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**BLACK &
MINORITY
ETHNIC
LEARNERS**

OFFENDERS &
EX-OFFENDERS

PEOPLE WITH
DISABILITIES

a **policy connect** activity

‘Where skills were once
a key driver of prosperity
and fairness, they are
now *the* key driver’

KEY STATISTICS

The statistics below demonstrate the skills deficit of black and minority ethnic (BME) learners, and their consequential continued exclusion from the labour market. However, to fully understand the significance of these figures it is crucial to remember the diversity of the BME community and the wide ranging expectations and outcomes of each individual ethnic group. Learners from Chinese and Indian backgrounds tend to achieve above the average of their white peers, while Pakistani and Bangladeshi learners, particularly women, have some of the lowest attainment rates of any learner groups. Further disaggregation of skills attainment and employment data by ethnicity, gender and work sector is needed to ensure resources are more effectively targeted.

Overview:

- More than 40% of working age Asian or Asian British ethnicity hold only low skilled or no qualifications¹
- 32% of Pakistani and 44% of Bangladeshi adults have no qualifications whatsoever²
- 60% of Indian pupils achieve 5 or more A*- C grade GCSEs³
- 50% of Chinese learners achieve 21+ UCAS points, in comparison to 46% of white learners⁴
- Only 16% of black Caribbean young men go to university⁵
- Only 6% of apprentices in England are BME⁶
- Only 11% of the BME male population work in a skilled trade⁷
- The unemployment rate for the BME male population is 12%, in comparison to a UK average of 7.8%⁸, with this figure rising to 77% for Bangladeshi women and 75% for Pakistani women⁹

1 Lord Leitch, Prosperity for all in the Global Economy- world class skills, p.104 (2006)
2 Department for Education and Skills, Minority Ethnic Attainment and Participation in Education and Training: The Evidence, p.25 (2003)
3 Ibid, p.11 (2003)
4 Ibid, p.27 (2003)
5 Department for Innovation, Universities and Skills, Gender Gaps in Higher Education Participation, Figure 14 p.25 (2008)
6 Black Training and Enterprise Group, Apprenticeships for Me: Diversity and Apprenticeships Employer Guide, p.1 (2009)
7 Communities and Local Government, Improving Opportunity, Strengthening Society: Statistical Annex, Race Equality in Public Services p.161 (2007)
8 Office for National Statistics, Labour Market Statistics for July-September 2009, p.1 (2009)
9 Communities and Local Government, Improving Opportunity, Strengthening Society: Statistical Annex, Race Equality in Public Services p.120 (2007)

ACCESS

Poor Understanding of UK Learning and Work Traditions

One of the most commonly cited barriers to accessing learning for BMEs is a lack of knowledge of UK learning and work traditions. The parents of many BME learners are often disengaged from education institutions and lack awareness and understanding of their entitlements and the responsibilities of providers. They may also have limited knowledge of the learning options available within the UK education system which can be exacerbated when English is not their first language. This is particularly detrimental to BME learners within communities where parents' involvement in learning pathways and career choices is of great cultural importance. As Alan Milburn's report comments 'ensuring that parents have the right support is critical in helping young people to make the informed choices that are right for them'.¹⁰

Evidence submitted to the Inquiry demonstrated a need to empower the parents of BME learners through the wider availability of high quality information about learning and employment pathways. The City and Guilds Centre for Skills Development told this Inquiry that learning providers who engage in outreach programmes in partnership with BME led voluntary organisations can have a positive impact. It was acknowledged that community led organisations can be better equipped to develop responses that are tailored to the varying needs and cultural perspectives of a particular ethnic group.

The Department for Children, Schools and Families reported in its evidence to this Inquiry that, in partnership with the local authority in Leeds, it is developing a series of television programmes about diplomas and apprenticeships which will be targeted at the Muslim community. This initiative is welcomed and the Inquiry urges the Department to expand this programme to target a wider number of ethnic groups within the BME community.

Recommendation

The Department for Children, Schools and Families should urgently expand its work in partnership with both specialist voluntary sector organisations and local authorities to develop media communication tools in order to help inform the parents of BME learners about the different learning choices available to young people. If necessary, additional resources should be invested in order to achieve this aim.

Apprenticeships

Participants also identified several barriers to accessing vocational learning and apprenticeships for BME learners. The Inquiry identified a lack of information amongst both learners and employers about the vocational learning opportunities available as well as the related support mechanisms.

