

# **Developing effective practice in foundation learning: messages for the implementation of Progression Pathways at Entry Level and Level 1**



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## Foreword

I am delighted to present the results of work generated as part of the Foundation Learning Tier Post-16 Trial Development and Support Programme. This guide showcases the outcomes of the trial period, which ran from February to June 2007. It also includes messages for wider implementation from autumn 2007 and beyond.

The Quality Improvement Agency (QIA) commissioned the Learning and Skills Network (LSN) to deliver the development and support programme throughout the trial. The trial involved a geographical and sectoral spread of 41 'live' sites (learning providers) which were identified through Learning and Skills Council (LSC) self-evaluation reports. Each of these sites focused on one or more development themes throughout the project, supported by a consultant.

QIA would like to thank the organisations that took part in the trial (see Acknowledgements), and in particular the 'live' site champions who generously gave their time and commitment to sharing their progress and findings.

I hope you find this guide of benefit to you and your organisation. I am confident that it will provide an excellent opportunity to update teachers, tutors, trainers and managers on the developing outcomes in post-16 foundation learning.

Andrew Thomson, Chief Executive

*Quality Improvement Agency for Lifelong Learning*

## Overview of the Foundation Learning Tier

The Foundation Learning Tier (FLT) is a programme of work to develop a more focused and strategic approach to Entry and Level 1 provision for learners aged 14 and over. It aims to raise participation and achievement among learners at these levels and help them progress through work and life.

In identifying the FLT as a key aspect of qualifications and curriculum reform, the FE Reform White Paper, *Raising skills, improving life chances* (March 2006), makes the commitment 'to have identified and implemented a full set of progression pathways across the FLT by 2010'. The phased implementation of these Entry and Level 1 Progression Pathways will begin in 2007/08.

Validated Progression Pathways will offer robust progression opportunities to propel learners towards Level 2 or other positive outcomes such as employment with training. There will also be pathways to outcomes such as supported employment and independent living for those learners who may never reach Level 2, enabling the accumulation of achievement that can be formally recognised and accredited.

Progression Pathways will consist of a coherent offer of Entry and Level 1 units and qualifications from the Qualifications and Credit Framework (QCF). Units and qualifications available within Progression Pathways will encompass vocational, literacy, numeracy and ICT skills, and personal and social development skills. Using units and qualifications from the QCF will enable a broad range of incremental achievements at Entry Level and Level 1 to be recognised and ensure that qualifications have a clear purpose. Robust initial assessment and ongoing review, delivered through a coherent and personalised learning programme, will support the completion and Entry Level 1 Progression Pathways.

The basis for implementation of these Progression Pathways is a validation process consisting of three elements:

1. **Provider requirements** – the development of a model against which providers can identify and audit evidence of their organisational capacity, appropriateness and readiness in terms of systems, processes and infrastructure to deliver Progression Pathways
2. **Programme content** – accredited units and qualifications which are combined into a coherent programme within an agreed specification, which inform Progression Pathways
3. **Principles for the delivery of Entry and Level 1 Progression Pathways** – ensuring that Progression Pathways can be built on and delivered through high-quality, coherent and flexible learning programmes that take account of a wide range of learner needs and focus on personalised learning.

Each of these aspects will be supported by a range of documents to help providers make the concept 'real' and ground them in their own current practice and provision.



## Introduction

Through the effective practice from the providers that were trial sites in 2007, this document illustrates the principles for the delivery of Progression Pathways, to enhance learning for learners. A meaningful experience is achieved by supporting learners' needs, wants and aspirations, and importantly, challenges them to develop their learning potential. All of the participating providers were working with learners aged 16 and above who were accessing programmes at Entry\* and Level 1.

Below are a few examples of learners and programmes engaged within the trial:

- voluntary and community learning, working primarily with adults
- Entry to Employment (E2E) programmes with learners aged 16–19, many of whom experienced barriers to progression
- learners facing significant social or economic deprivation, while others were working with learners in the criminal justice system
- many sites included in their remit provision for learners with learning difficulties and/or disabilities.

