare support had accessed this<sup>23</sup>. A parent of a sixth form learner with an EHCP reported that staff offered any necessary support and referrals as soon as possible, and that staff, including keyworkers, often checked in with the parent over email/phone.

#### *Staff tailored support to individuals and cohorts*

Staff interviews also indicated how they would respond to emerging needs, either for individuals or for the learner group. At an individual level, they would get to know learners and what opportunities they had missed out on in their previous experiences of education and aimed to provide opportunities and support to overcome these gaps. For the sixth form learners, staff added in a new session on safeguarding, consent and sexual harassment. Staff's awareness of their students' needs meant support was targeted and learners were therefore more likely to access it. For example, a sixth form ESOL learner with a keen interest in computers was given priority for a laptop. A parent of a sixth form learner who had a financial setback reported that because ELATT were aware of the situation they gave the learner an oyster card so they could continue to attend ELATT. Students were encouraged to engage in support by staff.

#### *Supportive and safe environment facilitated engagement*

A few learners with EHCPs reported that ELATT was more supportive than their previous educational institutions, finding it easier to ask for and receive help. Sixth form learners who had most recently come from other education settings, described how much easier it was to access support at ELATT compared with their previous schools or colleges. They described ELATT as a safe and comfortable environment. For one learner, the normalisation of support and range of support staff available meant that they no longer needed 1-2-1 support from a teaching assistant. Another sixth form learner said that support at ELATT had gone beyond what they thought might be possible.

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“It has exceeded my expectations, because when I first came to ELATT it was just because I wanted to learn about game design and just purely academic. But as I've been here it has also been social aspects; I've learned about interacting with people in general. It's been learning how to express myself in a way that is

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<sup>23</sup> This information is from qualitative interviews, there was no quantitative data available to support this.

easily understood.”  
(Sixth form learner, 2022 to 2023)

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Fin (sixth form learner, 2022 to 2023)

Fin, age 19, lives in London with his mum and siblings who he helps care for and takes to and from school. He has special educational needs and left school without English or maths GCSE. He found out about ELATT through word of mouth and went to an open day. 2022 to 2023 was his third year at ELATT and he was studying for a technical level 3 course having completed and achieved level 2 at ELATT. He received additional learning support (ALS) for half an hour per week from one of his teachers. Fin was very positive about how supportive staff were at ELATT and named a teacher he would go to if he needed help, or who Fin would call to explain if he was late for class. He said the teacher was very understanding. He reported how the support from the employability adviser let him know about college open days he might like to attend, and how the keyworker would check-in with him from time-to-time to see how he was getting on. An ELATT teacher told IES how, having moved onto another course in 2023 to 2024 at a bigger college, Fin returned to ELATT fairly quickly as he felt there was no-one to support him at the bigger college. Instead, he chose to continue his education at ELATT studying for a level 3 diploma.

Engagement with other support such as the Podcasting equipment was often led by staff, with the encouragement of staff facilitating learners' engagement. Learners were also more likely to engage with trips because they knew the staff would support them (the role of staff in learner engagement is explored further in the section on 'Staying engaged and motivated'). Trips were also popular with learners because they enabled them to have fun and socialise. For ESOL learners, the contribution to integration into British society was also valuable.

*Adult learners engaged with teachers and student support*

Adult vocational and technical learners, most of whom were studying online, reported their teacher being the main person they would go to for additional support. They were aware of the offers of support from student support at the start of the course, including offers of laptops, dongles and software needed for the course; employability support from the employability adviser and teacher during classes; as well as the option to have separate appointments with the employability adviser to discuss career paths, update their CV and receive job application and interview preparation support.

*Take-up of support differed by learner group*

Despite the ubiquity of support available, the offers of support from staff were not always taken up by all groups of learners. Sixth form learners in interviews seemed more likely than adult ESOL or adult vocational learners to be able to name several members of staff that could offer different types of support. This is likely to be linked to the fact that sixth form

learners are studying at the centre in Haggerston where support staff are based, enabling frequent and informal 'check-ins' between staff and learners.

However, the findings from staff and learner interviews indicated that sixth form ESOL students, who are also at the centre in Haggerston, may have found it more difficult to ask for help, potentially due to lack of confidence and developing English skills. For both sixth form ESOL and adult ESOL learners, their course tutors were their main point of contact at ELATT and the people they felt most comfortable approaching when they did need support.

#### *Strength of evidence that learners access support*

There was limited evidence from qualitative interviews with ELATT staff, learners and a parent about the extent to which learners access support.

#### *Improved employability skills*

Improved employability skills were identified as a short-term outcome for both sixth form and adult learners. Below we report an analysis of learner and staff qualitative interview data about the different types of employability support and the extent to which they contributed to this short-term outcome.

#### *Utilising the employability adviser*

Learners across all learner groups had access to an employability coach and those that had made use of this support were positive about the difference that it had made to them. For example, sixth form learners described that employability conversations were helpful, made them think about their future and prepared them for their next steps after ELATT. In the year two interviews, some adult vocational learners had taken up the offer of employability support, which included practical advice about CVs (adapting for automated screening and spotting errors) and mock interviews.

This contrasted with year one of the evaluation where fewer adult vocational learners reported that they had accessed employability support. For example, one of the adult vocational learners interviewed in year one of the evaluation had enrolled at ELATT to help with a career change and wanted support with job-search and advice, but they were unaware that this was possible at ELATT.

Adult ESOL learners were offered weekly drop-in employability workshops in addition to one-to-one employability support. Few ESOL learners interviewed referred to engaging with employability support or improving their employability skills, but this was not described as something they needed from ELATT. For example, analysis of adult ESOL learners' personal targets in 2022 to 2023 showed less than 20 learners put employability skills as a personal target (see Figure A3 in the Appendices).

#### *Extended Project Qualification*

During the second year of the funding, sixth form learners were able to do an Extended Project Qualification (EPQ) which is a level 3 course that offers UCAS points. Learners described gaining employability skills from taking part in this project. Staff interviews

indicated that sixth form learners could also develop life skills from taking part in this project including independence, confidence, time management and research skills.

### *Work experience and volunteering*

Sixth form technical and vocational learners were also able to develop employability skills through work experience opportunities. For example, a sixth form vocational learner in the 2022 to 2023 cohort took part in work experience in an office. As a result, he felt better prepared for work and his tutor saw that it gave him experience of working in a team, practice of the discipline needed to work a full day and gave him the chance to speak to new people in a workplace setting and develop more professional communication skills.

Volunteering opportunities also offered a chance for learners to develop employability skills and gain in confidence. One sixth form vocational learner who took part in volunteering arranged by ELATT, developed practical construction skills. The experience also motivated them to engage with more maths and English classes as they could see how those skills were important for getting a job.

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“It [Volunteer It Yourself] reinforces the areas he’s good at and exposes his weaknesses, so he knows. He said, ‘I want to do extra maths and English now’, because he’s discovered he needs that. That self-realisation is better than being told.” (Staff paired interview)

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### *Six-month post ELATT support*

Sixth form and adult vocational learners had access to support from ELATT for a six-month period after leaving, including information, advice and guidance and 1-2-1 support. This could cover ‘keeping in touch’ calls every four weeks with the youth provision keyworker, support from student support staff and ad hoc unstructured support. There was no data available determine the level of engagement with this support, however interviewees who received it explained how it helped them with their CV and job searches (see ‘Omar’ below).

Omar (adult vocational and technical learner, 2021 to 2022)

Omar, age 20, was at university when he first started at ELATT on a level 2 web design course. A family member saw the advert for the course and told him about it. Being an evening course, it fitted around his university course. He was made aware of learner support available while at ELATT and was contacted to discuss next steps at the end of the course, but he did not need or take up either of these offers of support. During the six months after his ELATT course he was contacted again and offered employability support, which he took up as the timing coincided with finishing his degree and looking for work. Specifically, he received support from ELATT's employability adviser to improve his CV and LinkedIn profile which he found helpful. By discussing the type of role he was looking for with the employability adviser, he said he was able to gain clarity and narrow down the types of jobs he was most interested in applying for.

#### *Strength of evidence that learners improved their employability skills*

There was limited evidence from qualitative interviews with learners about the extent to which they improved their employability skills.

#### *Staying engaged and motivated (sixth form learners only<sup>24</sup>)*

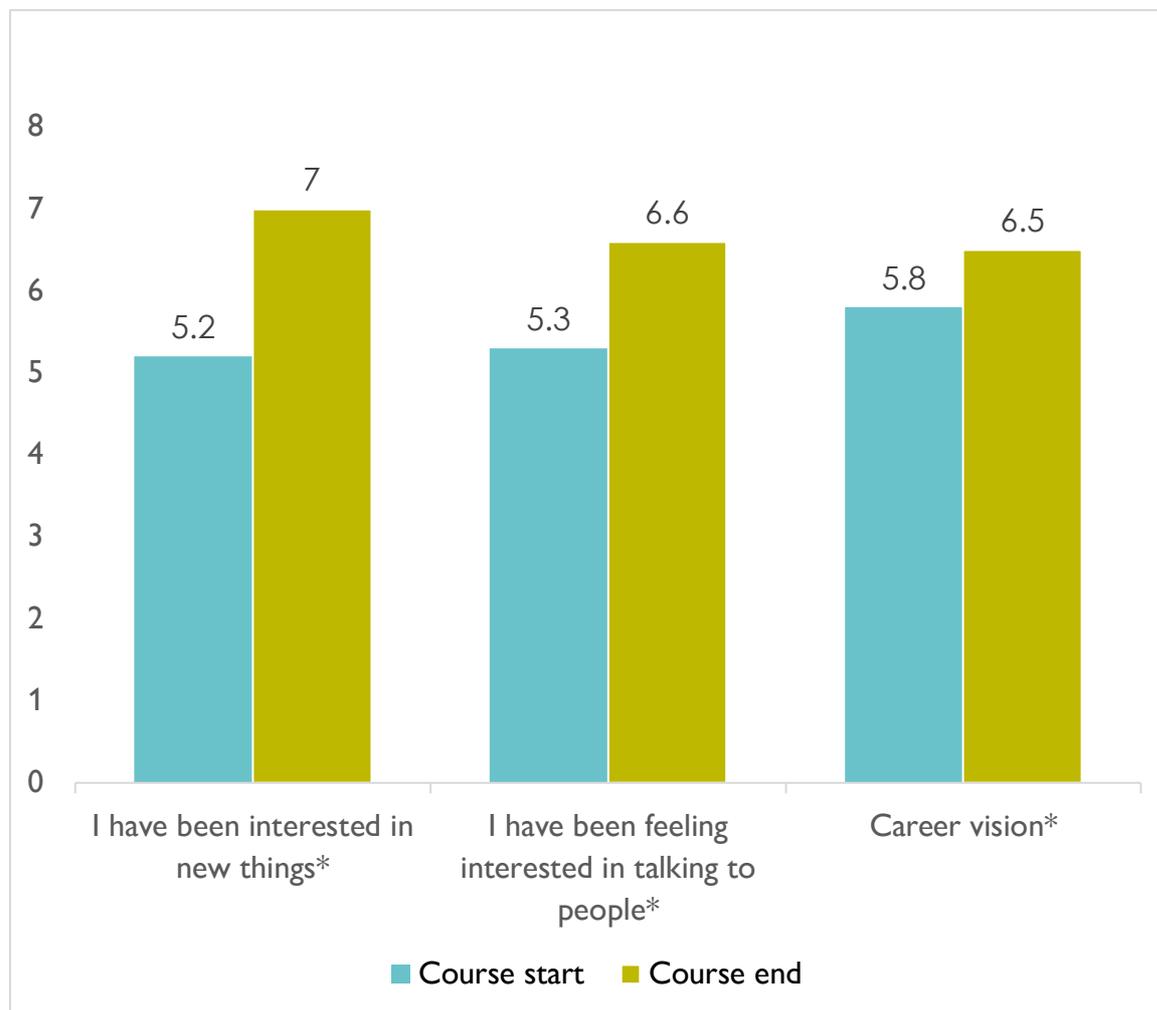
ELATT's sixth form learner survey<sup>25</sup> asks learners at the start, middle and end of their course to state the extent to which they agree or disagree with a series of 16 statements. These 16 statements have been grouped by theme and reported in groups below. There were three statements related to levels of engagement and motivation, all of which indicated a statistically significant increase from start to end of the course (see Figure 16 below, and Figure A2 in the Appendices).

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<sup>24</sup> Staying engaged and motivated was a short-term outcome that ELATT and IES felt was particularly relevant to sixth form learners, many of whom had negative experiences of education previously and were on longer courses than adult learners.

<sup>25</sup> Data from ELATT's sixth form learner survey was only available for 37 of the 73 sixth form learners in 2022 to 2023. It is not possible to say how representative the sample is as ELATT developed and administered it, sharing results with IES. Students report how much they agree with 16 statements using a scale of 0 to 9, where 0 is strongly disagree and 9 is strongly agree.

Figure 16: Personal outcomes related to staying engaged and motivated (sixth form learners, 2022 to 2023, base = 37 learners, 0 is strongly disagree and 9 is strongly agree)



- \* represents where the differences in mean scores at the start and end of the course are statistically significant at the 95% confidence interval, based on a paired samples T-test.

*The importance of a flexible approach to learning*

Analysis of learner interview data highlighted the importance of flexibility of learning for young people, particularly those with health conditions and special educational needs, to stay engaged in learning at ELATT. For example, one sixth form vocational learner described how they were able to go on a reduced timetable during a period of high anxiety and were referred to support from the educational psychologist. This enabled them to stay engaged with their courses and increase their timetable at a later date, when they were able to cope again. Another described how ELATT provided them with a laptop and supported them with remote-learning while in hospital, which enabled them to stay engaged with the course and not drop-out.

### *The importance of a positive learning environment and caring staff*

As described above, the contrast of the positive learning environment at ELATT compared with learners' other experiences elsewhere meant that their engagement with learning had increased. For example, one learner described how he was more motivated to engage with the subject he was learning because he enjoyed the whole environment at ELATT, in contrast to his previous college.

A parent of a sixth form learner described how their neurodivergent child had a negative view of education, which changed when they joined ELATT. After having support from ELATT they wanted to achieve more and try new things, which the parent attributed to staff being accommodating and making the learner feel listened to and valued.

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“[His] experience with education has been difficult... When he started at ELATT it was different because he had tutors that said ‘Okay we can work around this, you can do this, if you haven’t got GCSE maths and English, that’s fine we can do that here’... he saw a different side of education. That helped him want to do better.” (Parent of sixth form learner, 2022 to 2023)

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Staff and partner organisations interviewed believed that part of what made the difference to engagement in learners was caring teachers (who were approachable, friendly and fun), a supportive learning environment, and encouragement from staff. Also important, were the small class sizes and a high staff to learner ratio, the latter of which was partially funded with the YFF funding being used to increase some TA's hours.