10 Alan Milburn, Report of the Panel on Fair Access to the Professions, Unleashing Aspiration, p.25 (2009)

Participants told this Inquiry that careers guidance regarding vocational opportunities for BME learners is particularly poor and worse still for female BME learners. The LSC remarked in its evidence that this can be compounded by a cultural perception within certain BME communities of the 'low status' of vocational learning. A report by QED-UK noted that this is particularly evident amongst Indian and Pakistani communities where parental preference towards the value of Higher Education (HE) in subjects such as medicine, law and accountancy can narrow the choices available to the learner.¹¹

Participants suggested that this negative perception of vocational learning amongst some BME communities could be addressed through clearer progression routes from vocational learning into HE. The latest Government Skills strategy, which advocates the need for clearer pathways from vocational training into HE and introduces UCAS points for advanced apprenticeship frameworks, is welcomed.¹² However, greater awareness of such progression pathways within the BME community is needed if this new initiative is to effectively increase participation.

The Inquiry also heard that BME employers, particularly small and medium sized employers (SMEs), are often deterred from offering apprenticeships because of the complexity and bureaucracy of the funding agencies, or because they are simply unaware that funding is available. Recent studies by the LSC suggest that 87% of BME owned businesses do not offer apprenticeships.¹³

In evidence to this Inquiry, YWCA said that marketing and promotional materials about vocational learning should be directly targeted to BME communities, while Dr. Husna Ahmad, Chief Executive of the Faith Regen Foundation, advocated the use of "role models from within each community to inspire and promote these learning opportunities". Alan Milburn's report on social mobility also notes the 'positive impact that inspirational mentors and role models can have on young people, particularly those from less advantaged backgrounds'.¹⁴

The Black Training and Enterprise Group (BTEG) gave evidence advocating the active promotion of information to employers on how they can diversify their apprenticeship scheme, including raising awareness of the support mechanisms available.¹⁵ The City and Guilds Centre for Skills Development also agrees that this information should be specifically targeted to SME BME employers, as they may be more inclined to take on apprentices from within their own community.

Recommendation

The National Apprenticeship Service should launch a specifically targeted campaign to raise awareness about the apprenticeship scheme amongst BME communities, through promotional material directed at both learners and employers. This campaign should include the use of role models in non traditional sectors, and increased information about the support mechanisms available to small and medium sized employers.

11 QED-UK, Striving for Success: Ethnic Minorities' experiences of Entering the Professions, p.6 (2007)

12 Department for Business, Innovation and Skills, Skills for Growth, p.31 (2009)

13 The Learning & Skills Council, Understanding the impact of ethnicity on perceptions of workplace skills and training in the North West of England, p. 69 (2009)

14 Alan Milburn, Report of the Panel on Fair Access to the Professions, Unleashing Aspiration, p.52 (2009)

15 Black Training and Enterprise Group, Apprenticeships for Me: Diversity and Apprenticeships Employer Guide (2009)

CASE STUDY

Local Employment Access Project (LEAP)

Elizabeth Tommy, Black British

As a stay at home mother, Elizabeth Tommy had been out of work for a number of years, but eventually made the decision to try and find a full time job. She soon found that things had evolved from when she had worked previously and competition in the job market was steep, and she simply did not know where to start. Progressively she developed a great fear about the task in hand and her confidence dwindled. So Elizabeth gave up on looking for work and visited her local Job Centre to apply for Income Support, which is where she saw the leaflet for LEAP and joined the STRIVE Workshop in May 2006.

On the first day of the workshop, she felt unhappy about having to follow the workshop rules and sanctions system. However she soon realised that these rules would help her and her class-mates to become well disciplined and self-controlled. She found that having to attend the workshop five days a week from 9.30am to 5pm and having to complete allocated tasks, effectively helped to bring back some structure into her life. The workshop also provided hands on experience of what it would be like when she returned to the workforce. Each day her confidence improved and she even found that she was able to stand in front of the class and share the fact that she lacked confidence.

From the workshop Elizabeth learnt that everyone faces obstacles at some point in their lives, but their position in life is determined by how they choose to deal with these obstacles when they arise. Elizabeth remembers being personally motivated by the staff at LEAP who personified the values of respect, commitment, care and professionalism. LEAP not only helped Elizabeth with the practical aspects of job hunting such as CV writing, presentation skills and interview role plays, but also how to develop a positive attitude and self-belief, all of which empowered her.

