

**E2E**

**Passport Exemplar**

**Documents**

**skillcom**

## INITIAL ASSESSMENT SUMMARY

<b>Name</b>	Max Wilson	<b>Referral Source</b>	Connexions
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**Please include in the sections below the results of any assessments undertaken. The information detailed on this form should build on the information provided on the Personal Adviser Referral Form.**

<b>Area</b>	<b>Action and support required</b>
<p><b>Achievements, qualifications and prior experience/learning</b></p> <p>Max sat 5 GCSEs in the Summer of 2003 – His school has confirmed his grades as Maths (F), English (F), Physical Education (D), Information and Communications Technology (D), Design Technology (E). The school felt that he could have done better if he had not had so much time absent from school. Max is keen to improve on his qualifications and thinks he will struggle to get a job without better qualifications.</p> <p>Max achieved a certificate whilst in Year 9 for being a runner-up in a local schools 5-aside football competition. When he was at primary school Max proved himself a competent swimmer, attending weekly classes and gaining a series of badges and certificates for swimming a range of distances and a survival skills award.</p> <p>Max has gained his Bronze Youth Achievement Award during the first four weeks and is really pleased.</p>	<ul style="list-style-type: none"> <li>• Max needs to gain some qualifications and awards which will give him a sense of achievement. Possibilities include the Community Sports Leader Award and CLAIT.</li> </ul>
<p><b>Learning Experience</b></p> <p>Max attended Bridgetown High School. He enjoyed school up until year 9. In year 10 he got into a fight with another boy who had taunted him about needing extra help with his Maths and English. As a result both boys were suspended for two weeks. After this, Max said that he completely lost interest in school as he felt that the teachers saw him as a troublemaker. He also felt that he did not get enough support from his teachers with his Maths and English and this affected his other subjects. He often missed at least one day per week of school during his last year.</p> <p>Max's favourite subject at school was ICT. He particularly liked the teacher in this area and the fact that you worked at your own pace.</p>	<ul style="list-style-type: none"> <li>• Max needs to feel that he is really being supported by his tutors particularly in relation to basic skills</li> <li>• Max's attendance and timekeeping will need to be closely monitored during training</li> </ul>
<p><b>Language, Literacy, Numeracy, ESOL and Key Skills</b></p> <p>Max has completed the Skills for Life assessment activities for both literacy and numeracy. His diagnostic assessment results are attached and the literacy and numeracy plan identifies what he specifically needs to address. His results were:</p> <p><i>Numeracy</i>            Numbers: Comfortable at E2, could work at E3            Fractions: Comfortable at E2, could work at E3            Measures, shapes and space: Is nearly comfortable in all aspects at E2            Data: Is not comfortable in all aspects at E2</p> <p><i>Literacy</i>            Speaking and listening: Comfortable at E2, could work at level E3            Reading: Comfortable in some aspects of E2, needs to develop skills in some areas            Writing: Comfortable in some aspects of E2, needs to develop skills in some areas</p> <p>Max is really keen to develop his skills in this area as he thinks it will really hold him back in his life if he does not.</p>	<ul style="list-style-type: none"> <li>• Max to work towards adult literacy and numeracy awards at entry level 3. This will help him to progress to an Apprenticeship.</li> <li>• Key areas to be addressed in numeracy include:               <ul style="list-style-type: none"> <li>- Reading and understanding measures of length, weight, capacity and temperature and reading scales</li> <li>- Data – representing information</li> </ul> </li> <li>• Key areas to be addressed in literacy include:               <ul style="list-style-type: none"> <li>- Reading comprehension, spelling, grammar</li> </ul> </li> </ul>