Providers expressed an interest in one or more areas from a range of development themes which relate to the nine principles (see below). They selected areas that they wished to develop further and where they felt that they could enhance, describe and share innovative practice in the design and delivery of Entry and Level 1 programmes. The seven development themes were:

1. developing the infrastructure of information, advice and guidance (IAG) and brokerage together with initial assessment (IA) and ongoing review (OR)
2. developing and delivering collaborative provision, encompassing a range of providers
3. designing and developing FLT programmes using the identified principles and requirements and focusing on personalised learning
4. developing a coherent curriculum which integrates personal and social development, skills for life and vocational or subject-based learning
5. designing and delivering a pre-entry programme within the FLT
6. reviewing your current offer - looking forward to QCF
7. exploring progression routes.

\* Entry Level refers to all provision below Level 1 and incorporates what has previously been known as 'Pre-Entry' provision.

## **Who is this guide for?**

The account of the trial sites' experiences will be of interest to providers that offer Entry and Level 1 provision. In time, providers will need to ensure that they meet the LSC's provider requirements for delivering provision at these levels and that the programmes they offer are designed and delivered in line with the nine principles illustrated in this document.

It will also be of interest to policy-makers, funding bodies, agencies offering support and guidance, inspectorates and other stakeholders as they prepare for the phased implementation of Progression Pathways at Entry and Level 1.

## **What is the purpose of this guide?**

This document gives examples of how 'live' trial sites sought through action research to develop and improve the design and delivery of their Entry and Level 1 programmes. The practice described is what providers found to be effective. Because the action research was undertaken over a short period, much of the practice has not been formally evaluated by the providers themselves, by learners or by any external agency.

The examples included are therefore intended to be used as stimuli for others to question their existing practice and consider how they might improve or further develop what they currently do in preparation for phased implementation. This kind of self-evaluation will help providers prepare for the validation process for Progression Pathways.

## **Reviewing the process**

For many providers, the trial offered the opportunity to explore individual practice in depth and to consider how present approaches might be developed in preparation for the new validation process for delivering Entry and Level 1 Progression Pathways. Reflection and evaluation were central elements of this process, and providers were encouraged to capture and share practice along the way.

To help other providers prepare for the implementation of Entry and Level 1 Progression Pathways, some review statements identified by providers have been included at the end of each principle, as well as some words from the providers themselves.

## How to use this guide

This guide is designed for providers to access areas of particular interest.

Using the hyperlinks, a search can be carried out from the contents page by:

- provider name, eg Work Solutions
- principle, eg initial assessment.

There are also links throughout the contents sections and throughout the Sources of support section which link to each principle.

## Each section contains:

- a description of one of the nine principles, including an overview of how the trial sites approached a particular theme
- case studies of the providers' experiences in the trial divided by sector
- highlights of what each provider found to be effective
- review questions that providers used as prompts during the trial and which may be useful as a self-reflective tool for them as they move towards planning and delivering Progression Pathways
- highlights of what the providers said about working around a particular theme.

The guide includes a Sources of support section containing useful web links.

There is also a series of Quality improvement self-assessment statements developed around the following six themes. These themes come from the QIA National Teaching and Learning Change Programme resource *Improving practice in foundation learning*:

1. information, advice and guidance
2. initial assessment
3. personalised learning programmes
4. ongoing review
5. motivating learners
6. quality and consistency.

## What are the principles?

The nine principles around which this document is structured are:

1. Learning programmes should enable and support learners in progressing – to Level 2, where relevant – by developing skills and knowledge in the three content areas\* of the FLT: vocational and subject-based learning, personal and social development, and basic and key skills.
2. The delivery of learning programmes should be personalised and designed in partnership with learners to help them achieve their goals, ensuring that these will lead to the achievement of the units and qualifications identified in the Progression Pathway.
3. Initial Assessment should be undertaken with each learner prior to the delivery of the learning programme.
4. Providers should assist the learner to set realistic and challenging learning goals that match their needs, interests and aspirations, ensuring that these include the achievement of accredited units and qualifications within an appropriate Progression Pathway.
5. Learning programmes should lead to the achievement of accredited Qualifications and Credit Framework provision that meets the relevant Progression Pathway specification.
6. High-quality, coherently designed learning programmes should be supported by high-quality provider delivery to improve the learning experience of learners through a holistic approach.
7. Learners should be positively supported throughout their learning programme.
8. Ongoing review should follow on from the initial assessment at agreed intervals and should be thoroughly documented by providers.
9. Leadership and management within provider organisations should support the design and delivery of Entry and Level 1 learning programmes leading to the achievement of Qualifications and Credit Framework provision that meets the relevant Progression Pathway specification.