Elizabeth secured a job as an Account Manager within two months of completing the STRIVE workshop and she has been in the same employment for the past three years. Elizabeth is currently studying for professional qualifications from the Chartered Institute of Marketing alongside her full time role and states unequivocally that LEAP has been instrumental in the whole process.

Elizabeth said



LEAP is a crucial positive contributor to society. It has helped me as a single mother to make better provision for my children thereby giving them a good start in life. I feel proud to be a LEAP ambassador where ever I go.



PROGRESSION

Low Aspiration

Low aspirations within the BME community are a key barrier to skills progression and attainment at higher levels of learning, caused by both real and perceived discrimination. This leads to what Dr. William Ackah, Lecturer in Community and Voluntary Sector Studies at Birkbeck College, describes as ‘self fulfilling prophecies’. BME learners who are successful in attaining high skills levels continue to face difficulties accessing top performing HE institutions and graduate level employment: “This information feeds back into communities and can lead to disillusionment with regards to the value of education and training”. YWCA also told the Inquiry that parents of BME young people may be more likely to accept that their children will not be able to achieve their full potential as a result of the negative experiences they themselves have encountered.

These attitudes can be reinforced by learning providers and careers advisors who do not challenge these stereotypical assumptions. The DCSF in evidence to this Inquiry stated that the attitudes of some learning providers can often lower the expectations of BME learners, so contributing to lower attainment levels. As Femi Bola, Director of Employability at the University of East London said: “Teachers have certain expectations of particular ethnic groups; this is where ambitions can become capped”. The important role of teachers in raising aspiration and careers guidance should not be overlooked. The DCSF advocate the need for a ‘whole school’ approach to careers education and guidance, and, in partnership with the TDA, is developing resources for teachers which address the needs and aspirations of BME learners.¹⁶

This Inquiry also received evidence of the severe underrepresentation of the BME population within the education sector, specifically the decline of BME staff in Further Education (FE) institutions. According to the LSC only 7% of lecturers and 1% of principals in FE colleges are black.¹⁷ This lack of role models in the education sector further reinforces stereotypes and negative aspirations.

Participants in the Inquiry argued that negative aspirations could be addressed through greater specialised training for career advisors, ensuring that careers guidance is tailored to the needs of each ethnic community and individual learner. The National Institute of Adult Continuing Education (NIACE) said in its evidence to this Inquiry: ‘IAG services should be sufficiently resourced and staff adequately trained in equality and diversity, to ensure that the offer can be tailored to the needs of different groups and more importantly to the needs of the individual’. Baroness Verma, Conservative Spokesperson for Universities and Skills also said that “careers guidance should start at a much earlier age in order to excite latent talent” within the BME community.

The statistics also demonstrate that BME learners are less likely to progress into HE, and that those who do are are unlikely to attend the top Russell Group universities and are less likely to achieve a first or upper second class degree.¹⁸ Additionally, research

16 The Department for Children, Schools and Families, Statutory Guidance: Impartial Careers Education, p.32 (2009)
17 The Learning & Skills Council, We are Moving Forward, Equality and Diversity Annual Report 2003-04, p.14 (2004)
18 BTEG, Skills Employment and BME Communities, p.4 (2007)

by the LSC demonstrates that BME learners are more likely to take non traditional routes into HE, particularly through FE routes such as the Access to HE Diploma, and therefore enter HE at a later age.¹⁹ This also serves to explain why BME learners are concentrated within post 1992 HE institutions; as a Government Department noted, ‘differences in entry qualification are likely to be a key influence not only on the chances of different groups proceeding to HE study, but also on their choice of study because of the way the sector is differentiated by entry qualifications’.²⁰ AimHigher in Greater Merseyside observed that a negative perception within the BME community about their potential to gain entry to HE, particularly the top performing universities, means that BME learners are ‘less likely to apply for high status, high skills opportunities’.

Recommendation

The Department for Children, Schools and Families and the Training and Development Agency should continue to develop resources which address negative aspirations for BME learners, and ensure these become integral components of training and Continued Professional Development for both teachers and careers advisors. This training should be developed to include information on the wide ranging expectations and outcomes of different ethnic groups. Such measures should also be reflected at higher education (HE) level, with the Office for Fair Access encouraging HE institutions, particularly the Russell Group universities, to participate in careers guidance at institutions with a high BME student population.