	<p>and punctuation,</p> <ul style="list-style-type: none"> <li>All tutors to be aware of detailed literacy and numeracy plan for Max.</li> </ul>
<p><b>Career preferences and suitability</b></p> <p>When starting E2E Max was very undecided about what he wanted to do for a job. He had had helped out on occasions in a restaurant in town where his brother worked, washing up, but had no desires to work full-time in such an environment. Max undertook several activities during initial assessment to try and help him identify some possible career choices. The results of the Kudos assessment, undertaken by Connexions, were followed on by his own research to identify what qualifications and skills are required for specific jobs and what employers are available locally who might offer such jobs. Working with his tutor these were narrowed down into working in a sports centre or working with an IT company possibly involving web design.</p> <p>During the past four weeks Max has undertaken two, 2-day work tasters, one at a local Sports Centre and one with a computer software company. Max particularly enjoyed his experience at the local Sports Centre and now wants to gain more experience in this area.</p>	<ul style="list-style-type: none"> <li>Max to start placement at Hightown Sports Centre, starting two days per week.</li> </ul>
<p><b>Interests and hobbies</b></p> <p>Max likes watching and playing football although he does not think that he is particularly good. His Uncle coaches an under 9s 5-a-side team and Max likes helping out when he can. He particularly likes the respect which the children give him. Max is a big fan of Liverpool City Football Club and his hero is Steve Gerrard</p> <p>Max has a Computer and enjoys working on this. He enjoys playing games and surfing on the internet.</p>	<ul style="list-style-type: none"> <li>Tutors need be aware of Max's interest in football and IT when planning learning sessions with him. Max chose football for his individual project during initial assessment and enjoyed the literacy and numeracy work set in this context.</li> </ul>
<p><b>Learning difficulties or other support needs</b></p> <p>Max has completed the Dyslexia screening assessment which did not identify any dyslexia tendencies.</p>	<ul style="list-style-type: none"> <li>No issues identified</li> </ul>
<p><b>Learning style</b></p> <p>Max has completed the learning styles assessment and his preferred learning style emerges as a pragmatist. This has been borne out during initial assessment where he has shown his preference for practical activities and learning by doing.</p> <p>Max has enjoyed working on the computer and prefers to use the computer for writing.</p>	<ul style="list-style-type: none"> <li>Tutors need to ensure that practical learning activities are built into sessions with Max and that he has easy access to a computer.</li> </ul>
<p><b>Personal and social skills</b></p> <p>Max's personal and social skills have been assessed in the 10 key areas through both observation and self-assessment. He appeared quite shy to start with but during his first six few weeks he has become more confident in talking to both his peers and staff. Max's general behaviour has been good and he has shown respect to his tutors. He has get on well with the other learners and co-operated well in group situations but sometimes needs to listen more carefully when others are sharing ideas and opinions. Max has generally been very positive within training and has been happy to try out new things. Max can follow simple verbal instructions but struggles more with written instructions.</p> <p>Max's attendance has improved over the last two weeks although he is not always punctual. Max says that with his Mum working shifts, she is not always there to get</p>	<ul style="list-style-type: none"> <li>Max to be encouraged to listen to the views of others.</li> <li>Max needs to develop his time management skills, including improving his attendance and timekeeping.</li> <li>Max needs to improve his presentation skills.</li> </ul>

<p>him up in a morning. Due to where Max lives he also has to change bus in town which sometimes can also cause problems if he misses his first bus. Max did however maintain full attendance at his 2 work tasters and was only late on one occasion when he missed the bus.</p> <p>Max's personal presentation is variable and this needs to be addressed. Max does not feel that he is very good at managing his money and usually asks his brother to help him out.</p>	<ul style="list-style-type: none"> <li>• Max needs to improve his money management skills.</li> </ul>
<p><b>Health</b></p> <p>Max is not aware of any health issues which might effect his career choice. Max smokes cannabis at the weekends and sometimes also takes other substances. This has impacted upon his attendance and punctuality at the beginning of the week. Max has attended one meeting already with the drugs counsellor and fortnightly meetings are now planned. The health questionnaire has been completed with him and he is registered with a doctor in his village.</p>	<ul style="list-style-type: none"> <li>• Max to undertake the <i>Looking Good, Feeling Good</i> module</li> <li>• Max to attend sessions with Paul Jackson, the drugs counsellor</li> </ul>
<p><b>Personal circumstances</b></p> <p>Max lives with his Mum and elder brother, who he looks up to. Max has not seen his Dad for the last five years although he says that he would like to see him. Max cannot understand why his father does not get in touch and his mother will not talk about it. Max feels happy at home and has no desire to move out of the family home in the immediate future. He says that he would like to move out when he is 18, although he is not sure if he could manage financially. Max's mother appears supportive of him although Max says that he does not always see a great deal of her as she works shifts.</p> <p>Max has to leave home each day at 7.45am to get to the Centre for 9am. This involves him changing buses in town.</p>	<ul style="list-style-type: none"> <li>• Max to undertake the independent living module as part of his programme.</li> <li>• To be addressed with Max as part of time management. A work placement needs to be found in town to minimise potential transport issues for Max.</li> </ul>
<p><b>Other relevant information</b></p>	

