

 For information

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Leading learning and skills

Developing Effective Practice in E2E

Learning and Skills Council Greater Merseyside
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Developing Effective Practice in E2E

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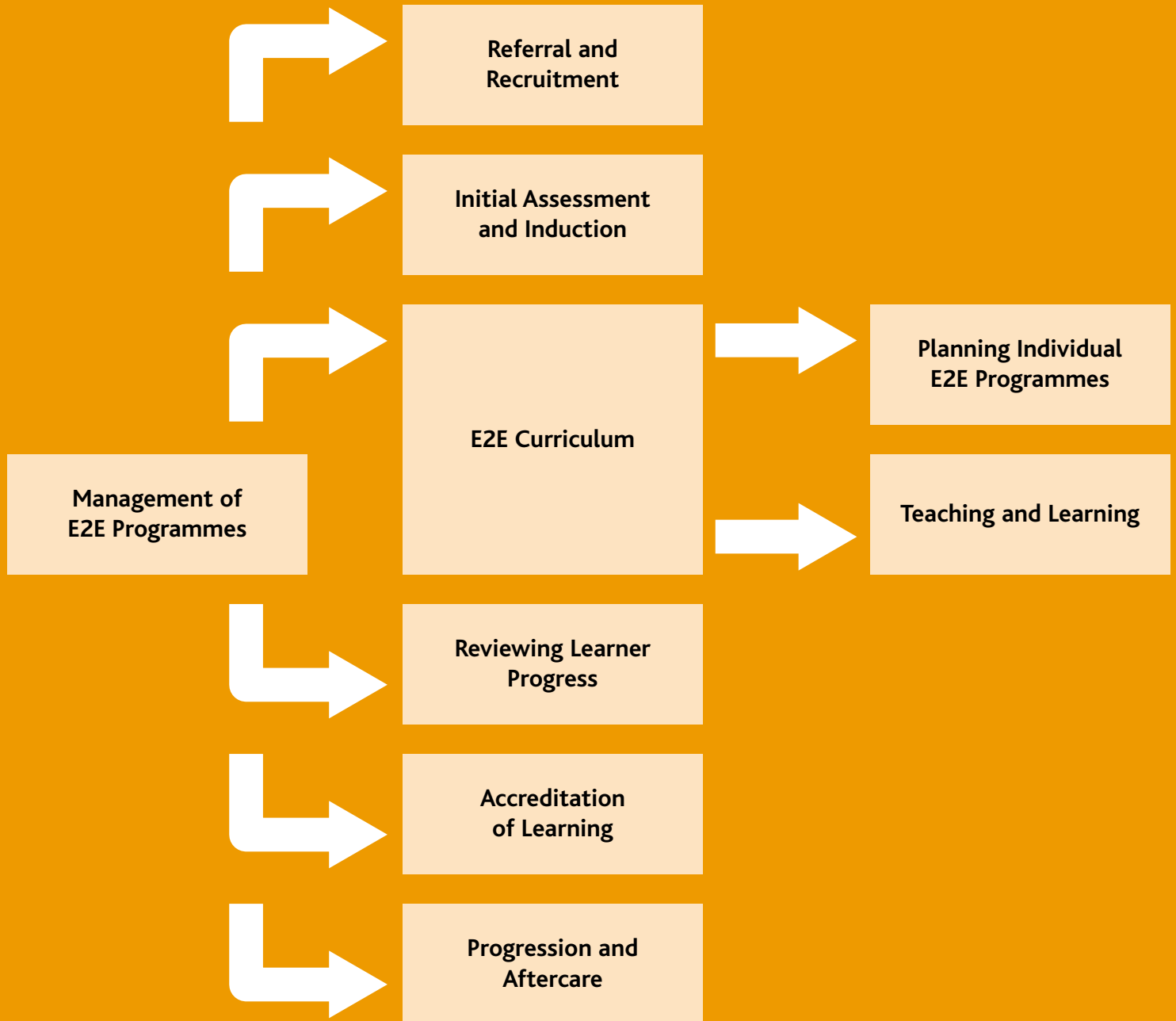


Introduction

This guide aims to provide E2E providers with simple and effective guidance about each of the key stages within the E2E exemplar learning style and the management of E2E programmes. It also identifies examples of what inspectors might look for during inspection and the questions they might ask. Information is drawn from both ALI and OFSTED published inspection reports for E2E and a detailed analysis of reported strengths and weaknesses, examples of which are also included in the Guide.

The E2E Learning Cycle

The E2E learning cycle defines the stages the learner will travel through on their journey through their E2E programme:





Recruitment and Referral

The purpose of the recruitment and referral stage of E2E is to ensure that young people are attracted onto the programme and to check that they are both eligible and suitable.

E2E is suitable for those young people who are ready and able to sustain an E2E learning programme and with appropriate support can progress into employment, an Apprenticeship or Further Education course at level 2. Determining final suitability for E2E however can take up to a further six weeks after a learner has started the programme through the initial assessment process. The LSC sets out guidance each year on eligibility criteria in the Requirements for Funding Work Based Learning for Young People 2005/06.

Young people can be recruited onto E2E in a number of different ways. These include referral from the Connexions Service or other referral agencies, such as Youth Offending Teams or voluntary sector organisations, or directly by providers. It is anticipated that the majority of learners will be recruited through Connexions and providers will want to work closely with them in this process. Training providers can support Connexions personal advisers and learners in the recruitment process by:

- Providing information about the E2E programmes which they offer, including the range of learning modules and qualifications;
- The types of environments in which training and learning take place e.g. in the workplace, community, workshop or classroom settings;
- Producing information leaflets which can be given to learners and their parents/guardians about the E2E programme;
- Identifying what support agencies they work with which can support young people;
- Providing open days for learners and personal advisers;
- Offering short tasters to prospective learners and personal advisers.

Increasing the knowledge and understanding of personal advisers will help them appropriately match the needs of young people with suitable providers. Providers will find it helpful to put in place an agreement with their local Connexions Service detailing how the recruitment and referral of young people for E2E will work.