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“It’s all-encompassing, what they need, and then some. The extras that they wouldn’t get at college, there’s a lot more support: food, clothing, the trips, support for the parents.” (ELATT staff)

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### *Strength of evidence that learners stayed engaged and motivated (sixth form only)*

There was a good amount of evidence available to assess how ELATT support sixth form learners to stay engaged and motivated. This included qualitative data from interviews with learners, staff, a parent and partners, ELATT's student survey data and ELATT's ProSolution

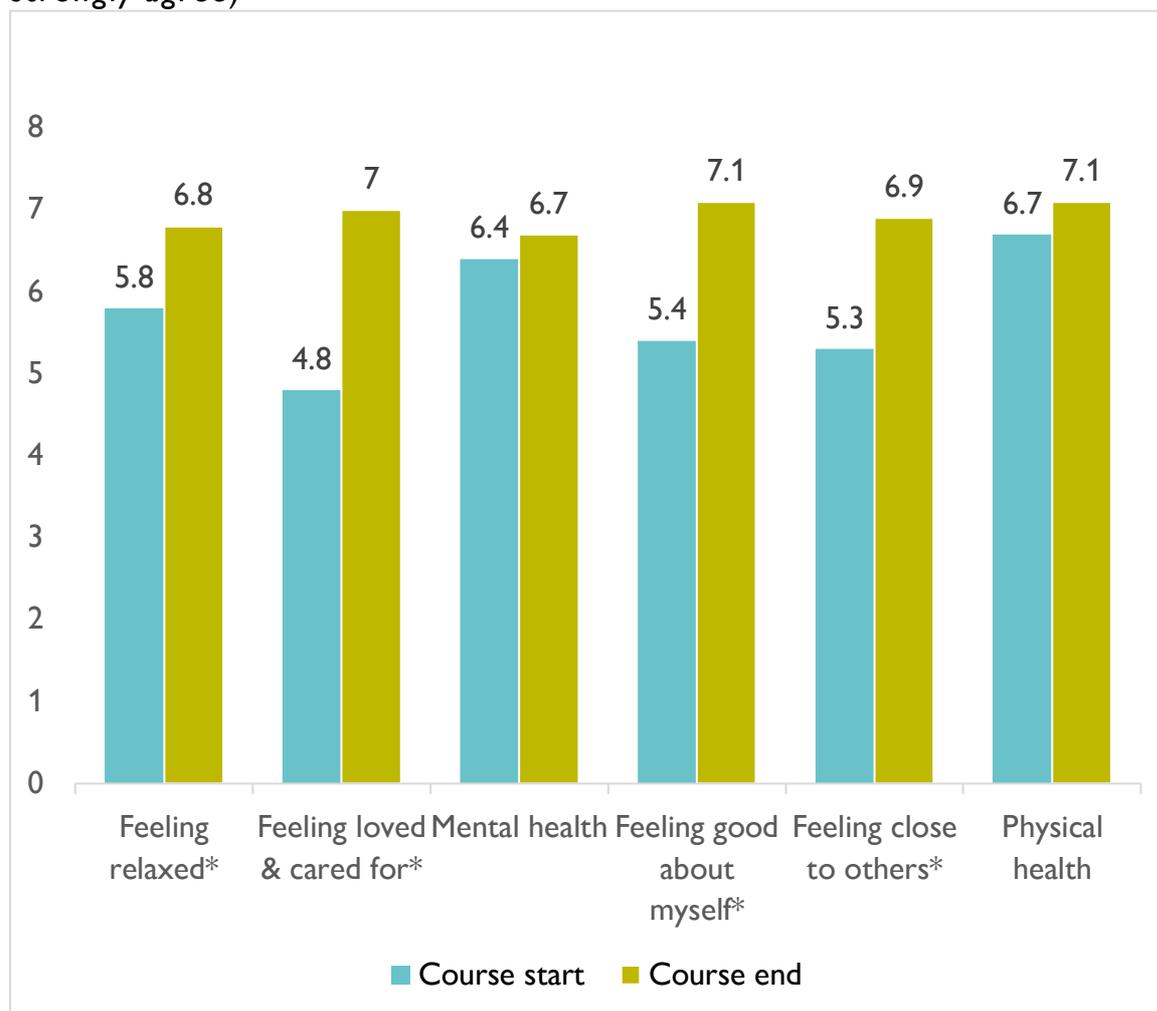
data. The quality of the student survey data could be strengthened by a higher survey completion rate (currently around 51% completion).

### Improved wellbeing

#### Sixth form learners' improved wellbeing

Findings from the sixth form student survey<sup>26</sup> show improved wellbeing for sixth form learners with an increase in the proportion reporting feeling loved and cared for, relaxed, feeling good about themselves and feeling close to others (see Figure 17 below).

Figure 17: Personal outcomes related to improved wellbeing (sixth form learners, 2022 to 2023, base = 37 learners, 0 is strongly disagree and 9 is strongly agree)



<sup>26</sup> Data from the sixth form learner survey was only available for 37 of the 73 sixth form learners in 2022 to 2023. It is not possible to say how representative the sample is. Students report how much they agree with 16 statements using a scale of 0 to 9, where 0 is strongly disagree and 9 is strongly agree.

1. \* represents where the differences in mean scores at the start and end of the course are statistically significant at the 95% confidence interval, based on a paired samples T-test.

Staff support was cited during qualitative learner interviews as the reason for improved wellbeing. For example, a sixth form learner with anxiety and an EHCP received specialised support from the emotional and literacy support assistant (ELSA), which, when interviewed, they described as a 'real help' in reducing their stress and allowing them to re-engage with learning at ELATT.

#### *Importance of building friendships for sixth form ESOL learners' wellbeing*

For sixth form ESOL learners, developing friendships was a particularly important outcome, as they were often isolated without other local support networks. Increased integration into UK society was another important desired outcome for sixth form ESOL learners. As a result, these ESOL learners were more likely to want to attend and engage in all ESOL trips offered, which was reported by ELATT staff in interviews to be helpful in building their understanding of British culture and values as well as inclusivity.

#### *Importance of positive teacher relationships and wellbeing activities for adult ESOL learners*

There was evidence from qualitative interviews that engaging in support activities and positive relationships with teachers contributed to increased wellbeing among all groups of learners. In particular, analysis of qualitative interview data highlighted how wellbeing was both a short-term outcome and impact for adult learners, directly resulting from the additional wellbeing activities run as part of the ESOL courses at ELATT. As one teacher explained, a lot of adult ESOL students are quite isolated, may not have many people around them to talk to, might feel homesick if they have left family in another country, might have had a difficult life in their home country with experience of unrest, and some learners are unable to articulate their prior experiences in their home country.

#### **Farah (adult ESOL learner, 2022 to 2023)**

Farah, age 24, attended ESOL classes in person at ELATT in 2022 to 2023. She had been in the UK for less than a year at the time of interview. She and her husband lived alone. All her family were back in her home country, and she was socially isolated. She described, through an interpreter, how she had an incredibly positive experience learning English at ELATT. She described the teacher as 'a perfect teacher' who was very supportive and helpful, and made the learners in her class feel relaxed and comfortable which helped them learn English. ELATT provided Farah with an Oyster card for travelling to and from classes, and she was able to claim the money back for these journeys by providing receipts to the teacher. She was very happy with this and said she did not need any further support from ELATT. At the time of interview, she had moved away from London due to her husband's work and expressed sadness at having to leave ELATT. She was in the process of enrolling in ESOL classes in her new area of the UK.

Wellbeing activities are included in adult ESOL classes for both online and in-person learning. A teacher gave an example of the importance of these, by describing a learner with a difficult home life who went to an art class with her classmates. The learner reportedly loved it so much she wrote a letter to the person running the class about how much she enjoyed it. The teacher explained how the art class activity provided a much-needed moment of fun for the learner:

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“(She) just had fun really, that she didn't normally have in her everyday experience”  
(Adult ESOL teacher)

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### *Lack of external specialist support for asylum seekers and refugees*

One staff interviewee was concerned about the lack of specialist psychological support available in England to support asylum seekers and refugees who had experienced potentially extreme trauma in other countries. They were not aware of specialist support existing in England and noted how complicated and costly it would be to source for the many different languages spoken by ESOL learners. Nonetheless, they felt these services are needed in England for the longer-term wellbeing and mental health of some young asylum seekers and refugees.

### *Strength of evidence that learners improved their wellbeing*

There was a good amount of evidence from qualitative interviews with learners and the sixth form student survey about improved wellbeing. The quality of the student survey data could be strengthened by a higher survey completion rate, and understanding the reasons for the current completion rate, of around half the sixth form learners.

### *Life skills (sixth form learners only)<sup>27</sup>*

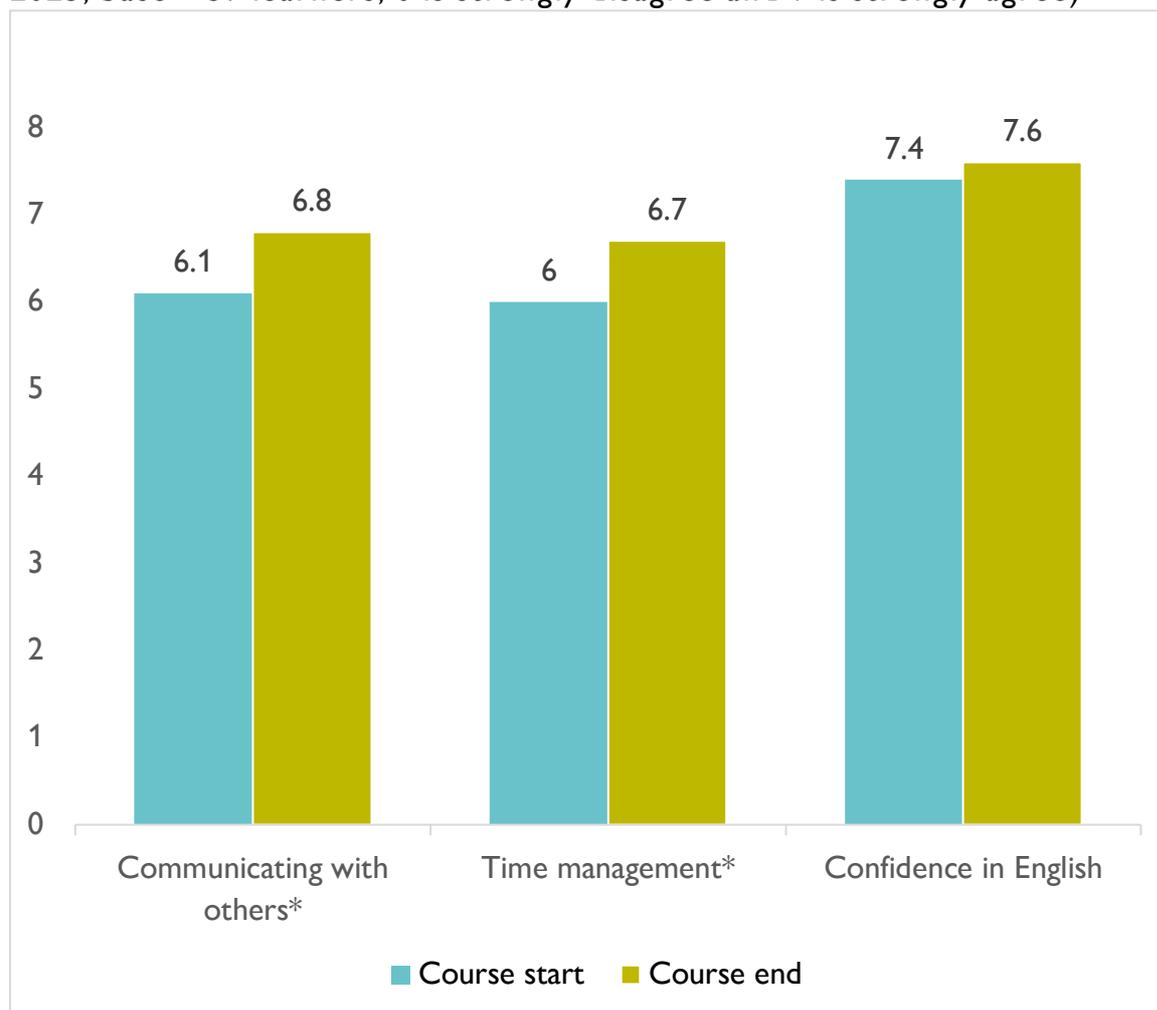
Findings from the sixth form student survey<sup>28</sup> show improved life skills for sixth form learners with an increase in the proportion feeling confident in communicating with others and time management. It was not possible to separate out sixth form ESOL students from IT technical and vocational learners, therefore it is not surprising that confidence in English is steady between start and end of the course (see Figure 18 below).

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<sup>27</sup> Life skills in the context of sixth form learners, many of whom have special educational needs or are asylum seekers, refers to communication, confidence to be independent and money management.

<sup>28</sup> Data from the sixth form learner survey was only available for 37 of the 73 sixth form learners in 2022 to 2023. It is not possible to say how representative the sample is. Students report how much they agree with 16 statements using a scale of 0 to 9, where 0 is strongly disagree and 9 is strongly agree.

Figure 18: Personal outcomes related to life skills (sixth form learners, 2022 to 2023, base = 37 learners, 0 is strongly disagree and 9 is strongly agree)



- \* represents where the differences in mean scores at the start and end of the course are statistically significant at the 95% confidence interval, based on a paired samples T-test.

*Positive impact of staff encouraging communication among learners*

Improved communication was among some of the most frequently reported personal outcomes by learner interviewees, alongside increased friendships and confidence. Learners across all cohorts felt improvements in communication, teamwork skills and confidence around others, which helped them to develop friendships with peers. This outcome was felt to be facilitated by the supportive and friendly environment at ELATT – where communication and making connections is encouraged, for example staff encouraging learners to do clubs together. A staff member explained that trips could also give learners the confidence to go out more, return to some of the locations and meet up with other students, which was encouraged by staff.

One sixth form learner described how he had been able to use his IT skills to help classmates and that this had given him extra confidence:

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“When we did our 3D modelling, that’s something I’ve done for years now. So, whenever anyone has problems, they come to me. When I started at ELATT I don’t think I would have been able to do that. I would’ve been too worried... so I think my self-confidence has had a very major boost.” (Sixth form learner, 2022 to 2023)

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Similarly, a sixth form ESOL learner described how they had gained communication and teamworking skills by taking a leadership role in a group video-making task, as part of their course.

#### *Life skills for learners with special educational needs and English as a second language*

Findings from sixth form learner interviews suggested that sixth form ESOL learners, and young people with an EHCP also developed increased resilience and independence. For example, a learner with an EHCP reported gaining these skills by navigating travel to ELATT alone. Another learner with an EHCP reported that the keyworker assisted them with developing various life skills including helping them with budgeting and encouraging them to go out more. Analysis of learner and staff interviews also highlighted money management as an important learning area for sixth form ESOL learners, but their English was not always sufficient to engage with this. However, ELATT staff reported encouraging sixth form ESOL learners to join the personal and social development tutorials when their level of English enabled it.