<p><b>I confirm that I permit the information contained on this form to be shared with my Personal Adviser and the following organisations which may help me in fulfilling my future goals.</b></p>	
<p><b>Please highlight any information which the young person does not wish to be shared with other organisations specifically:</b></p>	
<p>Young person's signature: <i>Max Wilson</i></p>	
<p>Name and signature of provider's Key Worker:</p> <p><i>Kate Spencer</i></p>	<p>Date initial assessment programme completed:</p> <p>6 February 2004</p>

## E2E PROGRAMME

Young person's name	Max Wilson	Date of birth	14 October 1986
Address	52 Any Road Anyvillage Hightown	Emergency contact	Susan Wilson (Mother) 52 Any Road Anyvillage Hightown  01234-123456 (Home) 01234 – 654321 (Work)
Telephone Nos.	01234-123456	National Insurance No.	AA 654321 X
Email	<a href="mailto:max@anyservice.com">max@anyservice.com</a>	E2E start date	12 January 2004

<p>Key Worker contact details</p> <p>Name Kate Spencer Address Top Skills Training 5<sup>th</sup> Avenue Hightown</p> <p>Telephone No. 02468 - 654321</p>	<p>Personal Adviser contact details</p> <p>Name Richard Smith Address Hightown Connexions Service High Street Hightown</p> <p>Telephone No. 02468 - 987654</p>
<p>Employer contact details (Placement)</p> <p>Name Mark Jones Address Hightown Sports Centre West Avenue Hightown</p> <p>Telephone No. 02468 - 753210</p>	<p>Support agency contact details N/A</p> <p>Name Paul Jackson Address West Street Centre Hightown</p> <p>Telephone No. 02468-882851</p>

<p>Young person's career and progression aims</p> <p>Max would like to undertake work within a sports related area. He has not identified a specific job at this stage however. He wants to increase his qualifications and would like to progress onto an Apprenticeship at the end of E2E.</p>
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Young person's key objectives during E2E	Date achieved
Max to get a job by the time he completes his E2E programme	
Max to gain the Community Sports Leaders Award	
Max to develop both his literacy and numeracy skills to achieve entry level 3 in all areas	
Max to develop his time management skills by achieving 6 specified targets	
Max to improve his presentation skills by achieving 4 specified targets	

Expected length of time required to complete objectives	5 months
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Bonus payment details	1 <sup>st</sup> payment made at the end of week 4
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<b>Learning and Support modules</b>					
<b>1. Basic and Key Skills</b>					
Learning module	Start	Compl-eted	Learning module	Start	Compl-eted
Budgeting (Numbers E3)			Stories and Soaps (Reading E2)		
Bits and pieces (Fractions E3)			Crime & Punishment (Speak. & listen. E3)		
Shaping up (Measures, Shap. & Space E2)			Heroes (Writing E2)	9/2/04	
Sports results (Data E2)	9/2/04		ICT skills		
<b>2. Personal and Social Development</b>					
Learning module	Start	Compl-eted	Learning module	Start	Compl-eted
Independent living					
Looking good, feeling good	9/2/04				
Team Spirit	9/2/04				
<b>3. Vocational Development</b>					
Learning module	Start	Compl-eted	Learning module	Start	Compl-eted
Work placement programme	9/2/04				
Finding and keeping a job	9/2/04				
Health and Safety at Work	9/2/04	20/2/04			
Additional support activities to be provided by other organisations					
Non applicable					