QCA July 2007

\*Note: The three content (or curriculum) areas are referred to throughout this guide. These are vocational and subject-based learning, personal and social development, and basic and key skills.

## Principle 1: Progression

**Learning programmes should enable and support learners in progressing – to Level 2, where relevant – by developing skills and knowledge in the three content areas of the FLT: vocational and subject-based learning, personal and social development, and basic and key skills.**

One of the central purposes of learning programmes is to support learners to achieve their highest possible level through appropriate provision from the QCF as identified in the relevant Progression Pathways, with learning personalised to meet learners' needs in the three content areas. Learners need to be supported to identify a goal and to understand the relationship between that goal and their chosen learning programme.

As part of the trial, many sites looked at what they can do to improve the effectiveness of progression, both in their current and future planned provision. By developing a more integrated approach to delivering programmes, learners were better prepared for this progression.

The approaches taken by the providers will support others to improve their provision, whether or not they are yet involved in delivering Entry and Level 1 Progression Pathways.

### Examples of providers' experiences

#### From FE colleges

##### **1.1 Extending Entry and Level 1 'College First' provision across Knowsley Community College with vocational tasters**

*Knowsley Community College is a large, general FE college based on three sites. It offers vocational provision across a wide range of areas and levels. Over 27% of its learners are on Entry or Level 1 programmes.*

A new approach to Entry and Level 1 provision was developed in collaboration with external and internal partners.

Through 'College First', learners were able to get a taste of a vocational area on a trial basis and could access support from vocational tutors and learning advisers in the college. The programme was designed to be flexible to support initial entry and progression throughout the year. This flexibility was considered to be particularly important for the sizeable group of learners not in education, employment or training in the catchment area.

A modular curriculum was also developed to enable learners to build and take credits with them as they progressed to higher levels.

As a result of the 'College First' initiative, retention, achievement and progression rates improved significantly across a range of vocational areas. This included progression from Entry to Level 1 and progression on to apprenticeships and E2E.

### **What the provider found to be effective**

- Providing opportunities for tutors on other programmes to become more aware of the learning needs of learners at Entry and Level 1
- Developing clear progression routes for learners in each of the vocational areas to give each learner a clear goal
- Creating opportunities for learners to quickly access 'mainstream' provision rather than being confined to 'special' initiatives
- Enabling learners to make an informed choice about their destinations having accessed structured taster programmes
- Recognising learner achievements through learning credits that have currency throughout the college.

### **1.2 Developing 'readiness' for progression at City of Wolverhampton College**

*City of Wolverhampton College is a large, general FE college in a city with pockets of social and economic deprivation. The college's 'multi-skills' programme at foundation level supports learners progressing into a range of vocational and other programmes, mainly at Level 2.*

For part of its project, City of Wolverhampton College reviewed the effectiveness of the multi-skills programme in preparing learners for successful progression to Level 2 learning. The college had developed a 'buddying' system, whereby learners could attend Level 2 learning sessions in their chosen areas with the support of a 'buddy' – an existing learner who had volunteered to support and mentor multi-skills learners.

Additionally, the multi-skills team developed a 'readiness' agenda that determined whether learners were 'classroom ready', 'learning ready', 'role ready', 'work ready' or 'success ready'. The team believed that this approach would prepare learners for the reality of Level 2 provision and increase the success rates of transition from Level 1 learning to Level 2 and beyond.

Learners developed the confidence needed to be able to cope with the demands of Level 2 programmes. They were better able to cope with a wide range of teaching and learning styles and modes of assessment in their new destinations.



