

ELATT's learner support

Process study summary

ELATT¹ is a charitable training provider with two main areas of provision:

- **Sixth form provision** delivered at ELATT's centre in Haggerston, East London, offers personalised, flexible learning for young people with additional and special educational needs. Courses include IT vocational and technical qualifications, with English and maths as required. The sixth form also includes ESOL provision for people aged 16 to 19, often asylum seekers, unaccompanied asylum-seeking children (UASC) and refugees.
- **Adult learning provision** comprises English for speakers of other languages (ESOL), delivered in the community across London and online, as well as IT vocational and technical qualifications delivered online to people aged 19 and over.

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

Sixth form provision: 115 learners	Adult provision: 171 learners
16-24 year old IT vocational and technical learners 82 learners	19-24 year old ESOL learners 140 learners
16-19 year old ESOL learners 33 learners	19-24 year old IT vocational and technical online learners 31 learners

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

In summary, the evaluation aims were to:

- Understand and outline the programme theory of ELATT's learner support model.
- Capture a rich understanding of participant experiences and views of the support.
- Assist ELATT to understand their theories of change and how to evidence the pathways and outcomes consistently using data, and to know which elements of delivery work most effectively.
- Provide recommendations and a plan for further evaluation.

For the full process study report please go to:
ELATT-process-study-02-10-24-FINAL-1.pdf or use QR code

¹ Formerly known as East London Advanced Technology Training.



Sixth form learners

Description of support

Sixth form learners were supported by a range of staff: teachers, teaching assistants, an emotional literacy support assistant (ELSA), keyworkers, student support, a financial and welfare adviser, an employability adviser and an educational psychologist. Learners could also participate in personal development and enrichment activities.

Outcomes

87% of sixth form IT technical and vocational learners **completed at least one course and achieved a qualification**².

82% of sixth form ESOL learners **completed at least one course and achieved a qualification**³.

Among those with a known destination, the proportion of sixth form IT technical and vocational learners in education, employment or training (EET) after leaving ELATT was 99%⁴.

The most common EET destination was further education which included those staying at ELATT for another year.

Personal outcomes reported in qualitative interviews and the sixth form learner survey include accessing support, staying engaged and motivated to learn, improving wellbeing and life skills such as communication, time management and resilience. Staff and learner interviews also indicated that ELATT's learner support model enabled 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.

“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.” Sixth form learner's parent, 2022 to 2023

² Based on 82 sixth form IT technical and vocational learners in 2021 to 2022 and 2022 to 2023.

³ Based on 33 sixth form IT technical and vocational learners in 2021 to 2022 and 2022 to 2023.

⁴ This is based on ProSolution data in October 2023, for 67 out of 82 IT technical and vocational sixth form learners with a known destination.

Adult learners

Description of support

Adult IT technical and vocational learners, most of whom are online learners on courses averaging three months, are supported by their teachers, an employability coach and student support staff. They receive employability skills within their course(s), as well as from the employability coach. Adult ESOL learners are supported by their teachers and the wellbeing team.

Outcomes

In 2021 to 2022 and 2022 to 2023, 60 out of the 171 adult learners were on Greater London Authority (GLA) funded courses with an expectation to work towards a qualification. The remainder were funded by other means without a qualification requisite. Therefore, it is to be expected that completion and achievement rates were higher for the subgroup of 60 adult learners on **GLA funded courses** (of whom **97% completed at least one course and achieved a qualification**) compared with **all adult vocational (86%) and adult ESOL learners (56%)**.

Destinations

Among all adult learners with a known destination⁵, **50% of adult vocational learners went into education, employment or training (EET)**. Most of those with an EET outcome were in employment and a few learners moved onto part-time further education (at ELATT or other FE providers), or higher education.

Destination was known for 51 out of 171 adult ESOL learners and showed 16% went into EET⁶. However, it is not possible to comment on how representative this is of all adult ESOL learners at ELATT, so this finding should be treated with caution.

Personal outcomes

Improved wellbeing was the main personal outcome reported for adult ESOL learners in qualitative interviews.

For adult IT technical and vocational learners, the main personal outcomes reported in qualitative interviews was accessing support, which for these learners tends to be provision of laptops, dongles and software loans, and/or engaging with employability support from either their tutor, employability adviser or student support. Adult IT technical and vocational learners were less likely to take up support beyond this, suggesting this group of young people may be less in need of the additional support available or perhaps have different support needs. However, the numbers in this group, and interviewed as part of the research, are too small to say this conclusively.

⁵ This is based on ProSolution data in October 2023, for 30 out of the 31 adult vocational learners with a known destination.

⁶ This is based on ProSolution data in October 2023.

What works: mechanisms for change

The key factors, or 'mechanisms for change', reported by staff, partners and learners, that lead to learner outcomes for all groups of learners are:



A supportive learning environment, with teachers that care, listen and are available to learners within the small college setting.



Making use of support in and outside of class, with teachers being a key source of support for all learners and a comprehensive package of wrap-around support available to sixth form learners at the centre in Haggerston.



A flexible approach to learning, support and activities with sixth form learners able to enrol throughout the academic year and stay engaged with learning or re-engage during and after periods of ill health or ill mental health.



Good quality conversations about employment, careers and educational pathways and the steps needed to achieve these.



About IES

IES is an independent, apolitical, international centre of research in employment policy and human resource management issues. IES is a not-for-profit organisation.

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