Qualifications, awards and certificates to be achieved during E2E	Date achieved
ASDAN Youth Achievement Award (Bronze)	6/2/04
Literacy and Numeracy Awards (level 2 and 3)	
Health and Safety at Work certificate (Top Skills Training)	20/2/04

I confirm agreement of the objectives, programme and anticipated achievement outcomes identified above.	
Young person's signature <i>Max Wilson</i>	Date 6 February 2004
I confirm agreement to provide the necessary training and support to meet the objectives, programme and achievement outcomes identified above.	
Key Worker's signature <i>Kate Spencer</i>	Date 6 February 2004

I confirm suitability for E2E and agree with the objectives, programme and anticipated achievement outcomes identified above. YES/NO

My role in supporting this young person during their E2E programme will be to:  
Max can contact me by phone or text whenever he feels that he requires support. I will attend every other review which Max has with Kate i.e. at four weekly intervals.

Personal Adviser's signature    Richard Smith

Date 6 February 2004

## E2E REVIEW

REVIEW NO: 4

Name	Max Wilson
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Agreed targets for the period up to the next review and the support required to meet targets	Comments on progress against targets including views of the learner, Key Worker, Personal Adviser, Employer and others participating in the review
<p>Max to learn the name of each piece of equipment within the Fitness Room at the Sports Centre and to be able to identify which might best improve arm, leg and stomach muscles.</p> <p><i>Max will spend the next two weeks of his placement with Colin (the Fitness Room Supervisor) in the Fitness Room. Colin will show Max each of the pieces of equipment in turn</i></p>	<p>Max has done well with this. Not only has he learnt the name of each piece of equipment and what it aims to do, he also knows how to operate each of the pieces of equipment. Colin is pleased with his progress and has helped Max draw up a fitness schedule. Max has been given permission to use the equipment at the end of the day.</p> <p>Target fully completed 44444 Excellent Max!</p>
<p>Max to demonstrate that he can wear the right clothes in the workplace.</p> <p><i>Katie (Key Worker) will remind Max of what he had written on his 'Looking Good at Work' checklist. Max should wear the shirts and shorts, which the Sports Centre, have given him when he is there.</i></p>	<p>Max has worn the kit which the Sports Centre has provided. Mark was concerned however on Wednesday when Max arrived for work in a dirty kit and had to provide him a further kit. Max said that he had accidentally spilt a drink that morning and did not have time to change. Max will now keep his spare kit at the Sports Centre.</p> <p>Target completion 4</p>
<p>Max to show that he can get back after lunch each day on time when he is at the Sports Centre.</p> <p><i>Max says that he will aim to make himself a packed lunch so that he does not have to go out and buy his lunch in order to save him time. He will do this in the evening and put in the fridge to save himself time in the morning.</i></p>	<p>Max took a packed lunch for the first week but then last week he had to go out again and buy his lunch as he said his Mum had not got his lunch ready for him. This meant that on both days he was nearly 30 minutes late starting back after lunch. Mark has stressed the importance to Max of getting back on time as it affects the time which others can go for their lunch.</p> <p>Target completion: 44</p>
<p>Max to learn how to correctly wash and iron his work clothes.</p> <p><i>Julie will cover this in next weeks 'Looking Good, Feeling Good' session.</i></p>	<p>Max said that he really enjoyed this session but found it much harder than he thought. Julie thought that he had done really well. He had learnt how important it was to wash the white shirt separately from the dark shorts, and get the water at the right temperature to make sure they came clean. Max said that the activity had also helped him understand more about using a thermometer to measure temperature. Max was not quite so keen on the ironing and Julie had explained if he hung them up whilst still damp they might not always need to be ironed.</p> <p>Target completion 44</p>
<p>Max to learn how to do bar graphs.</p> <p><i>Dave (Basic Skills tutor) will cover this with Max as part of the 'Football Results' project.</i></p>	<p>Dave had supported Max in producing some bar graphs to show how many games each team in the Premier League had won this season and how many goals each Liverpool player had scored. Dave was pleased with Max's work and said that he only now needs to always remember to include labels to complete the target.</p> <p>Target completion 4444 Good work Max!</p>
<p>Max to show that he knows when to use capital letters in his writing.</p> <p><i>Dave (Basic Skills tutor) will check this with Max by getting him to do some writing on one of his sporting heroes.</i></p>	<p>Max had written a good piece of work about his hero, Steven Gerrard and only two capital letters had been missed. Dave said that Max was progressing extremely well in this area. Max agrees that he needs to be able to write a letter or email showing good use of capital letters. He has agreed to write an email to the Liverpool FC supporters website using capital letters correctly.</p> <p>Target completion 4444 Good work Max!</p>
<p>Date planned for progress to be reviewed 5<sup>th</sup> March 2004</p> <p>Names of personnel involved in agreeing targets Kate (Key Worker), Mark (Sports Centre Deputy Manager, Dave (Basic Skills Tutor), Julie (E2E Tutor)</p>	<p>Names of personnel involved in review of progress</p> <p>Kate (Key Worker), Mark (Sports Centre Deputy Manager, Dave (Basic Skills Tutor), Julie (E2E Tutor)</p>