#### *Strength of evidence that (sixth form) learners improved their life skills*

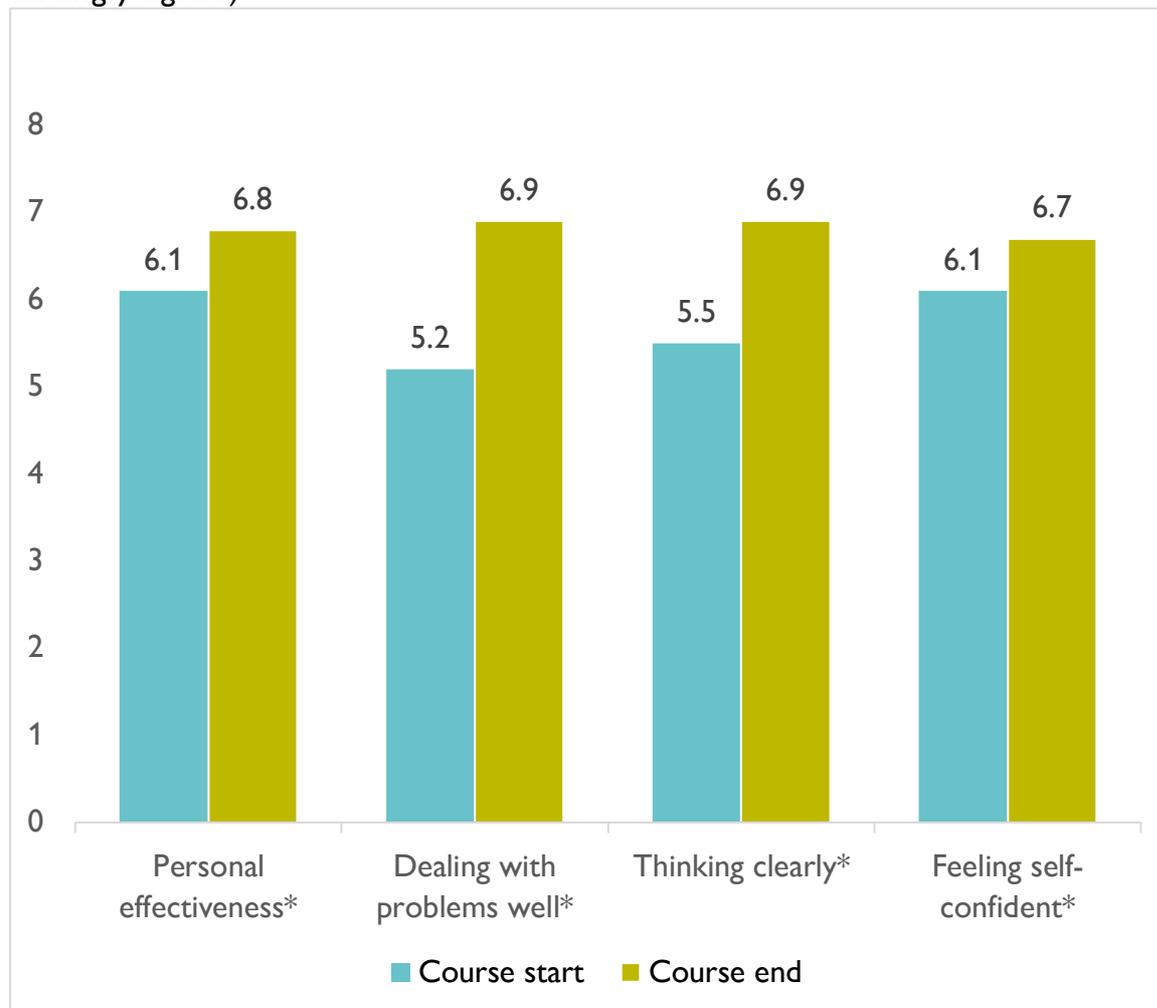
There was a good amount and consistent evidence from qualitative interviews with learners and staff, and the sixth form student survey about the improvement in learners life skills. This quality of evidence could be strengthened by a higher survey completion rate.

#### **Agency (sixth form only)**

Staff and learner interviews indicated that the various ways that support was provided at ELATT, supported learners to increase their ‘agency’; to gain and be able to express a sense of self control and be more able to influence their situations.

Findings from the sixth form learner survey<sup>29</sup> highlight the self-reported improvement in sixth form learners’ agency, such as ‘I have been dealing with problems well’, ‘I have been feeling good about myself’ and ‘I have been thinking clearly’. See Figure 19 below, and Figure A2 in the Appendices.

Figure 19: Personal outcomes related to developing agency (sixth form learners, 2022 to 2023, base = 37 learners, 0 is strongly disagree and 9 is strongly agree)



- \* represents where the differences in mean scores at the start and end of the course are statistically significant at the 95% confidence interval, based on a paired samples T-test.

<sup>29</sup> Data from the sixth form learner survey was only available for 37 of the 73 sixth form learners in 2022 to 2023. It is not possible to say how representative the sample is. Students report how much they agree with 16 statements using a scale of 0 to 9, where 0 is strongly disagree and 9 is strongly agree.

### *Increasing self-awareness*

Findings from the sixth form student and staff interviews show that learners were able to recognise their strengths and weaknesses, as well as better identify and address their own learning needs. Learners indicated awareness of areas where they needed to improve which were corroborated by staff in paired interviews, indicating young people were perceptive to their needs and/or had discussed them with staff. A sixth form learner undertaking the EPQ thought that this project had helped teach him more ways to express himself and work on his weaknesses. The keyworker reported that learners often become more self-aware and active participants in their education journey during their time at ELATT.

A staff member reported that many students did not understand the nature of their SEND when they joined ELATT, which presented challenges for staff. However, ELATT staff were able to support learners to help them understand more about their SEND and better cope with their own needs. For example, a learner with an EHCP had learned about and accepted their neurodivergence since being at ELATT, and was now better able to manage the areas of challenge they experienced, including being able to calm down effectively.

### *Positive impact of trying new activities*

There were several examples in the interviews with sixth form learners of them choosing new directions because of experiencing different things at ELATT. One learner clarified their aspirations from taking part in the extra-curricular music club and will now take this path at university. Another described how conversations with the employability coach had helped find out about different education options available to them in the future.

### *Strength of evidence that sixth form learners improved their agency*

There was a good amount of evidence from qualitative interviews with learners and the sixth form student survey about improved agency. This evidence could be strengthened by a higher survey completion rate.

### **Evidence to support the theories of change**

Overall there is emerging evidence to support the sixth form and adult learner theories of change as detailed in Figure 18 below. The strength of evidence assessments are based on the following descriptors, adapted from those used in the St Giles Choices final pilot evaluation report<sup>30</sup>:

- **Good evidence:** for these elements of the theories of change we have multiple sources to support the claim, both quantitative and qualitative, and the quantitative evidence is from a third party, such as an examining board, or data ELATT report to education funders, such as ESF or GLA.

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<sup>30</sup> Mackay, S., Gloster, R., Akhurst, E., Butler, N., McCoy, E., Timpson, H. & Quigg, Z. (2023) *Evaluation of the St Giles Choices Programme: final pilot evaluation report*. Youth Futures Foundation

- Emerging evidence: for these elements we have multiple sources to support the claim, both quantitative and qualitative, and the quantitative evidence, but there remain limitations in that the data is self-reported, there are issues with the completeness of some datasets and there is no comparison group.
- Some limited evidence: for these elements we have data from one source to support the claim, either quantitative or qualitative. There are limitations with the data such as it being self-reported, has a small sample size, potentially unrepresentative or incomplete.
- Little or no evidence: to provide a suitable robust assessment that the element of the theories of change works as described/intended, or that the learner support model contributed to the outcome/impact.

Figure 20: Summary of evidence to support the theories of change (2021 to 2022 and 2022 to 2023 combined)

Element / outcome	Strength of evidence
Routes in / initial assessment	Emerging evidence of routes into ELATT based on learner self-reports about how they heard about ELATT recorded in ProSolution and qualitative interview data from learners and staff. Qualitative interview data from learners highlighted the effectiveness of the initial assessment in identifying learner support needs early on, which in turn supported the achievement of short-term outcomes.
Education / activities	Limited evidence based on self-reported qualitative interview data.
Mechanisms of change	Limited evidence based on self-reported qualitative interview data.
Short-term outcomes	Good evidence of qualification attainment for the majority of learners, recorded by ELATT staff in ProSolutions. Emerging evidence of EET outcomes, based on staff recorded data in ProSolution for sixth form learners, and self-reported in qualitative interviews. EET destination data was more complete for sixth form and adult technical and vocational learners.

Element / outcome	Strength of evidence
	Emerging evidence of other short-term outcomes detailed in the theories of change based on self-reported qualitative interview data and ELATT's sixth-form student survey data.
Longer-term outcomes / impact	Little or no evidence to assess the longer-term outcomes and impacts detailed in the theories of change as these were out of scope for this evaluation due to time constraints.

### Readiness for an impact study

Work was undertaken to explore the possibility of an impact study for sixth form IT vocational and technical learners on the basis that they are a distinct group of learners at ELATT, with higher support needs and more wrap-around support provided compared with other ELATT learners. However, this was not deemed feasible due to the programme not being in a steady state (but instead tailoring support each year to meet learners' needs), challenges identifying a suitable counterfactual / control group, and the small scale of ELATT's provision preventing the scaling up of provision to sizes required for the impact study methods of randomised control trials (RCTs) or quasi-experimental designs (QEDs).

Based on the findings of previous studies, it was estimated that it may be realistic for ELATT to achieve a reduction in NEET rates of approximately 5 to 10 percentage points. For an RCT, power calculations estimated a total sample size of approximately 550 young people (225 intervention; 225 control) would be required to detect a ten-percentage point reduction in the proportion of young people not in employment, education or training (NEET), and a sample of 1,200 to 1,500 young people may be sufficient to detect impacts of 6 to 7 percentage points. Due to the diminishing returns of increasing sample size on power, power calculations showed it would be difficult to achieve a minimum detectable effect of 5 percentage points. Sample sizes of this scale would also be required for a QED. However, this is substantially beyond the current scale of ELATT delivery, and scaling up to this level would significantly impact the nature of ELATT's delivery.

There were also issues with identifying a suitable counterfactual / control group for both RCT and QED designs. The multiple referral routes into ELATT made it difficult to identify a core referral partner for an RCT, and given the nature of the sixth form provision there were also no suitable alternative providers identified for a control group to be allocated to: the two key options were further education (which had often already been rejected by learners), or no support (which would not be ethical). For a QED design, it was felt that it would not be possible to identify a comparison group in national datasets due to the national datasets not recording the requisite personal characteristics, such as anxiety around attending educational settings and negative experiences of previous education providers.

## Conclusion

There are many practical and positive findings from this evaluation of ELATT’s learner support model, from the flexible approach to learning in the sixth form for young people with additional needs, the small class sizes of adult IT technical and vocational classes and the embedding of wellbeing activities for adult ESOL learners. Figures 21 and 22 below summarise the key findings of this evaluation.

Figure 21: Evaluation conclusions: outcomes achieved

	FINDING
<p>Majority of sixth form learners complete their course and achieve a qualification</p>	<p>The majority of sixth form learners at ELATT aged 16 to 24 years old completed and achieved a qualification from all or some of their courses in 2021 to 2022 and 2022 to 2023: 87% of sixth form IT technical and vocational learners and 82% of sixth form ESOL learners.</p> <p>In 2021 to 2022 and 2022 to 2023 only 60 out of the 171 adult learners were on GLA funded courses with an expectation to work towards a qualification. Therefore, it is to be expected that completion and achievement rates were lower for all adult vocational (86%) and adult ESOL learners (56%), compared with the subgroup of 60 adult learners on GLA funded courses (of whom 97% completed at least one course and achieved a qualification).</p>
<p>High proportion of EET outcomes for sixth form IT technical and vocational learners</p>	<p>Education, employment and training (EET) outcomes recorded in October 2023 showed 99% EET outcomes for sixth form IT technical and vocational learners. This is based on 67 out of 82 sixth form IT technical and vocational learners for whom destination was known. The most common EET destination was further education which included those staying at ELATT for another year.</p> <p>50% of adult vocational learners had an EET outcome in October 2023. This was based on 30 out of the 31 adult vocational learners with a known destination and most of those with an EET outcome were in employment and a few learners moved onto part-time further education (ELATT or other FE providers), or higher education.</p>

	FINDING
	Destination was known for 51 out of 171 adult ESOL learners aged 18-24, and showed 16% with EET outcomes. However, it is not possible to comment on how representative this is of all 18-24-year-old adult ESOL learners at ELATT, so this finding should be treated with caution.

Figure 22: Evaluation conclusions: how outcomes were achieved

	FINDING
Continuous enrolment reduces the time young people are out of education	ELATT’s sixth form offers continuous enrolment throughout the academic year, which enables learners to join either IT vocational and technical, or ESOL courses, during the year. This reduces the time learners are out of education if they have perhaps started at another provider and left after half a term. For asylum seekers recently arrived/housed in London, it enables them to engage in learning English quickly. This helps to improve young people’s wellbeing and educational outcomes.
Supportive learning environment is key for learners with additional needs	Some learners with EHCPs reported that ELATT was more supportive than their previous educational institutions, finding it easier to ask for and receive help. Sixth form learners who had most recently come from other education settings described how much easier it was to access support at ELATT, compared with their previous schools or colleges. They described ELATT as a safe and comfortable environment, in which receiving additional support was normalised.
Wide range of wrap-around support contributes to personal and educational outcomes	Sixth form learners have the greatest need for wrap-around support, and this is where ELATT have developed a comprehensive package of support to meet their learner’s needs. In 2021 to 2022 and 2022 to 2023 this included an educational psychologist who was on-site one day per week to support learners and teachers, with positive results reported by staff, particularly in relation to a reduction in learner’s exam-related anxiety. Similarly, ELATT pay for an external organisation to provide welfare and financial advice to all learners one day per week. Funding from the Youth Futures Foundation and other

	FINDING
	external partners contributed to paying for this additional learner support. The holistic approach to support provided in-house means that wrap-around support is easily accessible for learners.
Flexibility of learning provision helps maintain engagement in young people	ELATT take a flexible approach to learning for their sixth form students, in order to support any additional needs they might have. This could be regarding how many subjects they take at one time, or how many years they stay at ELATT (learners with an EHCP can stay in education up to age 25). For some sixth form learners this flexibility resulted in them staying engaged in learning during periods of ill health or ill-mental health, instead of dropping out.
Importance of staff availability to support learners on work experience	Work experience was reported by both sixth form IT technical and vocational learners and ELATT staff as being a key component in why some of these learners were able, or would be able in the future, to move into supported internships, voluntary work or employment. However, without additional funding from organisations like the Youth Futures Foundation, that enables ELATT to employ more teaching assistants, or increase the hours of current part-time staff, they would not have the staff capacity to accompany sixth form learners with additional needs to work experience or volunteering opportunities.
Wellbeing activities have a positive impact on adult ESOL learners	The majority of adult ESOL learners aged 16–24 were women, often married or with young children with some described by learner and staff interviewees as having very limited social networks. Therefore, it is not surprising that improved wellbeing was commonly discussed in qualitative interviews, alongside the primary goal of learning English. The wellbeing activities ELATT integrate into their online and in person ESOL lessons were shown to have a positive impact on these learners.
Partnerships with external organisations enrich the learner experience	Learners gaining an increase in their confidence and ability to express themselves were two outcomes reported by partner organisations delivering workshops and enrichment activities to ELATT’s sixth form learners. Engaging in new activities in unfamiliar places can be challenging to some young people, but with the support of ELATT staff, sixth form learners were able to

	FINDING
	<p>try new activities (including theatre workshops, t-shirt design and volunteering opportunities).</p> <p>Likewise, wellbeing activities delivered as part of adult ESOL courses enabled learners to try something new, perhaps dance, cooking or art, and experience moments of happiness with their classmates.</p>

### Interpretation

Young people studying at ELATT report many positive outcomes. For sixth form learners (many of whom have special educational needs and EHCPs) these outcomes included, increased engagement with education; a more positive attitude to learning; gaining level 2 and level 3 qualifications; and progression onto higher levels of education or into more 'mainstream' education providers, such as mainstream FE colleges. For adult IT vocational and technical learners the majority completed one or more courses and gained a qualification, and half went into education, employment or training after ELATT. Furthermore, just over half of all 19-24-year-old adult ESOL learners completed a course and achieved a qualification, despite most of them not being on GLA-funded courses with an expectation to achieve a qualification.