Tutors gained greater awareness of the preparatory support that individual learners need to help them successfully progress from the multi-skills provision to Level 2 provision.

#### **What the provider found to be effective**

- Introducing a buddying system for learner peer support
- Developing a readiness agenda for all staff to prepare learners for transition to Level 2.

### **1.3 Helping Skills for Life learners progress into vocational programmes at West Herts College**

*West Herts College is one of four large general further education colleges serving Hertfordshire. It has three sites in Watford and one in Hemel Hempstead. The college also attracts learners from north London and from neighbouring areas of Hertfordshire. One campus has been designated as a sixth form centre.*

As a result of a survey into learning support needs on vocational programmes, the college has developed a range of introductory vocational short courses that embed literacy and numeracy at Entry Level and Level 1. This ensures that whilst adult learners are considering their vocational options they are also making progress in the development of their literacy and numeracy skills delivered within the vocational area they are working in.

The pilot programme is based on priority areas in construction, sport, health and social care, and hospitality and catering, using units from the former DfES Skills for Life embedded learning materials (see [DCSF Embedded Learning Portal](#)).

Other options include preparation for teaching assistants and floristry with retail.

Vocational staff have been given help to deliver those elements of literacy and numeracy specific to their vocational areas. Vocational tutors and Skills for Life tutors work together to plan provision and share their expertise, using and developing existing embedded learning resources.

The project is part of a drive by the college to increase the number of adult learners on full Level 2 vocational programmes.

#### **What the provider found to be effective**

- Using the Skills for Life embedded learning materials (former DfES) to enhance provision
- Using Skills for Life specialists to support vocational tutors

- Providing learners with the opportunity to extend learning beyond the discrete Skills for Life provision and to identify opportunities for progression into other areas.

#### **1.4 Extending learning opportunities at Highbury College**

*Highbury College is a large, general FE college in Portsmouth which offers predominately vocational courses ranging from Entry Level to higher education. In addition to its five centres, courses are also delivered within several community centres across the city. Foundation programme learners were involved in the trial.*

The college focused on the transition from Level 1 to Level 2 provision. One approach was to encourage learners to record their own achievement at Level 2 in areas (eg units) where they had demonstrated potential and had consolidated achievement at Level 1.

The college is supporting adults to continue and progress in learning by giving them the opportunity to achieve higher level learning outcomes in their existing course. This will help their progression routes and build confidence by showing learners they are capable of achieving at a higher level.

As a result of this approach learners are able to demonstrate an understanding of the challenges of Level 2 provision. And tutors have more opportunities to personalise the learning experience of the learner and enable them to fulfil their potential in each area of their course at a pace that suits them.

#### **What the provider found to be effective**

- Enabling learners to tackle bite-sized chunks of higher level outcomes, which can be motivating for the learner
- Developing learners so that they can take ownership of their own learning
- Providing more individualised learning, tailored to the needs of each learner.

#### **From adult and community learning**

#### **1.5 Supporting progression through innovative partnerships at Oakmere Community College**

*Oakmere Community College, as an E2E provider, operates an open-door policy and turns no eligible young person away. Offenders and young people with drug or alcohol issues and emotional problems are all accepted on to courses and supported to achieve their goals.*

The college created effective progression routes for learners through its innovative approach to partnerships. By working closely with a number of

apprenticeship providers, it tailored its provision to ensure that young people were suitably prepared to cope with the demands of apprenticeship programmes. This involved extending partnerships with employers and providers to determine what learners needed to be able to do to succeed.

Through a range of partnerships and service-level agreements with other providers in the area, Oakmere significantly expanded the scope of its provision to include plastering, tiling, landscaping, brickwork, painting and decorating, ICT, catering, dance, drama and sport. In addition, the college offered a wide range of personal and social development and enrichment activities, such as go-karting, the Duke of Edinburgh award, and specialist advice and guidance.