Comments on progress in any other aspects of learning since the last review

Max has made progress in all target areas during the last two weeks. One target has been fully achieved and two others are very close to completion. During his work placement Max exceeded his target set for work in the Fitness Centre by learning how each piece of equipment works. Colin has also helped Max prepare his own fitness schedule and feels that if he could practice his skills in preparing simple plans he could help draw these up for new users to the Fitness Centre. Dave can support Max with this in Basic Skills sessions.

During 'Finding and Keeping a Job' Max has participated well and been involved in preparing a CV for himself.

Attending training at the Centre each day on time is still proving difficult for Max, but he has attended his work placement on time every day which is very pleasing.

Health and Safety awareness

Max has completed the sports and recreation checklist. He is aware of the correct lifting techniques and the importance of maintenance of the equipment on customer safety.

Equal Opportunities awareness

The Sports Centre has a very diverse workforce and customers and Max understands that everyone should be treated equally. If he sees anything that he is not comfortable with he should talk to Mark, the Sports Centre's Deputy Manager.

I agree to the targets set for me and will work to achieve them

Young person's signature *Max Wilson*

Date 20th February 2004

I agree with the comments made about my progress since my last review

Young person's signature *Max Wilson*

Date 5 March 2004

## ACTIVITY PLAN

PLAN NO 7

<b>Name</b>	<b>Max Wilson</b>	
Date of week commencing 23 February 2004	What am I going to do today to help me achieve the targets agreed at my last progress review?	Learner's Comments e.g. <i>What skills have I learnt and used?</i> <i>What have I enjoyed/not enjoyed?</i> <i>What have I done well in?</i> <i>What do I need help with?</i>
Monday	Learning how to do graphs with Dave - remember to bring Liverpool FC match results	I enjoyed this - showed Liverpool FC are the best!
Tuesday	Dave wants me to do some writing about Steven Gerrard  Kate says she will go over my 'Looking Good at Work' checklist	Dave said this was really good
Wednesday	At Sports Centre - With Colin in Fitness Room - learn about equipment  Bring lunch	I thought I would never remember all the names of the equipment but somehow I managed.
Thursday	At Sports Centre - With Colin in Fitness Room - learn about equipment  Bring lunch	Colin says I can use the fitness room for free at the end of every day.
Friday	Julie will show me how to wash and iron sports kit - must bring dirty kit in with me  Meeting with Paul to help me sort drugs	I would rather my Mum do this  Talked about what I was planning to do at the weekend
<p>Comments from my Key Worker, trainer and employer</p> <p><b>You have done really well learning the names of the pieces of equipment and what they can be used for – Colin</b></p> <p><b>Max, you have done some really good work on graphs and written a great piece about Steven Gerrard well done – Dave</b></p> <p><i>I think you did much better with the washing than you thought you would. How about having another go with ironing later? -Julie</i></p>		