Fragmentation of the Skills System

Emy Onuora, Co-chair of the BME Education Strategy Group and Director of Aimhigher Greater Merseyside, highlighted the lack of a robust equality and diversity strategy within skills policy: “there is only a nod and a wink to the equalities agenda with a lack of specific targets or action plans, and no evaluation strategies to measure the effectiveness of policy initiatives”. As the LSC said in evidence to this Inquiry, it currently possesses ‘limited tools to hold providers accountable’. Participants in the Inquiry called for a more structured and targeted approach to skills provision for BME communities. In particular, participants said that this could be achieved through greater Government cross-departmental collaboration and a systematic monitoring and evaluation of providers.

Evidence to the Inquiry highlighted the vital importance of collecting accurate and robust data on the progression pathways of BME learners. The sharing of information between the relevant agencies would ensure more effective monitoring and evaluation of the progression of BME learners, helping to identify gaps in provision and so more effectively target resources. The publication of such data would also provide greater accountability amongst providers. It was noted that the collection of accurate data will be particularly important for local authorities within their new skills commissioning remit.

19 Department for Education and Skills, Minority Ethnic Attainment and Participation in Education and Training: The Evidence, p.4(2003)
20 Department for Education and Skills, Minority Ethnic Attainment and Participation in Education and Training: The Evidence, p.27(2003)

In addition, participants argued for greater integration of the skills and employment agendas through collaboration at the Government departmental level. Jeremy Crook, Vice Chair of the Ethnic Minority Advisory Group, said: “working together and making effective use of skills and employment data is paramount”. Sandra Kerr, Director of the Race for Opportunity campaign, also noted the importance of collaboration between providers at the local level and argued for a “joint ownership of targets”. This should include providers such as FE colleges, Connexions Services and Job Centre Plus. The recent report from the Department for Communities and Local Government also indicated a need for a collective approach to tackling social exclusion: ‘this is not a job for one public service or one Government department but for us all’.²¹

Recommendation

The remit of the Department for Work and Pensions’ Ethnic Minority and Employment Taskforce and concurrent Ethnic Minority Advisory Group should be expanded to include skills policy. This Taskforce should have a clear leadership structure and be made a cross-departmental working group covering the Departments for: Work and Pensions; Business, Innovation and Skills; Children, Schools and Families; and Communities and Local Government. This cross-departmental collaboration should be replicated at the local level. Local learning providers such as FE colleges, Connexions services and Job Centre Plus should share ownership of equality and diversity targets, and be monitored by local authorities as part of their new skills commissioning role.

21 Department for Communities and Local Government, Tackling Waste and Inequalities: A Statement on Race, p11 (2010)

CASE STUDY

Faith Regen Foundation

The Faith Regen Foundation (FRF) is a Muslim-inspired multi-faith UK based charity with strong links to Government, third sector organisations and international bodies. FRF specialises in faith community and intercultural dialogue, capacity building and regeneration. Working particularly with disadvantaged Black and Asian Minority Ethnic communities (BAME communities), FRF aims to address poverty, regenerate deprived areas and provide a range of enabling services in culturally sensitive settings. The Foundation also promotes greater understanding between faiths and identifies solutions for encouraging positive relationships within a multi-faith society based on a collaborative approach.

The Foundation focuses on supporting people from the hardest-to-reach BAME communities to move into sustainable employment. FRF provide programmes of intensive mentoring, employability training, work placement and confidence building. FRF also provides accredited training in basic skills, ESOL, food hygiene, child care, health and safety, ICT and leadership. Having worked mainly in London, FRF has engaged with approximately 8000 people since it was founded in 2001. The Foundation’s understanding of the needs of their target beneficiaries ensures that programmes are sensitively delivered and, where necessary, in relevant community languages.

Nadine Hewitt

‘My name is Nadine Hewitt and I am a 23 year old Afro – Caribbean lone parent with two young children aged 1 and 3 years old. When I came to FRF’s Hackney office as a New Deal client I was disillusioned and had little hope of getting a job. My Personal advisor was a bubbly positive person called Christine and she inspired me to use my transferable skills and get away from the retail loop. She placed me in a workplacement with FRF and after two weeks they offered me a job as a job search consultant.