### **What the provider found to be effective**

- Developing partnership approaches to enable a very wide curriculum offer to be aligned to the needs of each individual learner
- Giving learners the opportunity to access the expertise of partner organisations
- Developing links with organisations that have provision for learners at Level 2 and beyond to enhance progression routes
- Using the links with apprenticeship providers to develop a pre-apprenticeship route for learners.

### **1.6 Developing appropriate skill sets for childcare learners at Leicestershire and Leicester City Learning Partnership**

*Leicestershire and Leicester City Learning Partnership provider offer a range of partnership programmes aimed at engaging adult learners in education and training, many of whom are from socially and economically deprived areas of the city and county. It forms partnerships between providers to ensure that provision for learners is delivered by a specialist in the field.*

After identifying employment opportunities for adults in child care through the Sure Start Programme and Early Years and Childcare Service, the partnership began to develop a childcare programme of learning through its Stepping Stones from non-accredited community learning to Level 1 provision. This involved identifying and supporting adult learners to progress to employment or further learning at Level 2.

Involving Sure Start employers and the Early Years and Childcare Service, the partnership identified the kind of skill sets learners would need to progress into employment. The resulting learning programme, delivered using the expertise of various partners, included:

- child protection

- child behaviour
- health and safety
- growth and development of young people
- basic food hygiene
- paediatric first aid
- working with others
- equal opportunities
- supervised work visits
- advice and guidance from JobCentre Plus.

The Stepping Stones model made use of engagement strategies to attract and support learners. The programme engaged some who were hard-to-reach from economically deprived housing estates. The learners were confident that they were developing skills appropriate to their progression route and that there were real employment opportunities within their locality.

#### **What the provider found to be effective**

- Giving learners and tutors the confidence that the skills being developed were specific to identified progression routes
- Liaising with employers to ensure that the skills to be developed were the ones they required
- Developing learner engagement strategies specific to the local area
- Identifying labour market shortage areas to develop programmes with real progression opportunities that would motivate adult learners.

#### **From work-based learning**

##### **1.7 Developing interactive resources to enhance progression at PETA Ltd**

*PETA Ltd is a training provider based in Portsmouth. In addition to E2E provision, it offers apprenticeship training in many vocational areas.*

PETA Ltd produced a comprehensive job search pack to support the progression of learners to further study or employment. The pack was interactive and included sections on presentation skills, questions that are likely to be asked at

interviews, useful checklists for learners and a glossary of terms that might be used to describe skills on a CV.

The pack exemplified good practice in each area with, for example, exemplar letters of application and a template for learners to develop their own applications.

### **What the provider found to be effective**

- Giving learners a comprehensive insight into the skills they need to develop for progression, including self-presentation and interview skills
- Developing the job search pack as a one-stop-shop package to support learners on their progression route
- Developing the pack as an interactive resource so that learners were encouraged to use it.

### **From special schools**

#### **1.8 Establishing readiness for progression at Rigby Hall Day Special School**

*Rigby Hall Day Special School is for pupils aged 4–18 with moderate and severe learning difficulties. Many pupils have social, emotional and behavioural difficulties, as well as autistic spectrum disorders. Pupils join the school at any time during the year, although mostly in September. Many travel considerable distances to attend the school.*

Rigby Hall supports learners between 16 and 17 for informed progression to further learning or employment. It was felt that many learners moving directly from the school to college did not succeed because they were not prepared for post-16 programmes. In particular there was a need to develop independent living skills, advice and guidance on vocational learning opportunities, and literacy and numeracy skills support which was built into the core programme.

The programme devised involved learners attending:

- the school for three days
- college for one day
- a work placement on the fifth day.

The school found placements from employers that were able to provide appropriate support for the learners. Placements included working in retail and horticulture settings.

Learners accessed vocational learning through the college and their work placements, whereas literacy and numeracy skills were built into the core programme. In the school there is an emphasis on learner involvement, and learners participate in a range of activities including preparing lunch for other learners and guests, and organising visits. Learners developed their independence through these activities and, having taken part in them, were much better placed to take advantage of employment and educational opportunities post-16 than they were previously.