E2E promotional material should be regularly monitored to ensure that accurate and up-to-date information is given, equality of opportunity is promoted and stereotypical images are avoided. E2E providers should monitor the applications they receive by age, sex and ethnicity to ensure that they reflect the mix of the local community. Those groups which are under-represented may need to be targeted through additional marketing activities.

Procedures for selecting suitable applicants for E2E normally include an interview. Staff who are involved in these activities should be properly trained. Providers may find it useful to prepare simple checklists for staff to support them in this process and ensure that a consistent approach is adopted.

The outcomes of the recruitment and referral phase of E2E should be recorded on the PA Referral Form within the Passport. Learners sign this document to give their consent for personal information to be shared with the training provider. In cases where little information is transferred from Connexions, providers will wish to identify additional information through an extended interview with the learner.

What an Inspector might look for or ask...

- How are learners recruited onto E2E?
- Are prospective E2E learners given well-considered and impartial advice?
- How effective are links with referral agencies?
- Is the provider clear about the range of learners' needs which they are able to meet?
- Are prospective learners referred to other providers if their needs would be better met elsewhere?
- Are under-represented groups targeted to apply?
- What information is given to prospective learners and their parents/guardians?

10 tips for effective practice in Recruitment and Referral

- 1 Ensure that there is an agreement in place with referral agencies which defines roles, responsibilities and working arrangements
- 2 Respond to Connexions personal advisors needs for information on E2E by offering short training sessions
- 3 Develop a process for recruiting and referring learners to E2E
- 4 Provide information for referral agencies on the purpose of E2E in providing training to help young people move into a positive progression destination
- 5 Provide information for referral agencies on likely attendance patterns and duration of the programme
- 6 Provide information on your E2E curriculum offer, training modules and qualifications offered
- 7 Provide information and mini case studies of former learners and their experiences during E2E
- 8 Illustrate information for learners with case studies and photographs of successful former learners
- 9 Request further information from a personal adviser if you feel that a PA Referral Form is insufficiently detailed
- 10 Pass information gathered during the recruitment and referral process into the initial assessment process

Strengths identified in inspection reports

- Very good recruitment process
- Good monitoring of recruitment process

Weaknesses identified in inspection reports

- Inappropriate targets for recruitment
- Low recruitment rates
- Some inappropriate recruitment of learners
- Inappropriate recruitment and selection process

Induction

Induction training is provided to welcome new E2E learners and help them settle into their provider.

It also aims to give basic information to learners about their E2E programme so that they know what to expect in the future. Effective induction will help learners stay on their programme and minimise the risk of early drop out.

Induction programmes within E2E are typically delivered over a period of time and are usually combined with the initial assessment phase. The induction programme should be planned and there is likely to be a scheme of work with session plans to support its implementation. Planned programmes should take account of situations where there is a group of new learners, as well as where a new learner starts E2E on their own. Induction training should include:

- Ice breakers – to help make learners feel comfortable and get to know other learners;
- Information on the E2E programme – this should include information on progression routes and what is likely to be involved in their programme, including progress reviews;
- Introduction to the training provider – brief background information on the provider and introduction to key staff;
- Conditions of training – payment procedures, holiday arrangements, hours, absence and sickness procedures;
- Information on Education Maintenance Allowances (from April 2006);
- Layout of the building and facilities;
- Health and safety awareness;
- Equal opportunities awareness;
- Rights and responsibilities;
- Company policies and procedures including complaints procedures and discipline and grievance procedures.

Induction activities should be provided in ways which will interest and engage learners and help ensure that they are memorable. This might include practical hands-on activities, card sort activities, board games, group activities, projects, quizzes, videos, computer based activities, drama activities, group discussions and debates. Induction should be an experience which is valued by learners.

Learners may need access to certain information provided during induction at a later stage during their E2E programme. This might be provided in the form of handouts, checklists, handbooks, or contained on a CD-ROM. Equally, providers may find it useful to remind learners of key information through visual displays.

Learners understanding should be checked throughout their programme. This might be undertaken through simple questioning, or providing quizzes on different topics. Further checking should take place during the course of a learner's programme. The learner's first review should provide an opportunity to discuss what has been learnt and identify where further learning or support is required.

At the end of the induction programme feedback should be gathered from learners regarding their views, and analysed to determine where improvements need to be made. Providers might also find it useful to evaluate the rate of learner drop out during the induction period and assess whether the induction programme is having any impact on this.

What an Inspector might look for or ask...

- Is induction planned and does it help learners settle in to their programme and motivate them to learn?
- Does induction provide a range of learning activities which interest and engage learners and ensure that is a valued and memorable experience?
- Is there a scheme of work for the induction programme?
- Does induction cover health and safety and equality and diversity issues?
- Do learners know what to do if they have a complaint or grievance and do they understand their rights and responsibilities?
- Is learners understanding checked during the induction programme?
- Is learners understanding of key information given during induction checked at a later stage?
- Can I see examples of learners' induction programmes?

10 tips for effective practice in Induction

- 1 Ensure that you have a clear process in place within your organisation for providing induction to learners which all staff work to
- 2 Prepare a scheme of work for an E2E induction programme with supporting session plans
- 3 Plan and implement the induction over a period of time and do not limit it to just one day
- 4 Include in the induction programme a range of activities which will interest and engage learners
- 5 Provide key information in suitable formats which learners can refer to later if needed
- 6 Provide further induction when learners encounter new situations such as entering the workplace
- 7 Check learner understanding during the induction programme
- 8 Make further checks on learner understanding during the course of their E2E programme
- 9 Gather the views of learners regarding their induction programme and make improvements where needed
- 10 Evaluate learner drop out rates during the induction period and assess whether the induction programme is having any impact on this

Strengths identified in inspection reports

- Very effective induction
- Evidence of learners understanding being checked following induction

Weaknesses identified in inspection reports

- Poor induction programme
- Unsatisfactory planning of learners introduction on to the E2E programme

Initial Assessment

Initial assessment is a process of gathering information from a young person.

