



Adult Tailored Learning (ATL)

Learner Impact Form 2024/2025

This form is to be used by tutors to document a learner's / or group of learners' experience on their course and showcase the **impact** that it had upon them.

Once completed, please email this form to adult.learning@hants.gov.uk.

| | | | |
|--|----------|-------------------------|---------|
| Tutor Name: Rekha Gupta | | | |
| | | | |
| Provider's name: Hampshire Achieves | | | |
| | | | |
| Course attended: ESOL Beginners Aldershot | | | |
| | | | |
| Course Start Date: | 25/02/25 | Course End Date: | 1/04/25 |

Did this course help the learner / learners to: (tick all that apply)

Progress towards employment ☐

Improve their health and wellbeing (including mental health) ☒

Support their child's learning ☐

Develop / engage in their local community ☒

Improved their maths, English or digital literacy skills (including ESOL) ☐

Progress to further learning ☐

Raise their awareness of sustainable living / energy efficiency ☐

Did this learner / group of learners give written consent to share their name and details of their learning journey / impact for publicity purposes? Would this learner / group of learners be happy for a member of Hampshire County Council's Adult Tailored Learning Team to contact them? Please tick one of the options shown below:

| | |
|--|--|
| 1. No , they do not want their name or personal details included in this Impact Statement (please remove any identifying information) | |
| 2. They do not want to be contacted, but have given written consent to use the details shown below | |
| 3. Yes , they are happy to be contacted by Hampshire County Council's Adult Tailored Learning Team for more information (please include contact details below): | |
| Learner's email address: | |
| Learner's telephone number: | |



Please tell us why you think this learner's story, or group of learners' stories is important to share.

We would like to know **what impact** the course had, or what difference it made to them. Please feel free to include any photographs, work products, learner comments etc. below:

Learner K had never been to school in her own village in Afghanistan. In fact, she had never ventured beyond the confines of her home. Married at an early age, she devoted herself to caring for her husband, his family, and eventually her own children. She relied entirely on her husband for any official matters or even the smallest of tasks outside of the home.

Upon arriving in the UK with her husband and children, she was completely unfamiliar with the English language and depended heavily on her husband's support. She enrolled in our ESOL course in the Autumn Term of 2024.

On the first day, she attended the session with her husband, who translated for her. We began with the basics such as English letters and some numbers. She was asked to trace the letters, and she started learning with great enthusiasm. However, after 15-20 minutes, I noticed she was in tears. Concerned, I asked her husband what was wrong. He explained that she was so overwhelmed by the realisation that she was actually learning in a classroom at her age. The experience of sitting in a formal learning environment was deeply emotional for her. After a reassuring conversation and plenty of encouragement, she resumed writing. She also enjoyed watching the video on British Values.

She consistently attends the ESOL lessons every Tuesday with her husband and has gradually started to gain confidence. A significant milestone occurred when she attended a session alone because her husband was unwell. She participated actively and managed to communicate her husband's condition to me using expressions and single words.

Week by week, her confidence has been steadily growing. She can now write letters and numbers, copy words, and attempt to read small words with support. Although she missed some of the Spring Term course due to Ramadan, a positive development is that she has recently started using Google Translate on her phone to express her thoughts. While she still struggles with full sentences, she can now repeat a few complete sentences which really helps her integration into her new life in the UK.

If the learner would like to add any additional information, comments or feedback about the **impact** that the course had on them, please use the section below:



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"I like my class. I am good. I understand and little English".
(K, has never been to any school, can't read or write Dari, used google translate to write her feedback, Spring Term A)

Thank you for completing this Learner Impact Form. If you would prefer to submit an audio recording or video, please contact adult.learning@hants.gov.uk.

To view **Learner Impact Stories** please visit:

[Adult Tailored Learning Impact Stories \(participationandlifelonglearning.co.uk\)](http://participationandlifelonglearning.co.uk)