

APPENDIX: INTERVIEW TOPIC GUIDE



English language employment support provision in London for JSA and ESA (WRAG) customers

ESOL PROVIDER TOPIC GUIDE

Interviewer notes

This document is a guide to the principal themes and issues to be covered. Questions can be modified and followed up in more detail as appropriate.

In the interview, focus on specifics and getting examples of what the impact of the provision has been and how it supports customers into work.

Introduction

- Introduce yourself and thank them for agreeing to talk to us.
- Explain that *Inclusion* has been commissioned by the Greater London Authority (GLA) to conduct a study of English language employment support provision in London for JSA and ESA (WRAG) customers.
- The interview will last a maximum of 45 minutes.
- Participation is optional and they can stop the interview or decline to answer specific individual questions at any time should they wish.

Confidentiality and consent

- Explain that the findings will be written up into a report for the GLA which may be published.
- Any views and quotes used in the report will be combined with views and quotes from other interviews and their name and organisation's name will not be used (nor will anything else that could identify them).
- We are undertaking this work on behalf of the GLA but no information that could identify them will be shared with the GLA unless they would like us to.
- We would prefer to record the interview as this helps us to capture exactly what they have said. Ask if they are comfortable with that.
- **Ask them to verbally confirm that they understand the purpose and confidentiality of the research and that they are happy to take part.**
- Ask if they have any questions.

Overview of provision

1. Has your ESOL provision changed in light of SFA fee remission focused on training for employment?
 - a. If so, in what ways?
2. What types of ESOL provision do you provide for JSA and ESA (WRAG) customers and why?
 - a. discrete (i.e. stand-alone ESOL provision where the learning outcomes are language-related)
 - b. embedded/integrated SFA funded ESOL provision (i.e. provision where the language learning is part of other skill development or wider outcomes such as vocational or citizenship)
3. What NQF level(s) SFA funded ESOL provision do you provide and why?
4. Were you previously an employability skills programme provider?

Design and impact of provision

5. Do you develop the ESOL curriculum for jobseekers in partnership?
6. What are the key aims of your SFA funded ESOL provision for Jobseekers? (E.g. improvement in English language ability, accessing vocational skills, moving closer to the job market, job outcomes, etc)
7. Have the aims of your ESOL provision changed since BIS/SFA refocused funding on jobseekers?
8. How do you monitor the success of your ESOL provision against these aims? *Probe for any details on job outcome monitoring.*
9. How successful is your provision at achieving these aims?
10. How do you design and deliver your provision in order to maximise achievement of these aims? *Probe for specific detail*
11. What challenges/barriers do you face in achieving these aims?
12. What could be done to reduce these challenges/barriers?
13. If any of the following are not key aims of your provision – improvement in English language ability, accessing vocational skills, moving closer to the job market, job outcomes – why is this the case?
14. How do you select people to go on your courses / assess that they are going on courses at the right level?

Role of local partnerships/relationships in provision

[NB. These questions may be to a different person in the college/provider]

15. How do jobseekers come to you for ESOL training?
16. Who refers learners on JSA/ESA WRAG to your SFA funded ESOL provision?
Prompt: Jobcentre Plus, Work Programme providers, local authorities, employers, voluntary sector agencies, self-referral.
 - a. Are these the appropriate organisations to be making referrals?
 - b. Are there too many referrers, or any missing?
 - c. What level of demand is there from those claiming JSA/ESA WRAG for your SFA funded ESOL provision?
 - d. Is this level of demand helpful or does it cause any challenges?
 - e. Does the level of demand vary throughout the year? (i.e. is there an issue with learners/potential learners becoming unemployed at the start of the academic year)
17. What is the referral process/processes for customers claiming JSA/ESA WRAG?
 - a. Who devised the process/processes?
Probe for whether designed in partnership and, if so, who was involved.
Jobcentre Plus, Work Programme providers, local authorities, employers, others
 - b. How effective are the referral processes?
 - c. Why?
 - d. Have you any examples of best practice or challenges/barriers?
 - e. Have you any suggestions for improvement?
18. What role, if any, do local partners (Jobcentre Plus, Work Programme providers, local authorities, employers, others) play in designing the provision itself?
 - a. Do you feel this role/lack of role is appropriate?
 - b. What is the impact of this?
 - c. Would you like to see a greater/lesser role from partners?
 - d. What do you think the impact of this would be?
19. What role, if any, do local partners (Jobcentre Plus, Work Programme providers, local authorities, employers, others) play in supporting ESOL provision to accelerate employment outcomes?
 - a. Do you feel this role/lack of role is appropriate?
 - b. What is the impact of this?
 - c. Would you like to see a greater/lesser role from partners?
 - d. What do you think the impact of this would be?