The process gathers information regarding their:

- Career aims and aspirations;
- Previous experience and achievements;
- Progression aim at the end of E2E and;
- Learning and support needs, including those factors which are likely to be barriers to them achieving their progression aim.

Initial assessment aims to build a comprehensive picture of each learner using a wide range of methods including:

- 1:1 Interviews;
- Reviewing information provided by referral agencies or others that have previous knowledge of a young person, including schools and other organisations;
- Reviewing any written information supplied by the young person themselves;
- Formal assessments or tests;
- Self-assessment questionnaires;
- Observed activities;
- Projects or activities designed to gather certain information, including outdoor activities;
- Practical vocational activities such as work tasters.

Initial assessment within E2E should be an engaging and positive experience for a learner and seek to identify both a learner's strengths and areas for development. Emphasis on formal testing during the very early stages should be avoided where this might run the risk of disengaging those who have previously found this a negative learning experience.

The initial assessment process within E2E is typically a two-phase process. It begins with the young person and their Connexions Service Personal Adviser, or other referral agency staff, prior to referral to E2E. The second phase of the initial assessment process is carried out by the E2E provider and can last between two and six weeks, depending on the needs of the young person. If a young person directly refers themselves for E2E the provider will need to carry out the whole of the initial assessment phase. In planning the process the provider will need to take account of information made available by the referral agency. Good practice in initial assessment will involve building on what has gone before and not simply repeating the process.

During the initial assessment phase the provider should complete the Initial Assessment Summary document within the learner's E2E Passport. This document aims to provide a summary of the information gathered from the learner during initial assessment, and the action and support that they will require during the course of their E2E programme. At the end of the initial assessment process the completed document should be reviewed with the learner. It should be used to identify their key objectives to support their progression aim and plan their E2E programme. A well completed Initial Assessment Summary will clearly capture the 'starting point' of the young person to their programme and allow distance travelled from this to be subsequently measured.

What an Inspector might look for or ask...

- How thorough is the initial assessment process?
- Is the process implemented in a way which takes account of existing information and achievement?
- Are responsibilities clearly defined with referral agencies for gathering and sharing information?
- Is screening, initial and diagnostic assessment undertaken of learners' basic skills?
- Is the learner actively engaged in the initial assessment process and are they aware of their learning and support needs?
- Can I see how the outcomes of initial assessment are captured in learners' Passports and how this has been used to identify their key objectives?

10 tips for effective practice in Initial Assessment

- 1 Ensure that there is a clearly defined process in place within your organisation for carrying out initial assessment which all staff work to
- 2 Plan an initial assessment programme for each learner and share it with the learner
- 3 Gather as much information as you can from referral agencies to assist your planning
- 4 Use a range of different methods to build a comprehensive picture of each learner
- 5 Aim to identify the learner's preferred progression aim during the initial assessment phase
- 6 Ensure that initial assessment is done with the learner and not to them
- 7 Don't adopt a negative approach - always aim to identify both learners' strengths as well as areas for development
- 8 Give the learner feedback during the initial assessment phase and the results of any formal assessments which you ask them to participate in
- 9 Record the outcomes of the initial assessment process within the learner's Passport on the Initial Assessment Summary document and ensure that it clearly defines their starting point
- 10 Use the outcomes of initial assessment to inform the setting of the learner's key objectives and the planning of their E2E programme

Strengths identified in inspection reports

- Thorough initial assessment
- Comprehensive initial assessment process
- Effective initial assessment of literacy and numeracy skills

Weaknesses identified in inspection reports

- Inadequate or unsatisfactory initial assessment
- Insufficient or poor use of initial assessment
- Insufficient identification of learning difficulties and disabilities
- The range of initial assessment activities do not meet the needs of learners

Planning Individual E2E Programmes

When planning E2E programmes for individual learners careful consideration needs to be given.

Consideration should be given to:

- What the learner is aiming to do at the end of E2E i.e. their progression aim;
- The outcomes of the initial assessment phase including the barriers which might prevent them from achieving their progression aim;
- The range of learning and support opportunities available within the provider's E2E curriculum to help them achieve their progression aim.

To support the achievement of their progression aim, each learner will have a defined set of individual objectives. These should provide the focus for their programme, and learners should be encouraged take ownership of them. Objectives are typically expressed around what learners need to learn or develop, improve, change, achieve or gain. Objectives will typically fall into three areas: personal and social objectives; learning objectives; and career or work related objectives. The unique mix of objectives for each learner will be dependant upon their progression aim and needs.

Objectives for learners should be simply expressed e.g. to learn how to control my temper or to develop my literacy skills from entry level 2 to entry level 3. Some objectives are likely to prove more easy to quantify and measure than others. Setting a series of smaller, 'bite-size' targets which support the achievement of objectives will help with those that are not so easy to quantify. The collective achievement of a set of targets should allow an objective to be met. Targets are typically outcome focussed and expressed in terms of what learners need to show or demonstrate. These will usually be set and reviewed with learners during their progress review.

Example from Skillmap, 2005

Objective: to improve my time management skills

Target 1 To show that I can tell the time using a 12 hour clock

Target 2 To show that I can use a bus timetable to plan a journey

Target 3 To show that I can get back from lunch on time

Target 4 To show that I can arrive for training each day on time

To support the achievement of learners' objectives and targets, providers will select with the learner an appropriate range of learning modules or options from the E2E curriculum offer to enable them to do this. Some of these may be formally accredited and other may have non-accredited learning outcomes. These along with the learner's key objectives will be recorded in their E2E Programme document within the Passport. An estimate needs to be made of how long a learner's programme is likely to last and it is important that the learner is given some expectation of this. E2E programmes do not have a standard length of time as such, as this will be dependant upon the learner's starting point and what they need to achieve during their E2E programme in order to progress positively at the end of E2E. Some learners are likely to require relatively short periods whilst others will require much longer.