#### **What the provider found to be effective**

- Preparing learners to be more independent through the wider curriculum offer
- Giving learners the opportunity to experience the three content areas outside the school through effective partnership working
- Developing links with other colleges and employers to significantly enhance the opportunities available for learners in progressing from school.

#### **Review questions**

Consider how well you support your learners' progression routes:

- Are you and your learners clear about the destinations they would like to reach?
- Do you have a mechanism for ensuring that your learners' programmes are designed to help them reach their planned destination (in terms of content, length and range of experiences)?
- Are you able to gather and use reliable labour market information in designing learners' programmes?
- Are your learners clear about how aspects of their programme contribute to moving them towards their planned destination?



## **What the providers said**

We asked vocational areas and as many delivery staff as possible what skills are needed and identified learners' skills gaps that act as barriers to progression. As a result we have developed vocational units, study skills and employability skills.

### ***From an adult and community learning provider***

We were aware that learners did not have the life skills to access further education or work. They had Entry-Level qualifications and understood the theory but could not apply the skills. We started a brand new transition unit comprising equal measures of vocational and academic work (100% real world development). Now all learners are progressing into a wide variety of FE courses through different providers. They have a more informed choice of progression opportunities and more confidence.

### ***From a special school***

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## Principle 2: Personalisation

**The delivery of learning programmes should be personalised and designed in partnership with learners to help them achieve their goals, ensuring that these will lead to the achievement of the units and qualifications identified in the Progression Pathway.**

Learners' programmes should be personalised so that the learning experience is shaped around each learner's needs, interests and aspirations. Furthermore, each learner is expected to develop their skills and abilities across the three content areas of vocational and subject-based learning, personal and social development, and basic and key skills to support their individualised goals. A key factor in personalising learning is the sense of ownership and control that learners have over their own learning, so that they can reflect on their progress against targets in their individual learning plans.

As part of the trial, many of the providers explored how activities within the organisation could contribute to a personalised experience for their learners.

Some providers discovered that good practice already existed in some aspects of their provision and worked on ensuring that this was more consistently applied across their whole pre-Level 2 offer. Others developed quality assurance systems or guidelines to help ensure that policies on personalisation were properly put into practice. Several worked on practical approaches to personalisation within the classroom, identifying how they could meet individual needs within a group setting. Many providers developed activities and approaches to gather the views, experiences and perceptions of learners in order to improve tutors' practice and learners' experience of the programmes.

See Sources of support on page 80. For further information on personalisation see *Personalising FE: developing a vision, DfES 2006*

### Examples of providers' experiences

#### From FE colleges

##### **2.1 Identifying the components of a personalised learning experience: Tower Hamlets College**

*Tower Hamlets College in east London offers a range of courses at all levels. At below Level 2 these include vocational tasters and Move On (for learners with learning difficulties and/or disabilities), introductory courses (Entry Level), vocational studies (Level 1) and E2E.*

Tutors from across the various programmes defined personalised learning broadly as 'individualising learning to meet needs, interests and abilities, enabling learners to have a say in how and where they learn'. They summarised

the activities that were (or should have been) contributing to the personalised learning experience within the programmes under review.

Activities were grouped under the following headings:

- Assessment (including initial assessment, ongoing review and summative assessment)
- Teaching and learning
- Curriculum
- Institutional organisation
- Links/ partnerships.

The college then used this information to identify strengths, barriers and areas for development in their current programmes and to consider the effect of personalisation on retention, attendance, achievement and progression. Learning programmes were then reviewed to reflect learner experiences.

#### **What the provider found to be effective**

- Enabling tutors across the college to develop a shared understanding of personalised learning so that they could audit their provision and identify areas for development
- Involving learners in an audit to enable the college to reflect on whether its practice actually resulted in the learner feeling that they were being treated as an individual
- Demonstrating good practice in personalisation across the college.