The key factors attributed to this success, or 'mechanisms for change' reported by staff, partners and learners, include

- a supportive learning environment, with teachers that care, listen and are available to learners within the small college setting,
- a flexible approach to learning, with learners able to enrol into the sixth form throughout the academic year, and increase and decrease their learning to fit around physical and mental health problems,
- comprehensive wrap-around support; most of which is available onsite to sixth form learners at the centre in Haggerston, even if delivered by external staff and organisations. Additional funding, such as that provided by YFF, enable ELATT to increase the variety and hours learner support staff are available. With extra keyworker and TA time providing vital support, accompanying sixth form learners on external trips, employer visits or work experience,
- good quality conversations about employment, careers and educational pathways.

While not explicitly reported during qualitative interviews, the fact that nearly half the sixth form learners have an EHCP (which allows them to stay in education until age 25), enables ELATT to be flexible about start dates, the number of courses taken, and length of time learners stay at ELATT. While this model may not be feasible for all learning providers the

benefits are clear, with 87% qualification attainment and 99% EET outcomes for vocational sixth form learners.

Given the overwhelmingly positive experiences and outcomes reported by many of the learners interviewed, it is not surprising that very few suggestions for improving the programme delivery were gleaned during this evaluation. The additional support for sixth form learners at their centre in Haggerston is well developed, comprehensive and easily accessible for learners. For asylum seekers within the sixth form ESOL classes, ELATT offers a similar package of additional support, focusing on the needs of the individual.

For adult learners the additional support was reported by staff and learners as being sufficient and helpful. Adult IT technical and vocational learners, albeit a small group within this evaluation, were less likely to have taken up additional support beyond the provision of laptop, dongle and software loans, or employability support from either their tutor, employability adviser or student support. It is likely this group included young people less in need of this additional support, perhaps with different support needs. However, the numbers in this group, and interviewed as part of the research are too small to say this conclusively.

### Evaluation limitations

There are a few limitations of this research that it is important to be mindful of when interpreting the findings. Research interviews in 2021 to 2022 were all online, due to the fluctuating levels of COVID-19 at the time. While this was the preferred method for adult vocational learners, as it mirrored their online course delivery, for sixth form learners who were back to face-to-face learning, in person interviews may have been preferable. However, interviews with sixth form learners took place while they were on campus with staff, which is likely to have made the learners feel more comfortable and the interviews easier to take part in.

Furthermore, research interviews with sixth form learners were not audio-recorded to prevent unnecessary anxiety. This was felt to be the most appropriate approach for this group of learners. However, consequently the data is less detailed and does not include as many direct quotes.

Due to a low response to initial recruitment of adult learners in 2022 to 2023, most of these interviews, including all the adult ESOL learner interviews were conducted towards the end of the evaluation period in June and July 2023. Overall, there were more sixth form learner interviews completed than adult interviews (see Figure 4 above). Although interpreters were offered, it is possible that some learners who struggled with language did not opt into the research, particularly in the first year of the evaluation. In the second year, staff were encouraged to select a range of learners, which was evident in the sampled learners' demographic and course data, however there may have been some bias in the way staff selected participants for interviews.

Learner data recorded in ProSolution was incomplete for some personal characteristics, such as whether or not the learner was in care ('looked after'), a care leaver, had caring responsibilities and immigration status. Therefore these characteristics are not reported. Prior educational attainment data was incomplete for adult learners in the October 2023 data transfer, and this was later supplemented by additional data from ELATT in July 2024. Likewise, destinations data was not recorded for many adult learners during the evaluation period, and some destinations were not captured until after the October 2023 data transfer. Therefore this information is to be treated with caution.

Final longer-term learner outcomes were reported by staff to be progression on learners' preferred route, such as education or employment, and sustained engagement in this six-months after leaving ELATT. ELATT also hope to increase employer awareness of special education needs and disabilities. However, no data was available to evidence these during this evaluation period.

### Future research and publications

Understanding what works for young people with special educational needs and disabilities, and mental ill-health including education-related anxiety, is vital to ensure young people disadvantaged by the pandemic are supported in a more effective way. Although impact study methods of Randomised Control Trials and Quasi Experimental Design were not deemed feasible, an alternative approach could be a comparison of ELATT's learner support model to that of another similar sized provider, with a similar sixth form cohort. This would enable comparisons of what works and strengthen the evidence of this type of provision. However, none in London were identified during the course of this evaluation. More advanced theory-informed research, such as contribution analysis, could also strengthen the evidence base. This could include contribution analysis combined with quantitative pre/post data collection on learner outcomes alongside qualitative research into experiences.

A lot of time was spent in this evaluation understanding the characteristics, needs, availability and take-up of support across the different groups of ELATT learners. The theories of change developed illustrate sixth form and adult learners as two groups, whereas further research could be undertaken to create four theories of change, one for each learner group. This would enable more nuanced pathways to be documented. However, without data quantifying engagement and take-up of additional learner support, the theories of change cannot be more strongly evidenced than they have been in this evaluation.

Prior to and during the time period of this evaluation ELATT were investing in software to enable them to capture more learner outcomes and more easily run reports of these. We encourage ELATT to continue on this path to increase the evidence available for what they do. Ensuring that learner characteristics data pertinent to what best describes ELATT learners, data on levels of engagement with all the additional support activities, highest prior qualifications and destination data is more complete, will enable ELATT to continue contributing to the evidence base of what works to support young people through education and into employment.

## Appendices

### About ELATT

#### The structure of ELATT's learning provision

In 2021 to 2022 and 2022 to 2023 ELATT had three distinct parts to its learning provision:

- Adult ESOL Skills for Life provision in the community across London and online.
- Adult IT vocational and technical learning provision, delivering online to people aged 19 and over.
- ELATT's sixth form provision, delivering predominantly IT vocational and technical courses in person at the ELATT centre in Haggerston, Hackney, East London. This sixth form includes ESOL provision for people aged 16–19, often asylum seekers, unaccompanied asylum-seeking children (UASC) and refugees.

### Evidence review

At the start of the evaluation, the research team conducted a rapid evidence review to understand the strength of evidence for the features of the ELATT programme. This focused specifically on education and training provision and positive education and employment outcomes for the sixth form cohort: young people (aged 16–24) with special educational needs (SEND), English as a second language (ESOL) and Education, Health and Care plans (EHCP), and people with experience of being in care, young migrants, refugees, asylum seekers and UASCs. The aim of the review was to inform discussions around which parts of the funding and support may drive positive outcomes.

A set of primary, secondary and tertiary search terms were agreed, along with parameters such as date of publication of country, to interrogate academic databases and website of government, third sector, policy and research organisations. The initial search found 59 papers for review. After a review of titles and abstracts or executive summaries, this was reduced to 29 possible papers for review. In total 13 papers were fully reviewed. A priority was given to systematic and evidence reviews to include the most evidence.

Information from the papers was extracted into a standardised template so that the research could draw on the research findings by the population covered in the report, and by the themes of interest – economic disadvantage, SEND/EHCP, migrants/refugees, ESOL, looked after children and care leavers.

## Evidence for supporting young people with special educational needs and disabilities

Across the reviewed papers, several themes were present that suggested good practice in education and employment provision for young people with SEND.

It is important to involve the parents, carers and families of young people with SEND on programmes, particularly to support transitions between pre-16 and post-16 settings (Willner, 2009 in Hart et al., 2017; Parsons et al., 2011 and Martin & White, 2012 in Tate & Greatbatch 2017; and Hanson et al 2017). It is also apparent that family support can lead to improved social and academic outcomes (Nelson & O'Donnell, 2013 and Michael & Frederickson, 2013 in Tate & Greatbatch 2017).

Expanding this support network wider, the role of programme staff is important in developing and sustaining positive relationships with young people with SEND. These positive relationships can ensure that young people access the support they require (Martin & White, 2012 in Tate & Greatbatch, 2017 and Hanson et al., 2017).

Furthermore, the importance of multi-agency support for young people with SEND in particular is apparent in the research literature. As well as support within one provider, it is important for successful outcomes that the different organisations a young person has contact with are able to coordinate their support and that young people with SEND are supported in their transitions between institutions or organisations or on to employment (Parsons et al., 2011, Martin & White, 2012 in Tate & Greatbatch 2017, and Hanson et al., 2017).

Personalised support involves early assessments of the needs of young people with SEND, understanding their individual needs (Parsons et al., 2011 and Martin & White, 2012 in Tate & Greatbatch, 2017). Following on from this, studies looking at support programmes for young people with SEND found that tailoring and individualisation of support can lead to successful outcomes (Micheal & Frederickson, 2013 in Tate & Greatbatch, 2017). Also important to positive outcomes is the consistency of support after identifying needs early on (Learning & Work Institute, 2020).

In the studies of SEND-specific programmes there was evidence for the importance of guidance (Hanson et al., 2017), and in some cases a more directed approach than may be seen with other young people (Willner, 2009 in Hart et al., 2017).

In the research evidence for learners with SEND, several studies pointed to the importance of regulating emotions and increasing confidence. Examples of activities that focused on this were facilitated group and one-to-one counselling, skill development and celebrating small-step achievements, a chance to take part in leisure activities and networking with others (Macpherson et al., 2015, Ferreyra, 2001 and Ellis et al., 2001, in Hart et al., 2017). The programme for young people should go wider than solely educational needs. In contrast to mainstream education plans, educational plans for young people with SEND should support young people to build their self-esteem through small step achievements (Tate & Greatbatch, 2017)

Tate & Greatbatch's review of transitions from alternative provision (2017) also reported the positive evidence for the importance of a safe setting or learning environment. They reported that,

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“Delivery of provision in an attractive, high quality, clean and well-maintained physical environment helps to create a positive atmosphere, where young people feel comfortable, secure and valued, fostering emotional well-being, a sense of pride, and safety (Aron 2006; Kilpatrick 2007; Martin and White 2012; Ofsted 2016).” (Tate & Greatbatch, 2017, p49)

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The review also found some evidence that points to the importance of linking classroom learning with the workplace for learners with SEND. In particular, this stresses the importance of work experience in leading to positive employment outcomes for young people, where this is planned well, includes coaching in the workplace and reinforces work-based learning outside of the workplace.

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“Young people with SEND are significantly more likely to be employed after school when they have had some form of work experience.”  
(Hanson et al., 2017, p21)

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### Evidence for supporting migrants, refugees and learners with English as an additional language

The literature focused on young migrants, refugees and learners with English as an additional language, highlighted the importance of learning English to young people's inclusion, academic progress and interactions and relationships (Peterson et al., 2017, Madziva & Thondhlana 2017, Ryan et al., 2010, and Phillimore, 2011 in Sharples & Camara, 2020).

Research shows that learning English and becoming proficient (in this case, a self-reported measure was used) is beneficial to better labour market outcomes including better employment rates and better pay (Paget & Stevenson, 2014).

The research points to types of support for ESOL learners and migrants/refugees. While some of these are applicable to all of these groups, researchers note caution that conflating asylum seeker and refugee children with other ESOL learners can mask the additional individual support needs – mainly mental health needs (Sharples & Camara, 2020, and Wade 2011). As such, mental health support should be included in provision for migrants and refugees. In addition, the research shows that learning English can be good for mental health, as a way of being able to talk about their feelings and develop support networks (Wade, 2011).

Support from adults is important for young ESOL learners, migrants and refugees – to achieve their learning aims and increase the confidence of learners, for example by highlighting how the diversity they bring to the wider learner cohort is valued (Madziva & Thondhlana 2017 and Hastings 2012 in Sharples & Camara, 2020). The literature review by Sharples & Camara (2020) also highlights the importance of peer buddies as well as adults. These are characterised by 'consistency; reliability; personal investment in relationships; and genuine care and interest in the young person' (Sharples & Camara, 2020, p8).

A flexible, personalised approach to the curriculum is also important for building confidence and integration as well as other wellbeing measures (Gladwell & Chetwynd 2018, Gateley, 2015, and Court, 2017 in Sharples & Camara, 2020, and Paget & Stevenson, 2014). Opportunities for leveraging learning from activities including volunteering and engagement in civil society can link formal and informal learning (Paget & Stevenson, 2014).

This flexible approach to learning should also be supported by a flexible approach to initial assessments – where a young refugee may not be immediately ready to discuss their experiences and more complex questions should wait until they are settled in their environment (Wade, 2011).

### Evidence for supporting care leavers

Limited evidence was identified for measures that specifically support care leavers and looked after children, in employment and education programmes.

The available evidence points to the need for holistic support – taking in to account the potential additional needs that looked after children may have, due to time out of education or having been through crises. Wade (2011) highlights the importance of providing a balanced curriculum that includes vocational training as well as practical and financial skills, interpersonal skills and health and wellbeing. In addition, as seen with the other cohorts, an effective assessment and identification of need will help tailor the support that can be put in place (IoE and NFER, 2014 in Tate & Greatbatch, 2017).

### Education, training, curriculum and pedagogy

Further to the specific findings related to the ELATT cohort, there are wider lessons from the evidence that are relevant for young people in education and employment programmes. The evidence is vast, however as other reviews point out research quality may be weak and messages on the replicability of findings not always present. This leads to challenges in drawing robust conclusions on what works specifically for those young people furthest from

the labour market, with greatest need (Newton et al., 2020). Nevertheless, some commonalities are present in the literature and relevant for ELATT in thinking about how their provision is organised. Some of these commonalities are already seen in the ELATT theory of change.

Access to teacher and support staff through small staff/student ratios was a recommendation from several papers, with one finding that high contact interventions improved employment prospects for NEET individuals (Mawn et al., 2017 and Tate & Greatbatch 2017). These easily accessible staff with whom young people have positive relationships (Hanson et al., 2017 and Martin & White in Tate & Greatbatch, 2017) mean that students can access support without feeling 'different' from their peers (McCrone & Bamford, 2016 in Tate & Greatbatch, 2017). The support should come in different forms to meet the needs of young people (mentor, motivator, facilitator, role model) but should be consistent over time (Nelson & O'Donnell, 2012 and Tate & Greatbatch, 2017).

Vocational training should be linked to employment to make it more engaging; this could include employer involvement in the curriculum – designing and leading sessions, or employer encounters and work experience (Evans, 2009; Tate & Greatbatch 2017; Mawn et al., 2017, and Woodlier, 2011 in Hart et al., 2014). An evidence review into support for 15 to 24-year-olds at risk of becoming NEET from the Learning & Work Institute (2020), found that to work experience can result in long-term employment and earning gains.

Provision should include high quality advice and guidance, to help with career readiness and identify realistic goals (Tate & Greatbatch, 2017; Edgell & McQuaid, 2014; Hanson et al., 2017; Everitt et al., 2018). It is also particularly important for young people from families experiencing intergenerational unemployment and poverty (Monteith & McLaughlin 2004 in Tate & Greatbatch, 2017).

The curriculum for young people with additional needs should include a menu of options that can give them a range of potential pathways. Being able to have an element of control and be empowered to choose from a range of formal and informal options can help build self-esteem and agency (Nelson & O'Donnell, 2012 and Edgell & McQuaid, 2014).

Mentioned in one paper, the opportunity for young people who have had previously negative experiences of education to gain 'quick wins' was drawn from an example project where all attendees were put through first aid training during the early stages of their programme. This gave the young people their first formal certificate (Tate & Greatbatch 2017) and builds on the concept of small step progression seen elsewhere in the review.

### Summary

This short, focused evidence review has sought to find research evidence on the approaches that ELATT takes with students, and evaluation evidence from other similar programmes that are targeted at similar cohorts.

There are some commonalities seen across the different cohorts – for example the importance and central role for teacher and staff support and a personalised and tailored programme. High quality advice and guidance is another practice that can lead to improved outcomes for young people and students with SEND could benefit from guidance which is more directive. As seen in the sixth form and adult theories of change, staff support is central to the ELATT offer.