One of the main ways in which both the LSC and the ALI measure learner achievement during E2E is in terms of the extent to which the learner has met their key objectives. This is recorded on the Individual Learner Record (ILR) when the learner leaves, using the A35 code (full, partial or no achievement). During the course of the programme the learner's E2E Programme document should be continually updated and the learner should know at any point which objectives they have achieved to date and which remain outstanding.

What an Inspector might look for or ask...

- Do learners have a progression aim which they are working towards?
- Are there appropriate key objectives and targets for learners to support their progression aim?
- Are learners clear about what their key objectives are and what they need to do to achieve them?
- Are learning and support modules appropriately selected from the E2E curriculum to support the achievement of objectives?
- Are appropriate accredited and non-accredited learning opportunities identified?
- Is the planned length of time for the learner's programme appropriate to their needs?
- Are learners aware of the stage which they have reached within their E2E programme?

10 tips for effective practice in Planning Individual E2E Programmes

- 1 Ensure that each learner has a clear progression aim
- 2 Use the outcomes of the initial assessment process to support the setting of learners' key objectives
- 3 Identify 4-6 key objectives for each learner which will support the achievement of their progression aim
- 4 Ensure that learners are aware of their key objectives and take ownership of them
- 5 Focus learners' objectives around what they need to learn, develop, change, improve or achieve
- 6 Identify a series of targets which directly support the achievement of each objective
- 7 Make targets outcome focussed identifying clearly what you want the learner to be able to demonstrate or show
- 8 Select appropriate learning modules or opportunities from your E2E curriculum offer to support the learner in achieving their objectives and to address any identified learning difficulties or disabilities
- 9 Take account of learners' starting points and needs when planning the length of their E2E programme
- 10 Ensure that learners are continually aware of the progress which they are making with achieving their objectives

Strengths identified in inspection reports

- Well designed programmes to meet learners' needs

Weaknesses identified in inspection reports

- Inadequate planning to meet learners' literacy, numeracy and language needs
- Ineffective response to initial and diagnostic assessment of basic skills
- Insufficient consideration of individual needs and key objectives
- Insufficient focus on progression
- Insufficient recording of learners' goals
- Poor use of Passport

The E2E Curriculum

The E2E curriculum encompasses three core strands: basic and key skills; personal and social development; and vocational development.

Each learner undertaking an E2E programme should receive support in all of these areas, the unique mix of which will be dependant upon their specific needs and what they aim to do at the end of E2E. The process of developing an appropriate E2E curriculum offer is dependant upon identifying learners' frequently occurring learning and support needs. Without this the curriculum offer may run the risk of being based on what staff can offer i.e. staff focussed, as opposed to learner focussed.

A clear E2E curriculum offer describing the range of learning and support modules, available across the three strands of E2E, fulfils several purposes:

- It helps learners and their parents understand the range of training and support available;
- It provides a basis for building individual programmes to enable learners to meet their key objectives and progress from E2E;
- It provides structure and guidance for trainers in delivering training.

Whilst some E2E learning modules may be dedicated to one of the three core areas, many will integrate two or all three of the key strands. This might be through embedding basic skills learning within vocational or personal and social skills modules for example. Similarly personal and social skills may be developed through a vocational module such as a work placement, where learners can practice these with adults outside the training centre. Each learning module should have a scheme of work in place which describes:

- The key learning outcomes i.e. what should the learner be able to do after completing the module;
- The learning objectives i.e. the skills and knowledge which will be gained;
- The content of the module i.e. what topics will be covered during the module;
- Arrangements for the delivery of the module including how it will be delivered and in what environments e.g. in the workplace, community or classroom;
- The length of the time the module will take to deliver – many providers have found it beneficial to offer 'bite-size' E2E modules which enable learners to feel that they are making progress quickly;
- How the module will be assessed;
- Accreditation opportunities.

Each scheme of work should be supported by a series of session plans which clearly link together and allow learning to be progressive. These will provide a detailed breakdown of learning activities, teaching methods, learning resources, anticipated timings and approaches to assessing and supporting learning.

A menu of learning modules provides the opportunity for learners to mix and match modules to support the achievement of their key objectives. This should be summarised so that it can be used with learners when planning their E2E programmes.

Developing the curriculum in the vocational and basic and key skills strands will be supported by the use of national standards and the Adult Numeracy and Literacy Core Curriculum. In the area of personal and social skills managers may wish to develop a more structured approach to developing learners' skills by defining a number of specific personal and social skills using frameworks such as the wider key skills or Skillmap.

Appropriate resources should be available to support curriculum development. Curriculum resources developed by agencies such as the DfES Standards Unit and Adult Basic Skills Strategy Unit should be utilised where appropriate to strengthen the curriculum offer. The availability of work tasters and placements will also be a necessary resource requirement.

Managers will wish to ensure that appropriate skills are in place, or in development, within staff teams to deliver all three curriculum strands. Trainers should hold or be working towards recognised teaching qualifications. Less experienced trainers should be supported by more experienced staff acting as mentors or coaches. Sufficient staff resource should be allocated to researching, identifying and supporting work placement providers.

What an Inspector might look for or ask...

- Are each of the three strands of E2E sufficiently developed to meet learners' needs?
- How are the three strands of E2E integrated and linked together?
- Is there sufficient staff with appropriate skills to deliver the three strands of E2E?
- Is there a range of dedicated and integrated learning and support modules available to meet the needs of learners?
- Are schemes of work and session plans available?