I was then given the opportunity to do an NVQ 2 in IAG. I have now been transferred to another office and been given the opportunity to deliver IAG services to long term unemployed and lone parent clients in Haringey. I am really happy with my current position as I feel I have progressed as an individual and feel valued as my ideas and input is seriously considered by the organisation.’

Badeo Abdulle said



I am a 40 year old female refugee from Somalia with a teenage daughter. I have been living in the UK for the past five years and have just recently acquired my British passport. I was placed as a workplacement with FRF through the Employment zone programme in Haringey. FRF were very pleased with me and gave me a job as a cleaner. They then put me on their Learndirect English course which I was very excited about as I had never had the opportunity to learn to read and write even in my mother tongue. With the wonderful support I received from the FRF team I was nominated for an individual award for Learndirect and this greatly boosted my confidence. I now want to go onto learn more English so I can become a teacher in the future.



EMPLOYMENT

The statistics demonstrate that BME communities continue to face ‘ethnic penalties’ in the labour market.²² The Inquiry received evidence that the low employment rates for BME people may largely be explained by poor skills attainment earlier in life. Therefore the underlying barriers to accessing and progressing to higher levels of learning, as outlined earlier in this report, will need to be tackled if the employment rate of BME people is to improve in the future. However, as this Inquiry found, poor skill levels are not the only determinant of employability. There are many other factors which contribute to high BME unemployment including: the type of skills attained; employer discrimination; a lack of knowledge of the job opportunities available; and few established employer networks.

Employability

This Inquiry found that high levels of BME participation in post 16 learning (82% for Black and 85% for Asian people²³) do not necessarily lead to high levels of employment (12%²⁴). Participants suggested that BME learners may not always be acquiring the skills which give them the greatest chance of finding employment.

Poor English language skills were identified as a key barrier to employment. Evidence to the Inquiry indicates that current ESOL provision is not sufficient to meet the needs of employers, and that provision must be contextualized within vocational learning if it is to improve the employability of BME learners. In evidence submitted to this Inquiry it was noted that ESOL provision should include technical language associated with specific vocational occupations. Evidence from SummitSkills said that ‘language training should be embedded or at least be provided as complementary to vocational learning’.

As stated earlier in this report, poor careers guidance does little to encourage BME learners to enter atypical learning pathways. Data collected by the NAS demonstrates an overrepresentation of BME learners undertaking apprenticeships in retail and catering, and a severe underrepresentation of BME apprentices in industries such as construction and electro technical activities.²⁵ Participants said that this clustering within certain work sectors will often occur regardless of local labour market demand. BME learners need to diversify into a wider range of skills training to help increase employment opportunities.

Anne Madden, Head of Education, Skills and Employability Policy at the EHRC, stated that the clustering of BME people within certain work sectors is exacerbated by “employers’ tendency to recruit from their own community”. An LSC report found that BME employers are more likely to take on employees from within their own ethnic group, known as the ‘ethnic bonus’, resulting in a lack of ‘skill flexibility’ which can prevent the progression of BME learners into more challenging careers.²⁶ Conversely a lack of established societal networks within certain employment sectors and occupations can act as a barrier to employment, making it harder for BME learners to

22 National Audit Office, Increasing Employment for Ethnic Minorities, p.18 (2008)

23 Department for Education and Skills, Minority Ethnic Attainment and Participation in Education and Training: The Evidence, p.3(2003)

24 Communities and Local Government, Improving Opportunity, Strengthening Society: Statistical Annex, Race Equality in Public Services p.120 (2007)

25 National Apprenticeship Service, Apprenticeships BME report, p.9 (2009)

26 The Learning & Skills Council, Understanding the impact of ethnicity on perceptions of workplace skills and training in the North West of England p.13 (2009)

gain work experience or apprenticeships in atypical industries.

During the Inquiry participants argued that Sector Skills Councils, particularly those from sectors where BME groups are underrepresented, should play a greater role in encouraging employers to engage with BME learners through work experience and training opportunities. Julia Tyson, HR Director at Wates Construction, said: “SSCs have to do something as an industry to improve their appeal to all communities”.

Recommendation

Sector Skills Councils, particularly those representing sectors with low numbers of BME workers, should encourage employers to form partnerships with learning providers with high numbers of BME students. This arrangement should be formalised through the Education and Employers Taskforce.