Initial assessments which can be flexible and help programme staff to understand the needs of students, were cited in the literature for migrants/refugees and for care leavers. Involving parents/carers and other agencies in the planning and provision of support is also a key message for students with SEND and can lead to better engagement and transitions between programmes. Programmes with links to employment and work experience are also an established approach to support better learning and employment outcomes for students.

For students with SEND and others, the importance of building confidence through the programme, a focus on supporting mental health and wellbeing, and the potential of ‘quick wins’ is present in the evidence. The benefits of quick wins is particularly apparent for adult learners at ELATT, who benefit from the shorter three-month programmes they take part in.

The evidence highlighted in this review also points to the importance of a safe setting for students with SEND – this is another feature of the theory of change for sixth form learners and something that is highlighted by ELATT staff interviews.

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## Case study<sup>31</sup> - Alice

### About Alice<sup>32</sup>

Alice is a 19-year-old sixth form learner who had been at ELATT for a few years after finishing school. She is on the autism spectrum and has an EHCP to support her learning needs.

From school she achieved level 1 in maths and English as well as some work experience. A teacher at school recommended ELATT to her and it seemed a good fit, as she was good with computers. She was interested in getting a job after ELATT, at the time she hoped ideally for a job in computer game design.

### Learning at ELATT

In 2021 to 2022 her main learning aim was a Business certificate for IT level 2 (Office IT). This involved one and a half days of classes per week. She also had one day each of maths (level 2) and English (GCSE) per week. She was initially interested in computer game design so started on the games design course in September 2019, but later switched to Office IT after deciding office work might suit her better.

### Learner support at ELATT

Alice was able to access a variety of learning and support at ELATT as shown in the diagram below. The coloured hexagons indicate courses/support accessed, while the grey hexagons indicate support options not required.



<sup>31</sup> Three learner case studies were planned at the start of this evaluation. They were chosen through discussions between ELATT and IES to illustrate a variety of learner personal circumstances, support engaged with, and outcomes achieved. However additional, smaller, case studies were later included in the Findings section of this report to illustrate more examples of learner support and outcomes.

<sup>32</sup> The learner's name has been changed.

In her last year at ELATT, Alice was taught about the value of a CV and work experience, so was glad to receive help for those. Following a group visit to a large media company to discuss supported internships, Alice undertook a paid work experience placement there (with one other student), one day per week for five weeks. Alice thought having good attendance was one of the reasons she was selected and felt the placement was a good match for her interests. ELATT staff confirmed they were able to put her forward due to the mix of good attendance, good attitude and willingness to learn, personal maturity and that they felt she would benefit from the placement. The employer initially requested she have a chaperone<sup>33</sup> as they had not worked with ELATT before and were concerned about Alice's multiple needs. ELATT staff accompanied Alice on the first day and showed her how to get there. After that both Alice and the employer were happy for Alice to be unaccompanied. Some of the activities Alice did at the work experience included writing an article for the website and helping to set up for a tv show. Overall, she really enjoyed the work experience and felt brave for doing it. Staff noted that a very positive outcome from this work experience was that it prompted Alice to actively seek an internship after finishing her courses at ELATT.

Alice had gone on day trips aimed at improving social capital and wellbeing, such as Comic Con (an annual event at the ExCel centre celebrating popular culture and gaming that is popular with many ELATT students). She also took part in activities provided by external organisations that support ELATT's students, such as MyBnk which provided practical money management sessions as part of the personal and social development course. Alice was also active in student life, welcoming new learners to ELATT as a student ambassador, which she enjoyed.

Alice liked all the staff at ELATT, describing them as 'supportive and friendly'. She had a different teacher and teaching assistant (TA) in each of her courses that helped her with her learning. One teacher explained, they had a 4:1 student-TA ratio, which at times was felt to be insufficient due to the high needs of students, but at other times worked well. Towards the end of her time at ELATT Alice had become more independent in her learning. Alice felt she had enough support from staff and liked that they celebrated success. She felt able to talk to any of her teachers about a wide range of issues but tended to approach her English teacher more if needed.

Alice also had dedicated personalised support from a keyworker who she saw regularly. They usually met at the beginning and end of terms to set targets and monitor progression, but at times met weekly. Alice reported that the keyworker helped her with budgeting and

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<sup>33</sup> ELATT provide staff chaperones as needed for students, however this is often a logistically complex task, that requires teaching assistants or other support staff to be away from classes, and additional funding is needed to pay for extra staff time.

encouraged her to go out more. The keyworker also helped her to think about preparing for the future and next steps after ELATT.

### Outcomes

Alice was extremely satisfied with her experience at ELATT, and the level of support received, gaining more positive outcomes than she expected. Compared to before her time at ELATT, she felt she had gained more agency, independence, motivation and resilience. The work experience was particularly useful to achieving these outcomes. It made her more independent and confident about her abilities including speaking to different professionals, working in a different environment and it gave her an invaluable opportunity to see how employment works in the real world.

Alice also developed friendships, communication and teamwork skills, and improved her wellbeing. One tutor described her as being a more positive person at the end of her time at ELATT than she was when she started. Alice was satisfied with the certificates/qualifications she had gained. At the time of interview, she had just completed her English course in one year which was quite intense, and she hoped she had passed. If she did not pass, she knew she could re-sit and that ELATT would cover the cost.

After finishing at ELATT, Alice went on to do a 1-year supported internship with a large employer, which her keyworker had helped secure an interview for. ELATT also provided light touch support for six months after leaving ELATT, to support the transition to the Internship.

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“Alice has made exceptional progress at ELATT and is now on a supported internship programme. This has only been possible with the hard work she put in and with all the extra support she received, particularly in accessing work experience, that has given her the confidence to become an independent and confident person.” (ELATT staff)

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## Case study – Zac

### About Zac<sup>34</sup>

Zac started at ELATT as a sixth form learner in September 2021 at the age of 18, following a period out of education. Due to a negative experience in his previous educational setting, he did not gain maths and English qualifications there. He is neurodivergent and has mental illness, with an EHCP to support his learning.

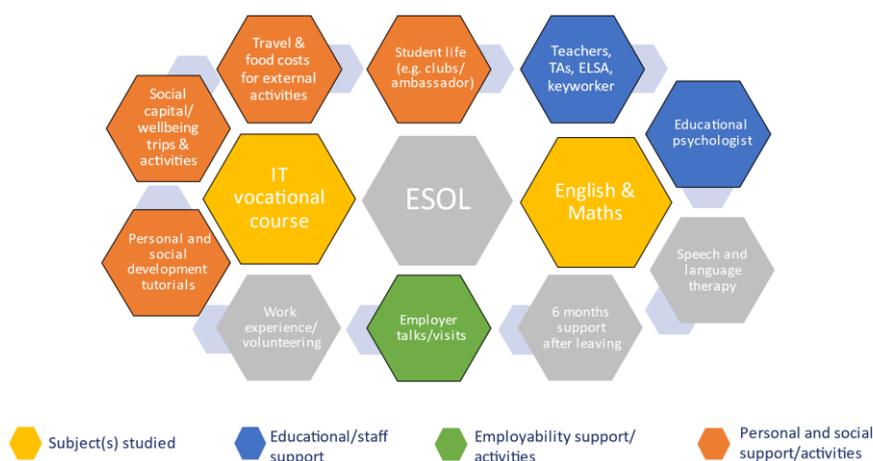
As Zac had been out of education for some time when joining ELATT, his aspiration was to achieve a positive learning experience, and hoped attending ELATT would get him into a routine of leaving the house. Zac's longer-term ambition was to achieve employment in the field of game design, originally in programming and later in music production, with ELATT helping him to prepare for this.

### Learning at ELATT

In 2021 to 2022 his main learning aim was the certificate in Creative Media (games pathway), maths (Technical level 2) and English (GCSE). Due to his high academic ability, and achievement at level 1 (where he gained a merit and distinction), his games design teacher moved him straight to level 3 for the 2022 to 2023 academic year, with the intention of moving him towards an educational outcome faster. In 2022 to 2023 he also studied level 2 maths, English GCSE and the EPQ.

### Learner support at ELATT

Zac was able to access a variety of learning and support at ELATT as shown in the diagram below. The coloured hexagons indicate courses/support accessed, while the grey hexagons indicate support options not required.



<sup>34</sup> The learner's name has been changed.

Zac enjoyed his courses and did well academically. Zac found the approach of learning through doing to be helpful and received useful support from the teaching assistant (TA) in game design. He needed more support for developing personal and social skills, which the personal and social development course (PSD) was a key part of.

Zac took part in a number of social capital/wellbeing trips and activities including a trip to the science museum with his English and maths class and a talk at ELATT by Hackney Council about getting young people jobs in the tech sector. He also took part in a 7-week programme run by Circle Collective based on navigating the gig economy, which took place two days a week outside of ELATT. As part of the programme Zac learned about the different types of work available in the labour market e.g. freelance, work experience, full-time career. He also had the opportunity to design and create a t-shirt which was sold in Circle Collective's retail store. Zac was involved in the digital design because that was his area of interest and he said it felt similar to being in a real work environment.

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“The whole experience at Circle Collective where everyone is voting on what parts they want added to the design, what ideas do we want... before anyone has a chance to make anything... that is near identical to what happens in the games industry, so brainstorming etc is very helpful.” (Zac, ELATT learner)

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Zac was given support and encouragement by staff at ELATT to set up extra-curricular clubs with his friends. He was involved in setting up three clubs, including a weekly podcast (using podcasting equipment funded by YFF) and a history club which has been given budget to use for trips to museums.

Zac hugely valued the staff at ELATT and felt their support was integral in helping him overcome anxiety around returning to an education setting:

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“It feels like any issues I was having were listened to and stuff was done to help me and alleviate any issues.” (Zac, ELATT learner)

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Zac met occasionally with a keyworker who referred him to the emotional literacy support assistant (ELSA) who gave him specialised support through regular one-to-one sessions. During a period of high anxiety, Zac was put on a reduced timetable and referred to an educational psychologist, which helped him stay engaged in education during this time.

### Initial outcomes

Zac successfully settled into a supportive educational environment and found mechanisms to overcome his anxiety and agoraphobia, including developing friendships and independence, and accessing support from staff. He became aware of where he could improve his skills, such as with time management. He particularly valued being able to get maths and English qualifications since he did not get these at school, and also achieved skills in IT software, media and business.

Zac was made aware of future options available to him through his classes. Zac's game design tutor found a work experience opportunity for him at a video editing company, but Zac was too anxious at the time to take it up. Zac has an understanding of freelance work thanks to the Circle Collective gig economy course. His tutor encouraged him to use his 3D modelling skills to freelance part-time, showing him how he could market his services on an online platform. Staff were confident that with ELATT's continued support, Zac could move into further or higher education, such as University.

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“Zac is a student that came to ELATT with confidence at rock bottom and suffering extreme anxiety. In the time he has been at ELATT he has made a strong friendship group and is on course to gain GCSEs in English and maths and pass his media course. This has been made possible with all the extra support and encouragement he has received from specialist staff that can work with him on a one-to-one basis.”  
(ELATT staff)

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### Longer term outcomes

In his final year at ELATT Zac's interests changed from being a developer to producing music for video games. As part of his EPQ group presentation on carbon footprints, Zac chose to lead the music and audio element. Being part of an extracurricular music club at ELATT helped to develop his interest and clarify his aspirations. At end of the 2022 to 2023 academic year, Zac received an offer from a music school to study for a degree in music production and sound engineering, starting in October 2023.

## Case study – Amina

### About Amina<sup>35</sup>

Amina started her first ESOL course at ELATT in 2021 at the age of 21, and progressed onto further ESOL courses the following year. She is a single mother with a young baby, living in London.

Amina was referred to ELATT by her social worker who is her main source of support outside of ELATT. Although she had learned some English in her home country, she says she was not taught very well and did not have a certificate. She wanted to learn to speak English and get a certificate to prove it. She was very surprised that she was able to do so online, for free, through the ELATT course.

### Learning at ELATT

Amina started at ELATT in the 2021 to 2022 academic year, studying ESOL entry level 1 speaking and listening. Her teacher said she picked it up quickly and had good attendance, so she was advanced to entry level 2 in September 2022. She then moved on to entry level 3 from January 2023. She studied these courses online, then had an in-person exam at the end of each course at a community centre local to her.

Amina and her teacher assessed her needs and goals and created an individual learning plan which they reviewed regularly. At the beginning of each course Amina's teacher helped her to come up with a learning goal which they added to ProPortal. Amina wanted to learn the alphabet and how to spell words and her teacher helped her achieve this.

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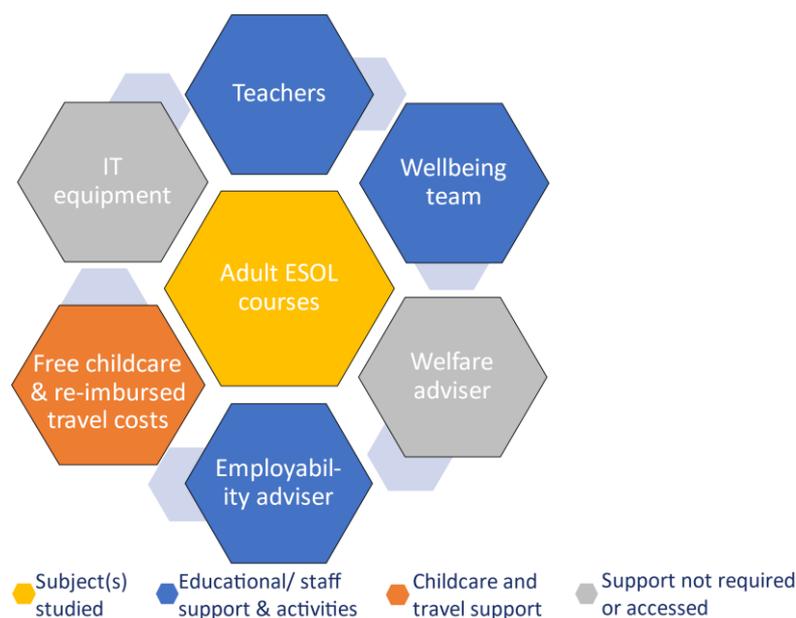
“The first thing the teacher [said] was 'can you spell your name' and I was 'oh my god no' [laughs] and she's like OK, the first thing that you need to learn is the spelling.” (Amina, ELATT learner)

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<sup>35</sup> The learner's name has been changed.

## Learner support at ELATT



Amina described her teacher as very helpful and understanding of her situation as a mother to a young baby. Her entry level 2 course took place in the mornings, but for entry level 3 the next term, she switched to evenings as this worked better with her baby's schedule. Her teacher discussed the timing and class options with her as part of a progress report.

Amina was offered childcare to attend all her in-person end of course exams, which she was very happy to accept. At the start of the course her teacher said they could offer her a phone, laptop or internet access but she did not need it. Amina was able to message her teacher if she had any problems, such as not being able to attend class.

Amina took part in class trips, including to the Tower of London and London Zoo, which are intended to be fun activities to increase wellbeing, develop friendships between learners in the class and increase learners' confidence in going out around London. She also engaged in extra support at ELATT, including the additional ESOL conversation club on Zoom, and attended one or two drop-in employability workshops to find out about job search and CV activities.

### Outcomes

Amina's teacher described her as shy initially and how she gained confidence through the terms. She was hardworking and committed to learning, which showed in her development in reading, writing, speaking and listening. Amina intended to continue at ELATT to study an entry level 3 reading and writing course, starting in September 2023. In the future she is interested in doing employment related training to become a beautician, hairdresser or teaching assistant. Amina had a positive experience with ELATT overall and recommended the ESOL courses to other single mothers she met at a baby group.