10 tips for effective practice in the E2E Curriculum

- 1 Identify frequently occurring training need through discussions with staff, local employers and learners
- 2 Develop your curriculum offer around the identified training needs of learners
- 3 Ensure that your curriculum covers the three core strands of E2E
- 4 Produce a menu of the learning modules on offer and use this with learners when planning their E2E programme
- 5 Integrate aspects of the three curriculum strands within learning modules where appropriate
- 6 Link learning across individual sessions by using schemes of work
- 7 Adopt a standard approach to producing session plans across the E2E staff team
- 8 Support the development of the curriculum by using nationally developed resources
- 9 Identify the specific personal and social skills which you are seeking to support young people in developing
- 10 Ensure sufficient staff have the necessary expertise in deliver all aspects of the E2E curriculum

Strengths identified in inspection reports

- Good range of vocational skills development
- Strong community focussed activities
- Good development of personal and social skills

Weaknesses identified in inspection reports

- Insufficient integration /co-ordination of the three strands
- Insufficient opportunities for work placements/tasters
- Insufficiently developed vocational strand
- Inadequate/insufficient learning support for literacy/numeracy
- Incomplete arrangements for development of basic skills
- Narrow range of programme options
- Failure to provide full programme
- Weak curriculum planning

Teaching and Learning

There are a wide range of characteristics which contribute to a good learning experience for E2E learners.

Observation of E2E teaching and learning sessions forms a fundamental part of the inspection process. The single most important question in the mind of the Inspector is: Is learning taking place? Described in this section are some of the characteristics which can contribute to good learning experiences for E2E learners.

For learners to get the best out of any learning session or activity it is important that they are carefully planned. Trainers should consider what they want learners to learn in terms of acquiring knowledge or developing skills i.e. the learning objectives, and what they want learners to be able to do as a result of participating in the session or activity i.e. the learning outcomes. Learning objectives and outcomes should be shared with learners at the start of any session so that they are clear about what they are seeking to do and the relevance of subsequent activities. They should be reviewed at the end of a session to determine whether they have been met. The session should also be set in context of what has gone before. Trainers will find it useful to remind learners of what was covered previously and to test their recall and understanding at the start of the session.

When planning group sessions it is important for trainers to take account of the needs and abilities of individual learners and how these should be responded to. This information will have been gathered as part of the initial assessment phase and should be made available to the trainer. Differentiated learning activities will be required for those who are likely to progress more quickly or slowly than the bulk of the group. Allowing learners to work at their own level and pace are important factors in keeping them motivated and interested. Learners who become bored in sessions are more likely to become disruptive than those who are kept challenged and interested. Some learners may require additional learning support staff to be assigned to them during a session to ensure that they can get the most from it. The nature of E2E learners means that there should be high levels of support for all learners within sessions, and the ratio of trainers to learners is usually no more than 1:8 in group situations.

E2E trainers should use a variety of appropriate teaching and learning strategies to successfully engage learners in sessions and keep them interested. This will include varying the activities within a session as well as taking account of learners' preferred learning styles. This might include the use of group discussions, case studies, individual projects, group problem solving activities, role-plays, interactive exercises, computer-based learning, video/DVD presentations and one-to-one coaching. Establishing learners' interests may help identify particular themes which can be used to support or provide a vehicle for learning. Many E2E learners often benefit from 'hands on' practical type activities and less from sitting in classrooms for long periods of time. For many the workplace will offer a new and motivating learning environment and will provide an opportunity for some to move away from associations between classrooms and a lack of success.

During sessions trainers will want to check learners understanding and offer feedback, praise and encouragement. Trainers who do this and demonstrate pleasure when groups and individual learners succeed, are likely to have more motivated learners than those who do not.

The availability of appropriate and sufficient resources will help ensure that trainers have materials which they can use to develop high quality sessions for learners, and maintain learners' interest levels during sessions. The environment in which learning is taking place should promote learning and not distract the learner. The environment should be clean, safe, warm and comfortable. Well-presented displays of learners work and copies of certificates and awards can contribute to a positive attitude in training rooms.

Learners should maintain records of the learning activities they have participated in both on- and off-the-job, and their views of this. The E2E Activity Plan provides a vehicle for this and can be used to support the learner during the review process. Feedback given by learners will also help trainers determine what changes they need to make to future activities or sessions. Learners should be allocated space for storing their work which is easily accessible.

What an Inspector might look for or ask...

- How are schemes of work and session plans used?
- Are a variety of approaches used in teaching and learning activities?
- How is training differentiated?
- Do learners actively take part in sessions and activities, know what they are doing and understand what they have learned?
- Are appropriate learning resources used and are they sufficient?

10 tips for effective practice in Teaching and Learning

- 1 Plan all training sessions in advance
- 2 Develop minimum expectations for planning, delivering and evaluating training sessions
- 3 Establish files for learning modules which contain schemes of work, session plans and signposts to resources
- 4 Check session plans to ensure a variety of teaching and learning approaches are being used
- 5 Ensure learners understand the objectives and outcomes for every learning session
- 6 Compliment learners for participation in activities and demonstrating learning skills during activities
- 7 Encourage staff to reflect on what worked well within sessions
- 8 Support learners in reflecting on what they have learned and encourage them to record this in their Activity Plans
- 9 Provide comfortable and safe environments which will enable learning to take place
- 10 Provide employers with information on the skills the learner is seeking to practice in the workplace

Strengths identified in inspection reports

- Effective engagement of learners
- Good coaching
- Good learning materials
- Good use of ICT to support learning
- Good teaching and learning
- Wide range of learning activities
- Good innovative learning projects
- Well implemented principles of equality and diversity in teaching and learning
- Good use of practical activities to develop personal and social skills

Weaknesses identified in inspection reports

- Unsatisfactory teaching
- Inappropriate or narrow range of teaching methods
- Narrow range of teaching styles in taught sessions
- Over-reliance on workbooks and classroom activities
- Insufficient challenge in many teaching sessions

Accredited Learning

Within E2E learners will have the opportunity to experience both accredited and non-accredited learning opportunities.

Accredited learning is that which leads to externally awarded qualifications, certificates and awards. Within E2E this might include formal qualifications e.g. NVQs, Basic or Key Skills qualifications or informal awards e.g. Duke of Edinburgh Award or Getting Connected.