Employer Behaviour

Employer attitudes towards BME learners are a major barrier to employment. Many participants said that monitoring and enforcement of employer behaviour is poor, with few incentives for employers to engage in ethnic minority outreach. As NIACE commented to this Inquiry: ‘legislation has not made sufficient in-roads in the private sector, in terms of equality and diversity’.

A recent study by DWP discovered that BME communities face name discrimination; 74% more applications from BME candidates had to be completed to achieve the same success rate as their white peers during the initial stage of the recruitment process.²⁷ Recruitment policies of top UK employers can also unintentionally exclude BME learners. For example, those who use criteria such as UCAS points and degree class and which focus on selected universities, disproportionately penalise BME applicants. As Jacqui Henderson, Director of Class Ltd, stated: “initial recruitment decisions are usually made on the basis of qualifications alone, sometimes overlooking the best candidates”. Employers must be incentivised to reassess their recruitment policies to look for hidden discrimination. Participants to this Inquiry made it clear that this should not be seen as an excuse to ‘water down’ skill levels, but rather as a means to ensure that recruitment criteria do not lead to the automatic de-selection of an otherwise worthy candidate.

Evidence to the Inquiry demonstrated the vital role Government procurement can play in improving employer behaviour through the inclusion of equality and diversity measures within contracting. Jeremy Crook, Vice Chair of EMAG, noted that the DWP has made some progress in this area with a recent pilot scheme. However, the DWP recognised that ‘there was a tendency for the approach adopted to encourage lip service only’.²⁸ The Inquiry was told that equality procurement is only effective if there is robust monitoring of compliance with more ‘carrots and sticks’ for contractors, including support for best practice and clear sanctions for those who do not comply.

27 The Department for Work and Pensions, A Test for Racial Discrimination in Recruitment Practice in British Cities, p.33 (2009)

28 The Department for Work and Pensions, Evaluation of the Race Equality Procurement Pilots, p.62 (2009)

Caroline Waters, Director of People and Policy at BT, also noted that equality procurement should be encouraged within the private sector; with exemplar employers “embedding a culture of good practice within their supply chains and the wider business community”.

Recommendation

The pilot scheme in equality procurement, which the Department for Work and Pensions and the Department for Children, Schools and Families have undertaken, should be rolled out across all Government departments in an initial 5% of selected contracts, with a clear and progressive plan to gradually increase this percentage as the scheme develops. The lessons learnt from the pilot show that robust equality and diversity requirements need to be reinforced through assistance to contractors in the initial stages, as well as through clear sanctions for poor performing contractors.

CASE STUDY

ESOL for AAT

In February 2009 the Association of Accounting Technicians (AAT) agreed to work in partnership with the National Institute for Adult Continuing Education (NIACE) on the development of an integrated ESOL (English for Speakers of Other Languages) e-learning package for the AAT Accounting Qualification at Level 2.

ESOL refers to English language provision for anyone who has come to the UK to settle and live permanently and who speaks a language or languages other than English. The target group therefore is students who are not learning English as an end in itself but with the specific goal of attaining the AAT Level 2 qualification and gaining relevant employment in the UK with the option for further study and progression.

The project came about after detailed research conducted by NIACE on behalf of the AAT. This showed that significant numbers of AAT students have English as a second or additional language and that many, who are otherwise capable students, find poor English language a barrier to successful learning. It was evident that, to be effective, language support materials must be closely integrated with the AAT provision and contextualised to the accounting occupational environment.

AAT and NIACE have been developing such language resources to sit alongside the AAT course. For example, for the unit ‘Recording Income and Receipts’, there is provision for specialist vocabulary such as ‘credit terms’ and ‘outstanding invoice’ which is put into practice through various scenarios such as a telephone conversation or business letters.

However, not all the colleges that deliver AAT qualifications have specialist ESOL teaching facilities on site. Even where available it would be questionable whether they would have the resources to support specialist learning for every vocational area.

The AAT has a broad commitment to e-learning that aims to deliver an integrated online learning environment that will replicate and extend the classroom; significantly improving the experience of the learner. The materials for the ESOL project are being converted into an e-learning format and will be piloted with focus groups across the country in February. The feedback from those groups will be used to fine tune the package, which will go live in April 2010.

AAT says



We believe that this project can play a role, not only in supporting our own students, but also in developing an understanding of how integrating specialist language support with vocational training can maximise opportunities for those in society whose first language is not English.