# Ethics and Data Protection documentation

## Participation consent – data sharing

Learner participation in this evaluation was gained through IES and ELATT working closely to devise the most appropriate methods for the young people. Having reviewed the consent to share data and privacy notice learners agree to when registering for a course at ELATT, it was felt that the current wording did not cover this evaluation. Amendments were made to this for future years, but for the 2021 to 2022 cohort IES drafted a data sharing information sheet and agreement form to all sixth form learners, giving them the opportunity to opt out of having data shared with IES for the purposes of this evaluation. See below for the data sharing information sheet and consent form.

### Data sharing information sheet

#### Information Sheet (for ALL learners)

We would like to request access to the data ELATT holds about you on their databases. This is to help with research evaluating the support that ELATT gives to their learners.

Taking part in this research is up to you, but before you decide we would like you to understand why we are doing this research and what sharing your data involves.

The person who gave you this form will go through it with you to help you decide whether you would like to share your data. Please ask if you have any questions. If there is anything you do not understand in this form, you can contact Imtiaz or Shafique.

The rest of this information sheet tells you more about the research and what sharing your data means for you.

	<p>ELATT is taking part in a research study on their Connected Youth programme led by the Institute for Employment Studies (IES) and funded by the Youth Futures Foundation (YFF).</p> <p>Connected Youth is the name of all the support and activities that learners at ELATT can take part in, in addition to their training course. This might include visits to places of interest in London, taking part in weekly sports activities or doing some volunteer work for a local charity.</p>
	<p>IES would like to access data which ELATT has collected about you when you have registered for courses and been updated as you go through them. This includes data about your gender, age, ethnicity,</p>



and courses. This is data ELATT collects about all their learners.

This data will be used to help IES understand the experiences of learners on the programme and what they take away from the support they receive. The findings from this research will go into a written report that people can access and read but no personal details will be included.

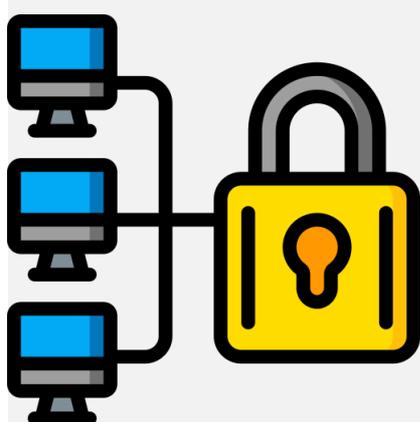
For this data to be shared learners must give their permission by signing an agreement form.



Data will be anonymised

Your personal details will not be shared. This means IES and YFF will not have access to your name, date of birth or contact details. But learners could be indirectly identified by characteristics in data that is shared.

Shared data includes information about you including gender, age, ethnicity, health condition and course details.

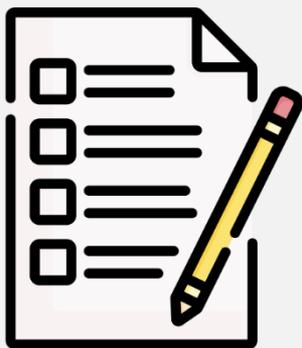


Keeping Your Data Secure

Data that is shared will be transferred securely and directly between computers at ELATT and IES via encrypted internet.

At the end of the research study, the anonymised data will be transferred securely to YFF and be stored in a protected data archive where it will be available to other researchers to analyse. Any future research can only use the data in this archive once approved by YFF.

IES will delete all the data they received 6 months after the study has finished.



The form you will be given next is called the Agreement Form.

If you agree to share your data with us, you can sign your name and today's date at the bottom of the form.

If you want to take part, but you cannot write on the form, you can ask another person (an advocate) to sign it for you.



If you would like to contact the research team or view your data that will be shared, you can send a request to <IES staff name> at IES who leads the research team.

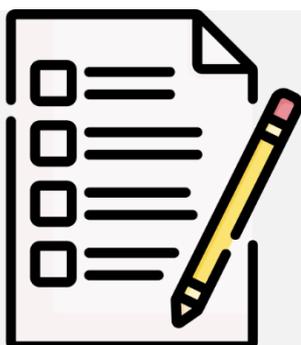
- Email: <IES staff email>
- Phone: <IES staff phone>

For more on how the research team will protect your data, please see the privacy notice at:

<https://www.employment-studies.co.uk/research-elatt%E2%80%99s-connected-youth-programme-privacy-information-notice>

## Data sharing agreement form

### Consent form for ALL learners



This form is about you agreeing to share your data with the Institute for Employment Studies (IES) and Youth Futures Foundation (YFF).



This data is being collected for a research study which ELATT is taking part in.

Details of the research study are on the Information Sheet.

Only complete this form if you:

- Have read and understood the information sheet.
- Have asked any questions you might have.
- Are happy for your data to be shared with IES.

If you do not understand anything in this form, please speak to the person who gave it to you.

### Participant consent – information and capturing consent

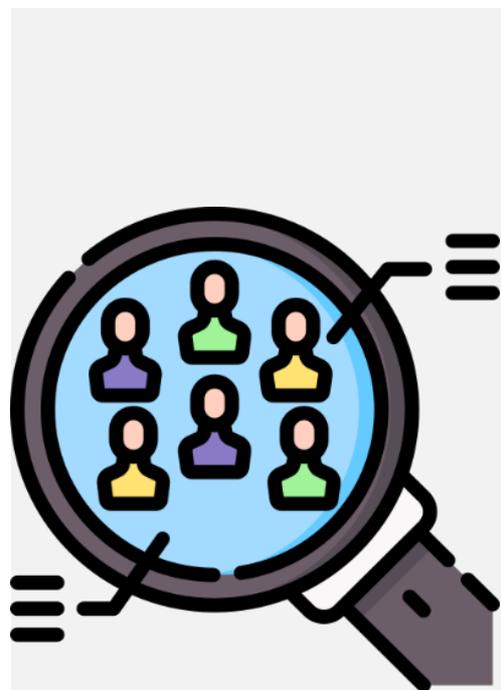
In addition to this, learners that were invited to take part in a qualitative research interview were given a research information sheet and a research agreement form. Research information sheets and consent forms were distributed for each round of interviews and adapted for the different cohorts – sixth form, adult technical and vocational and adult ESOL learners. The following are examples of the research information sheets and consent forms. If we were to do this research again, we would either amend the icons to be black and white images or seek additional icons that better reflect the ethnicities of ELATT's learners.

### Research Information Sheet – Interviews

We would like to invite you to take part in some research. Taking part in the research is up to you, but before you decide we would like you to understand why we are doing this research and what taking part involves.

The person who gave you this form will go through it with you to help you decide whether you would like to take part. Please ask if you have any questions. If there is anything you do not understand in this form you can contact <ELATT staff name>

The rest of this information sheet tells you more about the research and what taking part involves.



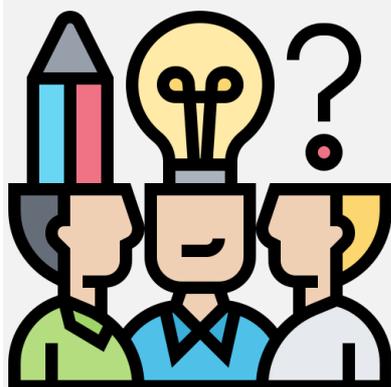
We would like to invite you to take part in research about the Connected Youth programme.

Connected Youth is the name of all the support and activities that learners at ELATT can take part in, in addition to their training course. This might include visits to places of interest in London, taking part in weekly sports activities or doing some volunteer work for a local charity.

At the moment an organisation called the Youth Futures Foundation fund all the Connected Youth support.

The Institute for Employment Studies (IES) is doing some research for the Youth Futures Foundation to find out how the Connected Youth support helps learners at ELATT.

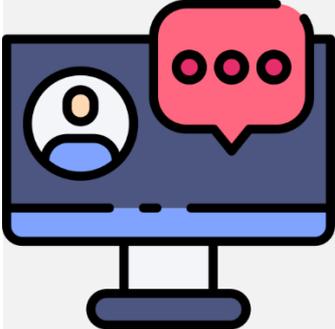
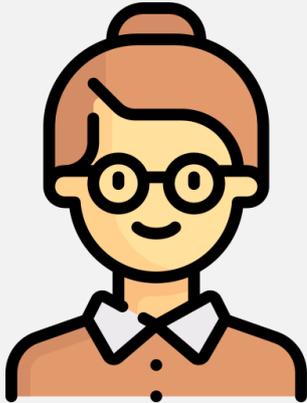
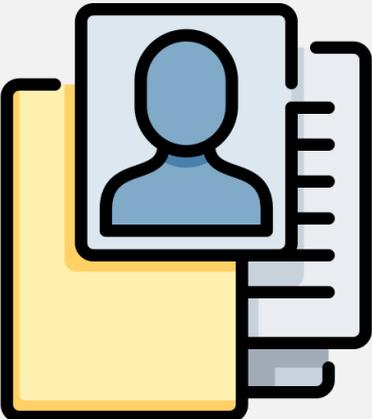
IES is an organisation which does research about training programmes and will be the research team for this project. IES has drafted this Information Sheet and the Agreement Form.

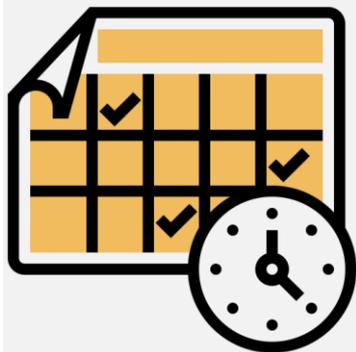


We at IES want to talk to 15 different young people who are at ELATT (across Sixth Form and Vocational Learners), as well as staff.

We want to find out about the extra activities young people such as yourself do as part of your time at ELATT and how it may help you to learn, get qualifications, work experience and jobs.

We are interested in knowing what support you receive, what you like about it, what you do not like and what could work better.

	<p>If you choose to take part, we at IES will invite you to an interview where we will ask you some questions about yourself and what you do at ELATT in addition to your studies.</p> <p>During the interview we will create a 'timeline' to show what activities you have taken part in and been offered since September 2021.</p>
	<p>We will also talk to a member of staff about the activities you have been offered and taken part in by showing them the 'timeline' created by you and IES in your interview. Nothing else from our conversation with you will be shared with ELATT staff. This is just to help us understand more about the activities that have been offered or taken up. It is not a test for you or your teacher.</p> <p>IES will delete all the data they received 6 months after the study has finished.</p>
	<p>If you take part, your personal information and information collected as part of the research will be shared with the research team at IES.</p> <p>The information that will be shared includes data ELATT has collected about all learners which includes personal characteristics of age, gender, ethnicity, health conditions and criminal convictions.</p>



The research team will contact you again at a later date to ask you to take part in another interview to find out how you are getting on and ask more about any new activities you have done.

We will invite you to a third interview at the end of your course. This means we will invite you to three interviews in total during your time at ELATT. You do not have to take part in further interviews if you do not want to.



We will give you a £20 high street or Amazon voucher as a 'thank you' at the end of each of your interviews. If you take part in all three interviews you will receive £60.



Your personal information will be kept by the research team until 6 months after the project finishes, then will be deleted. This information will not be shared with anyone else.

What you say in the interviews will be kept private. With your permission we will share with staff a diagram of the 'timeline' we created with you in your interview. However, we will not discuss what you said in your interview. We will only tell someone else about what you said if it is about a possible serious crime or we think you, or someone close to you, is in danger.



Findings from the research will be put into a report that people will be able to read. Your name and personal details will not be included in any reports.



The information in the report will be used to improve the Connected Youth support in the future and help other organisations support their learners better.

IES will also suggest further research that may be helpful to understand the success of Connected Youth support in the future and make recommendations to the Youth Futures Foundation for how the programme can be evaluated in the future through further research.

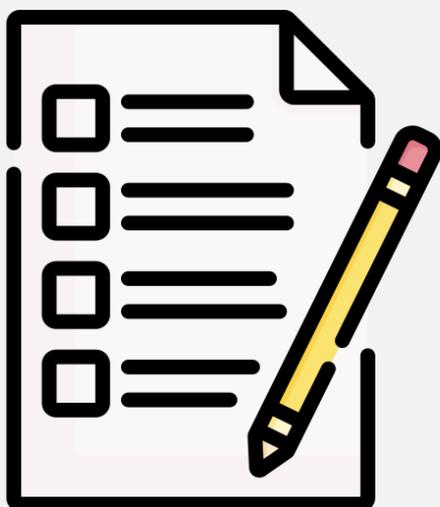


You do not have to take part – it is up to you.

If you decide to take part but later change your mind, you can stop taking part and do not have to say why. The research team won't contact you to take part in anything else.

If you want us to take back the information you have given before we write our reports, that is fine.

The staff member can give you a form to fill out if you want to stop taking part. Or you can let us know by emailing <IES email address>



The form you will be given next is called the Agreement Form.

If you agree to take part this means that:

- Your personal information will be collected from ELATT.
- The research team will contact you to invite you to a research interview.

You do not have to take part and you should only agree if you want to.

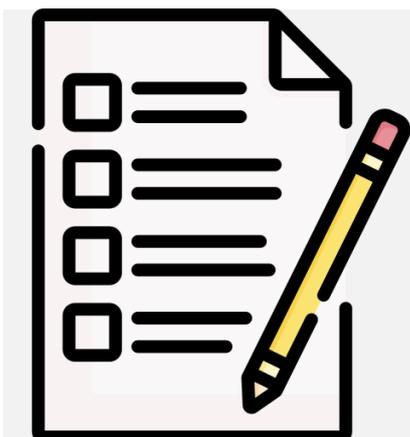
	<p>If you want to take part you can sign your name and today's date at the bottom of the form.</p> <p>If you want to take part, but you cannot write on the form, you can ask another person (an advocate) to sign it for you.</p>
	<p>If you have any questions, or if there is something that you don't understand, you can ask the person who gave you this form for help.</p> <p>If you would like to contact the IES research team you can get in touch with &lt;IES staff name&gt;. They lead the research team.</p> <ul style="list-style-type: none"> <li>• Email: &lt;IES staff email&gt;</li> <li>• Phone: &lt;IES staff phone&gt;</li> </ul> <p>For more on how the research team will protect your data please see the privacy notice at: <a href="https://www.employment-studies.co.uk/research-elatt%E2%80%99s-connected-youth-programme-privacy-information-notice">https://www.employment-studies.co.uk/research-elatt%E2%80%99s-connected-youth-programme-privacy-information-notice</a></p> <div style="text-align: center;">  </div>

If you require this form in large print, please ask a member of staff at ELATT.

Research Agreement Form - Interviews

Evaluation of ELATT's Connected Youth support: Agreement Form

	<p>This form is for you to agree to be involved in the research by taking part in at least one interview.</p>
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You should only complete this form if you are happy to take part in an interview.



The details of the research are described in the Information Sheet.  
You should have already read this.

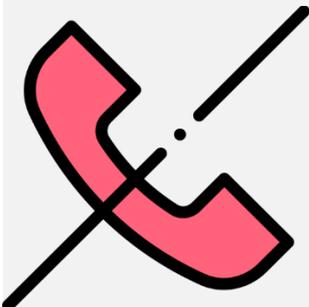
To agree to take part you need to:

1. Read and understand the Information Sheet.
2. Read the following statements. You need to draw a circle around the 'Yes' or 'No' for each statement. This is to say if you understand or do not understand what the statement says.
3. Then, if you want to, you can agree to take part by signing your name.