E2E is not a qualifications driven programme as such and for some learners working towards externally accredited qualifications might not be appropriate. Similarly not all learning provision in E2E will necessarily lead to learners gaining external qualifications and awards, but will be necessary for learners to support them in the achievement of their key objectives, which represents the main learning aim for an E2E learner. This might include the development of personal and social skills or specific vocational skills and knowledge. Many E2E providers choose to internally certificate these.

Formal and informal provision which does not lead directly to any form of external accreditation is described as non-accredited learning. In September 2005 the LSC introduced Recognising and Recording Progress and Achievement in Non-Accredited Learning (RARPA) into E2E as part of New Measures for Success as a way of celebrating and recognising all learners' achievements. RARPA is based on a five-stage process that provides a mechanism for acknowledging and capturing learners' achievements. The RARPA process has many similarities with the E2E exemplar learning cycle and can be recorded through using the E2E Passport. From April 2006 ALI will include RARPA as part of its inspection requirements for E2E providers.

Recognising both accredited and non-accredited learning outcomes fulfils two main purposes. Firstly it enables young people to demonstrate to employers the skills and knowledge which they have gained through E2E. Secondly, it acts as a powerful motivator to many learners whose previous learning experiences have not been recognised.

E2E providers are given flexibility in the range of external qualifications, awards and certificates which they offer learners. This is based on what they feel will help motivate and assist learners in progressing towards their chosen progression route. Learners value opportunities to gain accreditation early in the programme through:

- Accrediting the initial assessment phase of E2E;
- Giving learners the opportunity to accredit their basic skills at their current level;
- Offering short-courses in vocationally related areas.

Learners should be given the opportunity to develop and gain accreditation for the next level of their basic skills. Online assessment of basic skills provides learners with faster feedback on their success in gaining accreditation. Learners seeking to move onto apprenticeship programmes should be given the opportunity to gain units or qualifications that will contribute to their apprenticeship framework. Natural opportunities to accredit learning through awards such as the wider key skill of Improving own Learning build on planning and review processes which are an essential part of every learner's E2E programme. Trainers should ensure learners receive support to help them keep well organised portfolios of their learning activities as a way of building evidence towards awards.

Accreditation options should be discussed with learners early in their programme. Consideration will need to be given to the length of time a learner is likely to spend on E2E before identifying these. Decisions about which awards are to be prioritised should be recorded in the E2E Programme document within the Passport. Awards that are essential if a learner is to progress into a particular destination can be recorded as key objectives. Other awards should be recorded in the space marked Qualifications, awards and certificates to be achieved during E2E. This document should be updated as learners gain accreditation. Awards which are part of the National Qualifications Framework should also be identified as subsidiary aims on the Individualised Learner Records (ILR).

What an Inspector might look for or ask...

- Is there an appropriate range of qualifications or awards available for learners?
- Are learners given the opportunity to undertake awards and qualifications?
- Are learners' literacy and numeracy skills accredited?
- Do learners gain qualifications and awards?
- How is non-accredited learning recognised and recorded?

10 tips for effective practice in Accredited Learning

- 1 Involve learners in identifying the awards that will form part of their E2E programme
- 2 Produce a list of qualification and award options for discussion at the end of the initial assessment phase
- 3 Ensure learners will have the time and support required to complete a qualification or award before agreeing it will form part of their programme
- 4 Help learners gain their first external award during the initial assessment phase of the programme
- 5 Aim to establish a pattern of success in literacy, language and numeracy learning by accrediting current basic skills levels and aim to improve this by at least one level during E2E.
- 6 Use online assessment to provide learners with rapid feedback on their success
- 7 Seek to accredit the development of wider key skills
- 8 Encourage learners to gain accreditation that will count towards a relevant apprenticeship framework
- 9 Use the National Framework of Awards in Non-Formal Educational Settings to identify accreditation opportunities
- 10 Collect and analyse data on completion of awards and compare this with learners' progression routes to determine which qualifications are most useful to learners

Strengths identified in inspection reports

- Excellent qualification achievement rates on E2E
- Good participation in a range of qualifications
- Good opportunities to gain external qualifications
- Good achievement of additional qualifications
- Good recognition of learner's attainment

Weaknesses identified in inspection reports

- Insufficient use of accredited learning
- No accreditation of literacy, numeracy or key skills
- No recognition of learners non-accredited achievements
- Insufficient recording of learners' achievements
- Low achievement of qualifications

Learner Progress Reviews

The purpose of carrying out learner reviews within E2E is to monitor and measure the progress a learner is making during their E2E programme.

The nature of E2E learners means that they will need to have their progress formally reviewed on a frequent basis. The actual interval between reviews will be dependant upon the needs of the individual learner, although every learner will be entitled to be reviewed at least once every four weeks.

Many staff, external agency professionals and employers are likely to contribute to the implementation of a learner's E2E programme. Whilst a learner's review will need to look at their E2E learning programme in a holistic way it may not be practical to bring all these people together with the learner. Their views will need to be sought however prior to the review, to ensure all parts of their programme can be reviewed and future learning planned.

Effective practice in carrying out reviews can do many things. Careful preparation in advance of the review by the E2E tutor/trainer will help ensure that the review is a high quality experience for the learner. This will include gathering all relevant information about the learner's progress, ensuring that a private area is available for the discussion and all relevant parties are informed of the date and time of the review.

During the review and prior to it, it will be important to establish a good relationship with the learner. Asking open-ended questions will help to get the learner talking and involved in the review. To help recognise their learning and progress, learners should be encouraged to self-reflect during the review. Targets should be discussed and agreed with learners which directly support the achievement of their key objectives. They should be:

- Specific – the learner is clear about what the target is;
- Measurable – the learner knows when they have achieved them;
- Agreed – the learner agrees to them and takes ownership for them;
- Realistic – the learner will have the opportunity to engage in learning experiences which will allow them to meet the target and these should be discussed with the learner;
- Timebound – the learner knows when they have to achieve the target by.