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LOCAL PARTNER TOPIC GUIDE

Interviewer notes

This document is a guide to the principal themes and issues to be covered. Questions can be modified and followed up in more detail as appropriate.

In the interview, focus on specifics and getting examples of what the impact of the provision has been and how it supports customers into work.

Introduction

- Introduce yourself and thank them for agreeing to talk to us.
- Explain that *Inclusion* has been commissioned by the Greater London Authority (GLA) to conduct a study of English language employment support provision in London for JSA and ESA (WRAG) customers.
- The interview will last a maximum of 30 minutes.
- Participation is optional and they can stop the interview or decline to answer specific individual questions at any time should they wish.

Confidentiality and consent

- Explain that the findings will be written up into a report for the GLA which may be published.
- Any views and quotes used in the report will be combined with views and quotes from other interviews and their name and organisation's name will not be used (nor will anything else that could identify them).
- We are undertaking this work on behalf of the GLA but no information that could identify them will be shared with the GLA unless they would like us to.
- We would prefer to record the interview as this helps us to capture exactly what they have said. Ask if they are comfortable with that.
- **Ask them to verbally confirm that they understand the purpose and confidentiality of the research and that they are happy to take part.**
- Ask if they have any questions.

1. How do you screen for ESOL needs of JSA and ESA (WRAG) customers?
 - a. At what stage do you screen?
 - b. How effective are the screening processes?
 - c. Have you any examples of best practice or challenges/barriers?
 - d. Have you any suggestions for improvement?
 - e. What proportion of your customers need ESOL training?
 - f. Do you 'fast-track' any customers/types of customers onto ESOL training?

2. What English language provision is available for you to refer customers onto?
Prompt: discrete, embedded/integrated, NQF levels, providers, locations, etc
 - a. How do you decide what provision is appropriate?
Probe for whether prefer discrete or embedded provision, and why.
 - b. What do you want from English language training for your customers?

3. What is the referral process/processes?
 - a. Who devised the process/processes?
*Probe for whether designed in partnership and, if so, who was involved.
Jobcentre Plus, Work Programme providers, local authorities, employers, others*
 - b. How effective are the referral processes? Why?
 - c. Have you any examples of best practice or challenges/barriers?
 - d. Have you any suggestions for improvement?

4. Are there any gaps in ESOL provision?
 - a. If yes, what?
 - b. Are there variations in the quality and outcomes of available ESOL provision?
 - c. If yes, what?
Probe for example of best practice and issue areas and the potential reasons

5. What role, if any, does your organisation play in designing the provision itself?
[NB. Answers may be different in relation to different providers they work with – ensure each is explored]
 - a. Are others involved?
 - b. Do you feel this role/lack of role is appropriate?
 - c. What is the impact of this?
 - d. Would you like to have a greater/different role?
 - e. Would you like other organisations to have a greater/different role?
 - f. What do you think the impact of this would be?
 - g. How receptive do you feel ESOL providers would be to this?

6. What role, if any, does your organisation play in supporting ESOL provision to accelerate employment outcomes?
[NB. Answers may be different in relation to different providers they work with – ensure each is explored]
 - a. Are others involved?
 - b. Do you feel this role/lack of role is appropriate?
 - c. What is the impact of this?

- d. Would you like to have a greater/different role?
- e. Would you like other organisations to have a greater/different role?
- f. What do you think the impact of this would be?
- g. How receptive do you feel ESOL providers would be to this?