**If you do not understand anything in this form, please speak to the person who gave it to you.**

	1. I have read the Information Sheet and I understand it.	Yes / No
--	--	----------

	<p>2.</p> <p>I have had a chance to think about the information and to ask any questions.</p> <p>My questions were answered well.</p>	<p>Yes / No</p>
	<p>3.</p> <p>I understand that it is up to me if I want to take part.</p> <p>I know I am free to stop taking part at any time.</p> <p>This will not affect the support I am offered at ELATT.</p>	<p>Yes / No</p>
	<p>4.</p> <p>I understand that my personal information collected by ELATT will be shared with the research team at The Institute for Employment Studies (IES). I understand that information collected as part of the research will be kept within the research team.</p> <p>I am happy to be contacted again by the research team.</p>	<p>Yes / No</p>

	<p>5.</p> <p>It has been explained that the information collected about me will be kept safe.</p> <p>I understand that this information will only be used for research purposes.</p> <p>I know that my name and personal information will not be included in any published reports.</p>	<p>Yes / No</p>
	<p>6.</p> <p>I understand that I can see any of the personal information that is stored about me. I understand this data will be kept for up to 6 months after the research ends then deleted.</p>	<p>Yes / No</p>
	<p>7.</p> <p>I understand that if I choose to stop taking part in the research interviews, my information will still be used for research, but I won't be contacted again by the research team.</p>	<p>Yes / No</p>

If you have circled 'Yes' to all the statements **above**, then you can move on to the statements **below**:

	I am happy to take part in the research.	Yes / No
	I understand that my information will be used as set out above.	Yes / No

If you are happy to take part in the research, you can now sign your name below.

Signing your name means you understand the statements you agreed with above.

If you cannot sign the form yourself, you can ask someone else (an advocate) to sign it for you. The advocate should be:

1. Someone you are happy to sign the form for you,
2. Aged over 18,
3. Not a member of the research team.

Your full name.....

Your signature.....

Today's date.....

Signature of person administering the agreement process

.....

If you sign below, you are confirming that the participant has understood the verbal explanation of the study.

Advocate name (if needed)

Advocate signature (if needed)

.....

.....

One copy of the form should be given to the person giving their agreement, and one kept by the person collecting it.

# If you require this form in large print, please ask your adviser.

## Participant consent – interview data sharing

Each learner that was interviewed was asked if they would be happy for IES to share their activity timeline, created during their interview, with a member of staff of their choice (whom IES could interview to find out more about the support and activities available to them). ELATT staff invited to take part in a 'matched interview' were provided with the following research information sheet.

## Research Information Sheet – ELATT staff

### *ELATT support offer research*

#### What is this project about?

- The Institute for Employment Studies (IES), an independent research organisation, have been awarded a grant from the Youth Futures Foundation (YFF) to carry out an evaluation of ELATT's support offer.
- This includes any additional support and activities learners may participate in, in addition to their registered courses, that have been funded through a grant to ELATT from the Youth Futures Foundation.
- The purpose of this research is to understand more about the range of support ELATT offers to young people, and to make recommendations to YFF for how it can be evaluated in the future.

#### What happens if I decide to take part?

We will arrange a private conversation by video call between you and one of the people in our research team. It will take between 30 and 60 minutes, depending on how many learners have named you as a key member of staff and how detailed their activity timelines are.

Our conversation will include:

- Your role at ELATT and what this involves.
- Awareness of YFF funding.
- Review of learner(s) activity timeline e.g. about the activities listed, any activities missing, any other activities relevant to the learner.
- How learner progress and achievements are monitored and recorded.
- Suggestions for future support/activities.

### What are my rights if I take part?

- You have the right to privacy. We don't share anything that would identify you (your name or job role) with anyone outside the research team.
- When we write our report, we might use quotes from you, but never with your name.
- If afterwards you decide you do not want us to use what you shared or would like it to be amended, email <IES staff email> or the researcher who interviewed you. This can be done up to 2 weeks after the interview date.
- You have the right to ask questions, or get in touch if you have a complaint, any time. Just contact: <IES staff email>

### What happens to the information I share, or 'my data'?

- If you take part, with your permission, we'll record our conversation (audio) and take notes.
- We only keep 1 file with your name and other identifying information (like your email address) so we can reach you. This is held securely on our server and not shared with anyone outside the research team. Anything else you share is labelled anonymously (for example, as 'Participant 1').
- At the end of the research, we will write a summary of the research findings and share this ELATT and YFF.
- This report may be made available on the YFF and IES websites. The report will name ELATT but will not include any information that could be used to identify individual learners or staff.
- To protect your data, we delete the audio recording of our conversation, the file with your name and other identifying details as well as the other information you provide 6 months after the project is completed (currently estimated to be April 2024)
- Further information on how your data will be used is available on our [privacy notice](#) for the project.

### Who can I talk to about the research?

If you have questions about the study, or would like to remove the information you have provided, please contact:

Institute for Employment Studies

<IES staff email>

ELATT

<ELATT staff email>

## Participant consent – partner organisations

Partner organisations invited to take part in a research interview were provided with the following information sheet.

### Partner organisation information sheet

#### *ELATT research – briefing for partner organisations*

##### What is this project about?

- The Institute for Employment Studies (IES), an independent research organisation, have been awarded a grant from the Youth Futures Foundation (YFF) to carry out an evaluation of the additional activities and wraparound support offered to ELATT learners outside their training course.
- This could be around employability, life skills and/or enrichment. Examples of activities and support we are interested in are voluntary/work experience placements, visits to employers/institutions/places of interest and other programmes and activities run by external organisations.
- The purpose of this research is to understand more about the programmes and the range of support offered to young people, and to make recommendations to ELATT for how it can build capacity and be evaluated in the future.

##### How can I help with the research?

- As part of the research, we are interviewing staff and learners at ELATT, as well as other stakeholders and partners.
- It is important for the evaluation to get a view from ELATT's wider partners and organisations who have engaged with supporting ELATT learners to understand more about what learners have been offered.
- To achieve this, we would like to arrange an interview with one or more members of staff at your organisation.

##### What happens if I decide to take part?

We will arrange a private conversation by video call with you, any colleagues you also would like to take part, and one of the people in our research team. It will take up to 60 minutes.

Our conversation will include:

- A bit about your organisation and your role.
- Your relationship with ELATT and how you work with them.
- What you offer learners.

- What learners gain from it.

This is not an assessment of you or your organisation – we will be reporting on student support as a whole.

### What are my rights if I take part?

- You have the right to privacy. We don't share anything that would identify you (your name or job role) with anyone outside the research team. However, in our reports you may be identifiable from the name of your organisation.
- When we write our report, we might use quotes from you, but never with your name.
- If afterwards you decide you do not want us to use what you shared or would like it to be amended, email <IES email address> the researcher who interviewed you. This can be done up to 2 weeks after the interview date.
- You have the right to ask questions, or get in touch if you have a complaint, any time. Just contact: <IES email address>

### What happens to the information I share, or 'my data'?

- If you take part, with your permission, we'll record our conversation and take notes.
- We only keep 1 file with your name and other identifying information (like your email address) so we can reach you. This is held securely on our server and not shared with anyone outside the research team. Anything else you share is labelled anonymously (for example, as 'Participant 1').
- At the end of the research, we will write a summary of the research findings and share this ELATT and YFF.
- This report may be made available on the YFF and IES websites. The report will name ELATT and the name of your organisation but will not include any other information that could be used to identify yourself or individual learners or staff.
- To protect your data, we delete the audio recording of our conversation, the file with your name and other identifying details as well as the other information you provide 6 months after the project is completed (currently estimated to be April 2024)
- Further information on how your data will be used is available on our [privacy notice](#) for the project.

### Who can I talk to about the research?

If you have questions about the study, or would like to remove the information you have provided, please contact:

Institute for Employment Studies

ELATT

&lt;IES email address&gt;

&lt;ELATT email address&gt;

## Privacy notice

All information sheets directed interview participants to the privacy notice for this evaluation, which was hosted on the IES website and is included here.

## IES Privacy Information Notice

*Research into ELATT's Connected Youth programme: Privacy Information Notice*

### *Data protection legislation and personal data*

Data protection legislation determines how, when and why any organisation can process personal data. 'Personal data' means any information which can identify someone. 'Processing' means any actions performed on personal data, including collection, storage, alteration or deletion. These laws exist to ensure that your data are managed safely and used responsibly. They also provide you with certain rights in respect of your data and creates a responsibility on the Youth Futures Foundation (YFF) and the research organisations it works with to provide you with certain information.

This privacy notice sets out the legal basis for processing data in relation to this research project, which is being completed by the Institute for Employment Studies (IES). This includes who will have access to your personal data, how your data will be used, stored and deleted, your legal rights and who you can contact if you have a query or a complaint.

### *The legal basis for processing personal data*

The legal basis under which IES processes personal data and 'special category data', such as information about your health and well-being, criminal allegations, proceedings or convictions, racial or ethnic origin, is to fulfil YFF's legitimate interests as funder of the Connected Youth support from 2021 to 2023.

This legal justification applies to this research project, which is a process evaluation of the Connected Youth programme of support at ELATT, examining how it works to improve job, training and education outcomes for young people who may have additional needs. The study will involve IES leading analysis of learner data that ELATT collects, and conducting in-depth interviews with Connected Youth programme participants, staff and partner organisations/employers.

IES will analyse an anonymised version of the learner data held by ELATT collected from enrolment to leaving ELATT. IES will receive information covering personal characteristics (gender, age, ethnicity etc), course information (subject, qualification level etc), Connected Youth support received, learning outcomes and destination for all learners eligible for Connected Youth who provide consent. Learner data will be anonymised by ELATT before it is shared with IES, meaning it will not contain any personal details such as your name, address or date of birth. Despite this, you may still be identifiable based on the potentially

unique set of information held about you. This data will be transferred and held securely on IES servers. It will not be published in this format at any time.

IES will use the learner data to do the following:

- Understand the experience and outcomes of learners on the ELATT Connected Youth programme.
- Select learners to invite to take part in interviews about their experience and outcomes.

If you are selected to be invited to interview, your name and contact details (phone number or email address) will be shared with the IES research team in order to arrange these interviews. This personal information will only be processed for the purposes of completing this research. Participation in the research is completely voluntary – just because you are contacted, does not mean that you have to take part and you can decline the invitation without having to give a reason.

#### Who will have access to my personal data?

For learners invited to interview, your contact details will be stored on the IES encrypted server, with access restricted solely to members of the research team at IES. Even after these contacts details have been shared with the research team, you are free to withdraw from the research and can decline to take part in an interview without having to give a reason.

If you agree to take part in a research interview, any information you provide will be summarised in an anonymised format – this means we will remove any information that could be used to identify you.

#### How will my data be treated?

If you are invited and choose to take part in an interview, the information you give will only be used for purposes of this study. IES will produce progress reports summarising the main findings from the interviews. These will be shared with YFF but is not intended for wider publication, though it could be shared with other stakeholders. Individuals will not be named in the reports, nor will any information be included that could reveal their identity.

When the interviews are completed, we will produce a final report drawing together the findings from the process evaluation. This report will be made publicly available. We will also produce a final report on feasibility for further analysis which will be shared with YFF.

Data protection law requires that personal data are kept for no longer than is necessary. We will anonymise the information you provide as soon as we practically can (i.e. within 2 weeks of the interview date). The personal data we used to contact you will be securely deleted from the IES systems six months after the project is complete (currently estimated to be October 2024).

At the end of the research period, numeric learner data will be transferred to the YFF data depository; that is, information covering personal characteristics (gender, age, ethnicity, whether person has special educational needs or not etc), course information (subject,

qualification level etc), Connected Youth support received, learning outcomes and destination. It will not contain any identifiers such as names, address, contact information or the learner code that ELATT uses. The data from the interviews will not be transferred to YFF. The data stored in the YFF data depository will only be used for research purposes that have been approved by YFF.

#### Who can I contact if I would like to withdraw my interview or learner data?

You have rights under data protection law to make the following requests the personal data held about you that is being processed for this research, including:

- To request access to this data.
- To amend any incorrect or inaccurate information.
- To restrict or object to your data being processed.
- To destroy this data.
- To move, copy or transfer your data.

You have the right to withdraw the information you have provided as part of the interviews up to 2 weeks after the interview date. After this point the information will have been anonymised and will no longer be treated as personal data.

If you have taken part in an interview but would like your data withdrawn or have consented to share data ELATT hold about you and want to change your mind, please contact: <IES staff email>

#### Who can I contact with a query about how my data will be used?

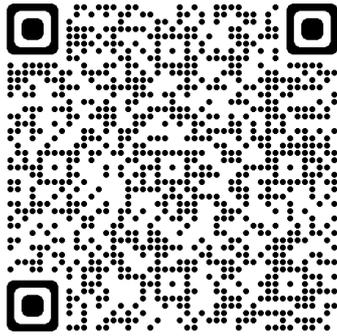
If you have any questions about how your data will be used, please contact <IES staff name> Project Manager at IES: <IES staff email>

#### Who can I contact with a complaint?

Further information on the rights available to you is also available from the Information Commissioner's Office - the independent body responsible for regulating data protection within the UK. They can also deal with any complaints you may have regarding our use of your data:

- Tel: 0303 123 1113
- Email: casework@ico.org.uk
- Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Online version of this Privacy Notice is available at: <https://www.employment-studies.co.uk/research-elatt%E2%80%99s-connected-youth-programme-privacy-information-notice>



## Youth safeguarding policy and disclosure protocol

### Safeguarding and disclosure of harm

IES is committed to working in the best interests of any individual it interviews for research and evaluation purposes in order to safeguard and promote their welfare. Children, young people and vulnerable adults require special consideration. The commitments we make to research participants including on confidentiality are paramount to our work. Our researchers are expected to work in accordance with the confidentiality requirements of the Data Protection Act and General Data Protection Regulations 2018. Our procedures follow the ethical guidelines of the Social Research Association, and those outlined in the ESRC Framework for Research Ethics (2015) and we make clear commitments to participants on data confidentiality.

Our researchers are all DBS-cleared prior to research with members of the public. Those working with children and young people, and vulnerable adults are checked to the enhanced level.

The fieldwork for each of our projects is fully risk assessed by project teams covering the safeguarding of members of the public and our staff. We consider: the participants – age/vulnerability; the location of interviews – e.g. locations where participants can access support, public places, home locations; gatekeepers and advocates for participants, the support network surrounding individuals and how participants can seek support should they need it. Where appropriate we draw up leaflets that signpost support services available to participants.

Where research is planned to take place in higher risk locations, such as individuals' homes, we use our staff safeguarding and lone working policy to ensure we can track progress and provide support where needed.

### *Disclosure protocol*

There are rare instances where researchers encounter a situation during contact with a research participant where something they see, hear or experience gives them particular cause for concern. As a result, they may feel that information should be passed on, for example to social services or to the police to avoid risk of harm – either to the individual or the public.

We require researchers to have ‘reasonable cause to suspect’ which means having a sensible reason for thinking that a child or young person may be at serious risk from or to others or themselves. We also require researchers to make sensible decisions about how to support individuals who have disclosed at risk information. This will involve a risk assessment of the nature of the disclosure, and the environment/support network in the context of the interview. Our fieldwork briefings at IES equip researchers for this, and for projects on sensitive topics and/or with vulnerable groups, we provide researchers with information about national and local support organisations/services that they can give to and discuss with individuals if they believe this is appropriate.

However, where researchers believe the risks require more than signposting to support services, we expect researchers to report their concerns to the nominated senior staff for the project at IES and ELATT rather than act on their own initiative. They are required to report into the project manager and/or director who will then take over decision making. The only exception is where there is a clear and immediate need to call the emergency services (police, ambulance, fire service) because of an imminent danger to life.