Progress against targets and overall objectives should be discussed and celebrated. Where the learner fails to achieve a target it may need to be revised and further learning and support provided so that they can achieve them.

Reviews provide an opportunity to check a learner's understanding of health and safety and equal opportunity issues. It is important that these are contextualised in relation to the learner's E2E programme and their experiences, and do not appear as an afterthought at the end of the review.

The outcomes of the review should be carefully recorded within the Passport. Learners should receive their own copy of the review record to remind them of the progress which they have made and their new targets. Over a period of time successive review records should show a story of progressive learning.

What an Inspector might look for or ask...

- Is learners' progress reviewed frequently in accordance with their needs?
- Are learners involved in identifying potential review targets and are they clear about what they need to do to achieve their targets?
- Do review targets provide stepping stones to the achievement of learners' key objectives?
- Is motivational dialogue used during reviews?
- Are learners provided with feedback which helps them to understand what they need to do next to make further progress?
- Are learners clear about the progress which they have made and is this celebrated?
- Do all those involved in implementing the young person's programme contribute to the review process?
- Are additional learning and support needs identified in reviews updated in the Passport and addressed?

10 tips for effective practice in Learner Progress Reviews

- 1 Ensure that you have a clear process in place within your organisation for carrying out progress reviews with learners which all staff work to
- 2 Set the interval between reviews in accordance with learners' needs
- 3 Encourage learners to self-reflect prior to and during the review, on the progress which they have made since their last review
- 4 Give feedback on what progress has been made since the last review and celebrate success
- 5 Agree SMART targets with learners and how they can be achieved during the period to the next review
- 6 Ensure that all staff who are involved in implementing a learner's programme contribute to the review process and are clear in what they need to do to help the learner achieve their targets
- 7 When determining targets ensure that they link clearly with the learner's key objectives
- 8 During the review remind the learner of their overall progress to-date against their key objectives and what else they need to do to complete their programme
- 9 Record the outcomes of the review clearly in the learner's Passport and provide them with a copy so they can see the progress which they have made and to remind them of their new targets
- 10 Aim to ensure that successive review records show a progressive learning journey

Strengths identified in inspection reports

- Good target setting and progress reviews
- Constructive reviews of learner's progress
- Excellent monitoring of progress
- Very good use of reviews and target setting to meet individuals' needs

Weaknesses identified in inspection reports

- Ineffective progress reviews
- Weak/inadequate target setting
- Targets are insufficiently precise
- Inadequate identification and monitoring of learners' progress
- Ineffective recording of progress

Progression and Aftercare

E2E providers have a responsibility to provide aftercare support to those learners who progress positively from E2E for a period of eight weeks after they have left.

It is important that this is carefully planned and not just left to chance. The purpose of this is to help ensure that learners can maintain their positive progression route and do not return to E2E.

Providers need to have a clear process in place for the planning and provision of aftercare support. This will involve determining:

- Which member(s) of staff will be responsible for planning the aftercare programme with a learner prior to them leaving;
- Which member(s) of staff will be responsible for providing the planned aftercare support;
- What methods will be used to provide aftercare support;
- How will learners' needs be taken account of when planning the aftercare;
- When will aftercare support be provided;
- Where will aftercare support be delivered;
- How will the aftercare support provided for learners be recorded;
- How will the effectiveness of aftercare support be evaluated.

Some providers choose to use the member of staff who has acted as the learner's key worker during E2E to provide aftercare support as they feel that this person knows the learner best. Other providers choose to dedicate a specific member of staff to this role who can support all leavers. Clearly both methods will have distinct advantages and disadvantages and providers will need to choose which method they feel is best to suit the needs of their learners.

There are a wide range of methods which can be used to provide aftercare support. These include: telephone calls, text messaging, email, face-to-face meetings, meetings with employers and providers, drop-in facility at the E2E Training Centre, open days with guest speakers, Centre visits, notes and cards. Typically providers will use a range of these different methods and will not rely on one method alone.

The amount of support planned will depend on the needs of the learner. Some providers risk-band learners according to how long they have been on their E2E programme and how many of their key objectives they have completed. For example, learners who progress positively from E2E after a short period of time on programme, but have achieved few or none of their key objectives, may require a higher level of support than learners who progress after completing all of them.

The proposed support should be planned and agreed with the learner prior to them leaving and recorded in their Moving On Plan. The learner should receive a copy of the plan so they know what to expect in terms of support once they have left. The support subsequently provided should be recorded on the plan as it is given. At the end of the eight-week period the provider should record on the plan whether the learner is still in the chosen progression route. This information should be subsequently analysed centrally to assess the effectiveness of the provider's aftercare support.

What an Inspector might look for or ask...

- Is aftercare at the end of the learner's E2E programme planned and does it help learners sustain their progression route?
- Does the provider have clear picture of the sustainability of progression routes?
- Are learners' needs prioritised in offering aftercare support?
- Are learners clear about the support which they will receive during the aftercare period, who will provide it and when?
- Do learners' Moving On Plans show both planned support arrangements and the nature of actual support provided?
- How effective is the support offered to learners during the first eight weeks in their progression route?

10 tips for effective practice in Progression and Aftercare

- 1 Ensure that you have a clear process in place within your organisation for providing aftercare support to learners which all staff work to
- 2 Agree the roles and responsibilities of staff from external organisations who may also support the learner during the aftercare phase
- 3 Consider the benefits of introducing a risk-band system for those learners whom you feel may be vulnerable during the transition period
- 4 Identify a range of suitable methods which can be used to provide aftercare support for learners
- 5 Agree with each learner the types of support which they feel will most effectively meet their needs once they have left their E2E programme
- 6 Ensure that each learner receives a copy of their Moving On Plan when they leave to remind them of the support which they will receive and how they can contact your organisation
- 7 Ensure that learners receive the aftercare support which your organisation planned with them
- 8 Monitor the take up of aftercare support and how effective it is in helping the learner maintain a positive progression at the eight week stage
- 9 With the learner's permission transfer a copy of their E2E Passport to their new learning provider where appropriate after they have left
- 10 Reiterate and celebrate the progress which the learner has made during their E2E programme when they leave

Strengths identified in inspection reports

- Good progression

Weaknesses identified in inspection reports

- No systematic provision of aftercare
- Insufficient aftercare system
- Low progression rates

Managing E2E Programmes

How effectively a provider manages its E2E programme will be critical in determining its overall success.