The decision-making process has two stages:

1. The disclosure risk is reported to the senior staff responsible for the project – Project Director: <IES staff name> and Manager: <IES staff name> at IES, and ELATT senior staff <ELATT staff name>. They will consider the risk and whether there is justification for disclosure. The risk and decision is recorded in the secure, personal data folder for the project. Senior staff decide if:
  - The risk does not warrant disclosure. In these situations, sources of support may be provided to research participants if this has not already been done.
  - The risk warrants disclosure which means the team refers to the IES Management Team (IMT).
2. IMT representatives (minimum two representatives) convene a meeting (virtually if necessary) with the project team. This team considers:
  - The seriousness of the alleged harm or illegal behaviour.
  - The strength of evidence for the researcher’s concerns.
  - Any further evidence provided.
  - The ability of the individual involved to seek help for him or herself.
  - Whether the situation is already known to support services (e.g. GP, health visitor, social worker) or others capable of intervening (e.g. family members).
  - The potential risks to individuals and to IES.
- The IMT agree what information may be passed on, by whom and to whom. Wherever possible disclosure will be made directly to a representative public body or authority or known agency already working with the individual. Where a disclosure is to be made

arrangements to notify the client/project funder are also agreed though will not delay a disclosure. IMT keeps a record of all disclosure decisions on IES secure servers. For the reasons of the complexities of decisions and risks associated with delays in communication, projects are risk assessed at the outset and lines of support and disclosure are examined and agreed prior to the commencement of fieldwork.

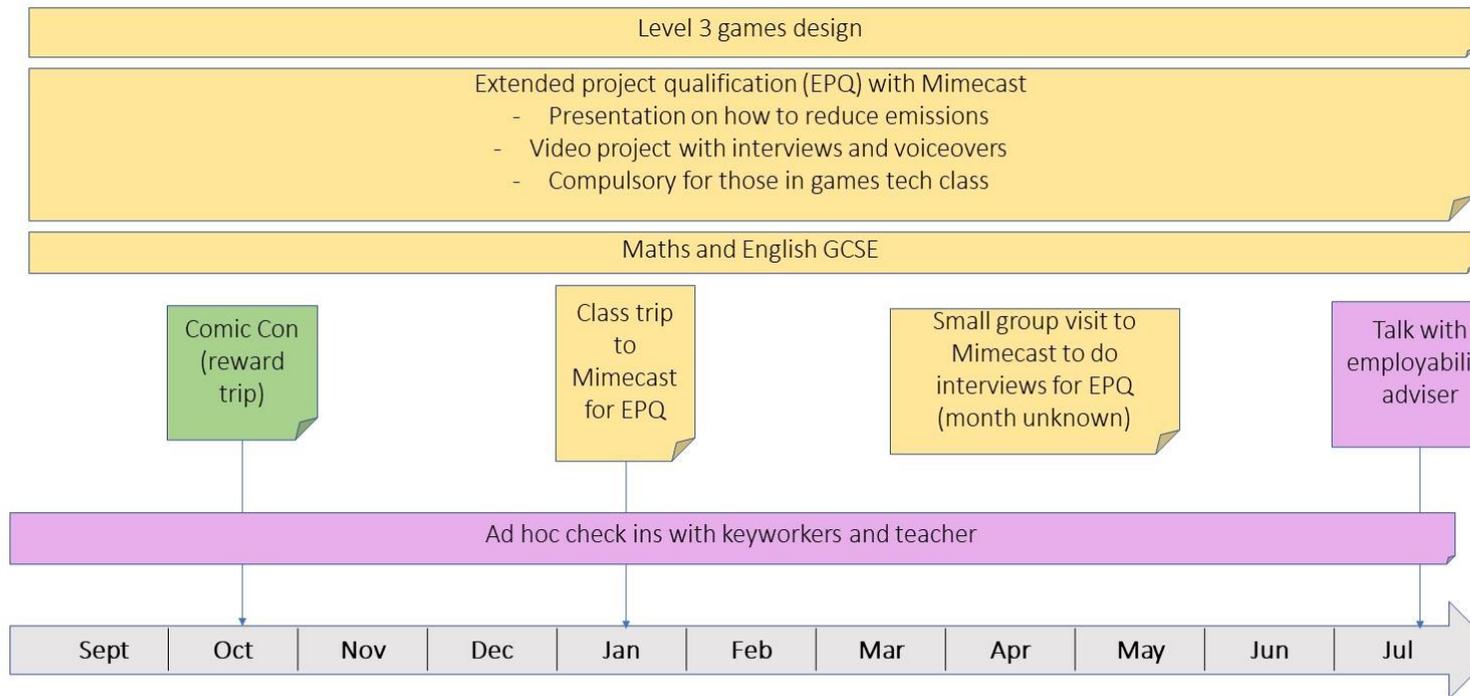
For this project the IES team has agreed to raise all safeguarding concerns with <ELATT staff name>, senior staff at ELATT to help facilitate the safeguarding policies of ELATT.

Date of last update: February 2022

# Example activity timeline

LearnerID:      Date:

Educational Activity      Personal Development      Staff Support



## Evaluation timeline

The evaluation period ran from June 2021 to June 2024, as detailed below.

Project mobilisation phase	2021					2022					2023					2024										
	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	
Scoping interviews and desk research (IES)	■	■	■	■	■																					
Review of ToC and participant journeys (IES)	■	■	■																							
Review of learner data collection (IES)	■	■	■	■																						
<b>Process study</b>																										
ELATT staff, partner & employer interviews (IES)									■	■	■	■	■	■	■	■	■	■	■	■					■	
Recruitment of learner interviews (IES & ELATT)								■	■	■	■	■	■	■	■											
Matched learner & ELATT staff interviews (IES)								■	■	■	■	■	■	■	■											
Analysis of learner data (IES)																									■	■
Feasibility for an impact study (IES)																										
Workshop (IES & ELATT)				■																						
Weekly catch-ups (ELATT & IES)																■	■	■	■	■						
<b>Reporting</b>																										
Feasibility for an impact study (IES)																										
Interim process study report to YFF & ELATT (IES)																										
Final process study report to YFF, ELATT & peer review																									■	■

### Activities with partner organisations

ELATT works with local organisations that can enrich their learner experience. This could be in relation to developing personal outcomes of increased confidence, increased agency and teamwork, as well as employability skills such as understanding their rights and responsibilities as employees or gained work experience. Below we have illustrated three partner organisations and how they work with ELATT to support sixth form learners. Other partner organisations during the funding period of September 2021 to July 2023 included Headliners who run journalistic programmes for learners, teach them how to use video cameras and make short documentaries about local issues, and Volunteer it Yourself (VIY) who provide construction training to some sixth form learners.

New partnerships developed during the evaluation period, including an organisation offering barista training for learners with special educational needs, and Bootstrap, a local charity letting office space to micro businesses and start-ups in Dalston, who offered work experience placements to sixth form learners. Both of these new partnerships helped increase the work experience opportunities for sixth form learners. Learners reported gaining experience of real work environments, which will better prepare them for when they move into work in the future.

### Circle Collective

Circle Collective is a London-based charity and community interest company (CIC), set up in 2011. The charity delivers grant-funded training and support to unemployed young people and those that do not know what the gig economy is or how it affects them. Circle Collective's CIC arm is a social enterprise retail business providing work experience to trainees while selling streetwear. At the end of 2022, Circle Collective had two sites in

Hackney and Lewisham, with a third site in Canary Wharf opening in 2023 and intentions to expand to additional sites in the future.

The 'Navigating the gig economy programme' is run by Circle Collective to educate and empower young people who may be interested in working in the gig economy. The programme explores their rights and responsibilities when pursuing this type of work and how to navigate the financial aspects of being self-employed. A specially tailored version of this programme was delivered to ELATT learners in 2021 to 2022, most of whom are studying the digital media course.

ELATT learners who participate in the programme learn about their rights and responsibilities, and this is achieved through their engagement in the design and screen printing of a t-shirt to be sold in Circle Collective's retail stores. This practical element helps Circle Collective to maximise outcomes for ELATT learners (they deliver the course without the screen-printing element to non-ELATT learners).

Circle Collective feel 'Navigating the gig economy' programme is a unique offering that contrasts with other enterprise schemes, that can sometimes promote self-employment as the main goal. Circle Collective emphasise that giving young people tools to make an informed choice about their labour market destinations is crucial, and the awareness gained from the programme opens a door of opportunity to work that is flexible. They believe that for learners with additional needs, flexibility in their work can help them to move towards more sustainable employment outcomes in the longer term.

Outcomes: empowering young people to proactively choose how to participate in the labour market, knowing that their skillset is valuable, understanding market rates for skills and financial literacy.

### Citizens UK

Citizens UK is an organisation whose aim is to create and support social change and social justice for communities. Working on a local, regional, and national scale, they use a membership model to work with a variety of organisations such as community associations, faith groups, and education providers. Their ethos is centred on empowering people, strengthening organisations and creating change.

In the 2022 to 2023 academic year, Citizen UK's local community organiser worked with sixth form learners at ELATT to engage students with the concepts of everyday citizenship and political activism. The module included tailored activities to introduce the concepts, and to ensure it was different and engaging for learners with additional and special educational needs. Students were able to participate in activities such as community walks, surveying members of the public, writing songs and poems, all with the intended aims of supporting internal reflection on their participation as citizens, as well as providing the tools and support to help them campaign for, and achieve, change.

The module was delivered to small groups of learners as part of the personal and social development tutorials, in a series of morning sessions that ran between September and December 2022. The content was co-designed by ELATT and Citizens UK.

The outcomes for learners were for them to actively engage in their local community and academic setting. These outcomes have been achieved by activating and supporting their interest in social justice and change, as well as empowering students in understanding their own agency. A student-led campaign for paid work experience placements in the local area resulted in a local business in Dalston agreeing to provide a number of future placements for ELATT learners. There has also been an increase in confidence of some students who participated in this module, particularly those with anxiety. As a result, these students exhibited more confidence expressing opinions and greater engagement in lessons.

Later in the 2022 to 2023 academic year, Citizens UK delivered a series of similar sessions with ELATT sixth form ambassadors on empowering student-led campaigns, for example around issues such as how they want to use student space at ELATT. It is hoped that this will also be extended to adult learners too.

### Odd Eyes Theatre

Odd Eyes Theatre is a London-based community interest company (CIC) and charitable incorporated organisation (CIO) set up in 2015. They use media and theatre to foster communication with groups of young and disadvantaged people using participant-centred and participant-led techniques, as well as providing theatre and film production and supported learning opportunities.

Odd Eyes work with groups of ELATT learners in two ways:

- via a creative debate workshop programme, which is embedded into ELATT's curriculum PSD module; and
- offering supported work placements to learners who wish to take part in a work experience placement tailored to their needs and interests.

The creative debate workshop programme is participant-led and centred, and usually includes a film or theatre production, followed by a blend of debate and conversation activities, alongside teaching of technical skills. Using the participant-led approach, learners create and shape workshop activities. Group sizes are kept small, usually with a maximum of 15 learners.

A new workshop programme was due to be introduced in early 2023, which includes a performance by a London theatre group. Following this, learners will create scenes or storylines, where they can relate their personal experiences to the play, while learning storytelling and scripting skills. As well as having small group sizes and a participant-centred approach, the workshop programme also utilises out of class activities, bringing learners outside of the classroom to allow for group bonding, as well as new experiences outside of fixed boundaries of the learning space.

The supported work placements are also tailored to the needs of the ELATT learners. Two ELATT learners completed a placement between April and June in the 2021 to 2022 academic year, and they were commissioned to do a documentary about two other ELATT learners undertaking a placement at BT Sport at the same time. This year both learners were able to complete paid freelance work as videographers on an Odd Eyes theatre production, which was an additional positive outcome of this activity. A further supported internship is planned for the 2022 to 2023 academic year and is likely to consist of a learner placement on their board of governance.

The intended outcomes of both strands of activities are to support learners in developing self-evaluation and critical skills alongside technical skills, enabling communication between people of different backgrounds, developing communication confidence, e.g. talking with a group of new people, teamwork and experiencing a work environment.

## Additional data tables

Figure A1: Ethnic group by learner group, aged 16–24 (2021 to 2022 and 2022 to 2023 combined)

Percentage (%)	Sixth form	Adult vocational <sup>1</sup>	Adult ESOL
White	22	32	18
Black, African, Caribbean or black British	31	35	9
Asian and Asian British	26	16	24
Mixed, multiple and other ethnic groups	21	10	28
Not provided	0	6	21
Total number of learners	115	31	140

1. Percentages do not sum to 100% due to rounding.

Figure A2: Sixth form student survey data (2022 to 2023, base = 37 learners)

	T1	T2	T3	Change T1 to T2	Change T2 to T3	Change T1 to T3
I am feeling self-confident	6.1	6.6	6.7	0.5	0.1	0.6*
Mental health	6.4	6.3	6.7	-0.1	0.4	0.4
Physical health	6.7	7.1	7.1	0.4	0.1	0.4
Personal effectiveness	6.1	6.8	6.8	0.6	0.0	0.6*
Confidence in English	7.4	7.3	7.6	-0.1	0.4	0.3
Time management	6.0	6.4	6.7	0.4	0.4	0.7*
Communicating with others	6.1	6.8	6.8	0.6	0.1	0.7*
Career vision	5.8	6.2	6.5	0.4	0.4	0.8*
I have been feeling relaxed	5.8	6.2	6.8	0.4	0.6	1.0*
I have been feeling interested in talking to people	5.3	6.4	6.6	1.0	0.3	1.3*

I have been dealing with problems well	5.2	6.2	6.9	1.0	0.7	1.7*
I have been thinking clearly	5.5	6.7	6.9	1.2	0.3	1.5*
I have been feeling good about myself	5.4	6.7	7.1	1.4	0.4	1.8*
I have been feeling close to other people	5.3	6.3	6.9	1.0	0.6	1.6*
I have been interested in new things	5.2	6.9	7.0	1.7	0.0	1.8*
I have been feeling loved and cared for	4.8	6.6	7.0	1.9	0.4	2.2*

- The student survey is completed by students three times a year - at the start of the course (T1), part way through the course (T2), and at the end of the course (T3) in ProMonitor.
- At each time-point students are asked to reflect on how much they agree with 16 statements using a scale of 0 to 9, where 0 is strongly disagree and 9 is strongly agree. These statements refer to various personal outcomes including those around health, confidence, and emotional and social outcomes.
- The above data is based on responses from 37 sixth form learners in 2022 to 2023. It is not possible to comment on how representative this sample of 37 learners is compared with the 73 sixth form learners in 2022 to 2023.
- \* Indicates statistical significance at the 95% confidence level, based on a paired samples T-test in SPSS.

## Adult ESOL learners SMART targets

In the academic year 2022 to 2023 ELATT staff and adult ESOL learners recorded SMART targets and progression outcomes in ProMonitor. This enabled staff and learners to record personal goals and outcomes gained. This data<sup>36</sup> supports the information gained from qualitative interviews in which staff and learners highlighted learning English as the main goal for many learners (see Figure A3 below). However, while English was the most reported goal, it was often in relation to something else, such as learning English so they can help their children with schoolwork, be able to describe symptoms to a doctor, understand maths in English or make friends with English speaking people. At the time of analysis, 59% of SMART targets had been achieved.

Figure A3: Adult ESOL learners' SMART targets

Smart target theme	Number of targets set in this theme
English skills	68
Employment skills	19
Physical health activities	6
Other	17

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<sup>36</sup> Data from 32 adult ESOL learners in 2022 to 2023 was analysed by IES. These 32 learners set between one and 12 SMART targets, from one or more ESOL courses.