E2E Managers might find it useful to consider the following:

Leadership and Management

- Is there a clear plan in place for the future development of the E2E programme?
- Is there a clear link between the E2E plan and other strategic and business plans within the organisation?
- Are targets set for the E2E programme as a whole and for individual staff and learners, and is performance monitored against these?
- Is management information collected for the E2E programme, then analysed and used to monitor performance and assist decision making?
- Are E2E staff clear about their roles and responsibilities and how they link with those of their colleagues?
- Are there regular opportunities for E2E staff to discuss issues and share ideas and good practice?
- Are arrangements in place for working with partnership organisations including referral agencies, employers and subcontractors and defined in service level agreements?
- Are E2E staff appropriately qualified and experienced?
- Are arrangements in place for the ongoing development of staff?
- Is accommodation well maintained and conducive to learning?
- Are there sufficient and adequate resources and equipment available for E2E learners?
- What arrangements are in place for the planning and co-ordination of the E2E curriculum?

Equality of Opportunity

- Does the organisation have an equal opportunities policy and how is it implemented within the E2E programme?
- To what extent does the profile of E2E learners reflect the local community, and what attempts are made to attract under-represented groups?
- How is the awareness of E2E learners and staff raised in relation to equality of opportunity issues?
- How is equality of opportunity monitored within the E2E programme?

Quality Improvement

- Are there clearly defined ways of carrying out key learner processes for each stage of the E2E learning cycle, which all staff work to and ensure a high quality experience for all learners?
- Are internal audit systems in place for quality assuring documentation including learners' E2E Passports?
- Is regular self-assessment undertaken of the E2E programme and are actions identified for improvement?
- Is feedback gathered from E2E learners and those involved in the delivery of the programme, including employers and subcontractors, then analysed and used to identify areas for improvement?
- Are systems in place for verifying accredited and non-accredited achievements within E2E?
- Are all key E2E learner processes observed at regular intervals and are the outcomes used to make improvements?
- Does the E2E provider benchmark their performance with other E2E providers as a way of identifying areas for improvement?
- Is E2E achievement and progression performance analysed over time to detect trends and improvements?

What an Inspector might look for or ask...

- How is the E2E programme led and managed and who is responsible for this?
- How is the E2E curriculum planned and managed?
- Can I see examples of E2E development and improvement plans?
- What qualifications and experience do E2E staff have which is relevant to their role?
- Can I see examples of written agreements with partners involved in delivering E2E?
- How is equality of opportunity promoted and monitored within E2E?
- What arrangements exist for improving the quality of the E2E programme and how are they implemented?
- How is learner feedback evaluated and used to improve the quality of the programme?

10 tips for effective practice in Managing E2E Programmes

- 1 Ensure that there is a clear plan in place for the ongoing development and continuous improvement of the E2E programme
- 2 Set targets for the E2E programme overall and for individual staff and learners
- 3 Use management information to monitor targets and assist decision making
- 4 Ensure E2E staff have clear job descriptions which define their roles and responsibilities
- 5 Implement a development programme for E2E staff
- 6 Review the E2E curriculum on a regular basis to ensure that it meets the needs of E2E learners
- 7 Prepare a simple plan showing how equality of opportunity will be promoted within the E2E programme
- 8 Monitor how effectively equality of opportunity is promoted within the E2E programme
- 9 Prepare a simple quality improvement policy which sets out the arrangements for quality assuring the E2E programme
- 10 Ensure that quality improvement arrangements are clearly defined and implemented

Strengths identified in inspection reports

- Good accommodation and resources
- Good retention and achievement
- Good teamwork
- Good relationship with employers
- Good partnership arrangements
- Well qualified staff
- Good use of feedback
- Good development and management of the E2E programme

Weaknesses identified in inspection reports

- Unsatisfactory programme management
- Inadequate use of data to monitor programme performance
- Poor accommodation
- Slow development of the programme
- Incomplete monitoring of subcontractor
- Insufficient/inadequate resources
- Inadequate planning and co-ordination of learning

Useful Publications and Websites

Useful Publications

- **The E2E Passport**
LSC, 2004
- **Good practice: Leadership and management in work-based learning**
LSC, 2002
- **Developing excellence in E2E: Improving positive progression within E2E**
Lynne Clough and Richard Sharples, LSC, 2005
- **Developing excellence in E2E: Agreeing objectives and targets within E2E**
Lynne Clough and Richard Sharples, LSC, 2005
- **Developing excellence in E2E: Improving initial assessment within E2E**
Lynne Clough and Richard Sharples, LSC, 2005
- **Developing excellence in E2E: Collecting, analysing and using data within E2E**
Lynne Clough and Richard Sharples, LSC, 2005
- **Recognising and Recording Progress and Achievement in Non-accredited Learning**
LSC, 2005
- **National Framework of Awards in Non-Formal Educational Settings**
National Youth Agency, 2005
- **Curriculum planning toolkit for E2E providers**
Richard Sharples and Lynne Clough, LSDA, 2005
- **Skillmap**
Skillcom, 2005
- **Requirements for Funding Work Based Learning for Young People 2005/06**
LSC, 2005

Useful Websites

- **www.lsc.gov.uk**
Information on the E2E Prospectus, E2E Passport and RARPA process
- **www.ali.gov.uk**
Examples of good practice in E2E identified through inspection
- **www.skillcom.co.uk**
E2E publications and resources including Developing Excellence in E2E series of publications
- **www.skillmap.info**
Information on improving assessment and target setting in personal and social skills learning
- **www.educationrelations.co.uk**
E2E development resources



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