#### **2.2 Gathering and responding to the views and experiences of learners with learning difficulties and/or disabilities: Knowsley Community College**

*Knowsley Community College is a large, general FE college based on three sites. It offers vocational provision across a wide range of areas and levels. Over 27% of its learners are on Entry or Level 1 programmes.*

The college undertook a small-scale action research project to explore the experiences of around 20 learners who had made the transition from school to college during the previous two years. A range of innovative approaches was adopted to ensure that the learners could articulate their experiences and recall their journey. For example, one approach which proved particularly effective involved learners 'visioning' their journey by developing a collage.

Feedback from the learners in their own words provided a rich source of information about a range of themes which included:

- their experiences of support offered
- the development of specific skills (both vocational, and personal and social)
- the extent to which they felt they had been treated as individuals and were given choices about what they could do.

The resource committed to the project and the value placed on the learners' experiences were both evidence of the priority that this was given within the organisation. Detailed recommendations were made to the senior management team and to staff teams who supported the learners.

#### **What the provider found to be effective**

- Spending time getting to know the learners
- Carrying out the interviews in a familiar environment enhances the quality and validity of the information collected
- Enabling staff teams and the college management to have a clear picture of learners' thoughts and feelings so that they are able to use these to refine and develop provision further.

#### **From work-based learning**

##### **2.3 Getting to know the learner: Work Solutions**

*Work Solutions is a large training provider that offers E2E, adult employability programmes, a pre-recruitment programme, and offender learning and skills to both young people and adults.*

Work Solutions carries out an initial assessment with all learners. Using diagnostic and initial assessment tools, the process for the project concentrated on determining a learner's starting point by:

- establishing prior learning and achievement
- establishing their attitude to learning and the nature of their previous experiences
- allowing a greater emphasis on personal and social development (as well as language, literacy and numeracy) which enhanced the quality of assessment provision.

The initial assessment process was also used to identify and begin to address factors that may increase the risk of non-completion, under-achievement and

non-participation. Many learners served by Work Solutions faced multiple barriers to learning, including personal and social issues such as alcohol and substance misuse, homelessness, low self-esteem and self-confidence, and difficult family circumstances. Understanding the learners' personal circumstances enabled the provider to offer carefully tailored and ongoing individual support and guidance.

As a result of the information that tutors gathered during the initial assessment period, learners were informally organised according to their job readiness. For example, in the adult employability programmes, learners were categorised as follows:

- those requiring considerable support
- those requiring some support
- those requiring minimal support to become job-ready.

The content of the core curriculum would need to differ for each group – for example, for those with furthest to travel, the emphasis would be on personal and social skills; those closest to being job-ready would spend more time on occupational skills. Within these groups, however, Work Solutions recognised that there would be extensive differentiation for individuals; additional support would be needed for some and extension activities for others.

Learners were able to see the significance of the Skills for Life as they were presented in meaningful contexts, such as occupational and workplace. Work Solutions noticed how this reduced learners' anxiety about 'revealing' their literacy and numeracy needs.

#### **What the provider found to be effective**

- Identifying barriers to learning at the start of the programme to reduce the risk of learners dropping out or under-achieving
- Using the results of initial assessment to ensure that the learner is placed within an appropriate group and that the right level of support is available
- Designing the learner's programme to include an appropriate balance across the three content areas of vocational and subject-based learning, personal and social development, and basic and key skills.

This case study also relates to Principle 3: Initial assessment

## **2.4 Increasing the options: Rathbone Training – Northampton/Derby office**

*Rathbone, as a work-based learning provider, delivers apprenticeships and E2E. It has strong links with specialist agencies that provide information, advice and guidance to learners, addressing issues such as crime, disabilities, cultural diversity/barriers, finance, parenting, health, confidence, attitude, and behaviour management.*

Rathbone Northampton sought to ensure that learning programmes better responded to the needs of individual learners by developing a more personalised approach to learning. This meant gathering more comprehensive information about the learners and using this information to guide the development of flexible programmes to meet their particular needs.

The outcome of this more personalised approach was more bespoke learning programmes that met the needs of individual learners and set the pace of learning at a level appropriate to the needs of each learner. It also raised the issue of broadening the curriculum to offer greater choices for the learner.

For one learner, who was quite vulnerable and had suffered from bullying at school, a supported work placement was considered necessary. Arranged through the Salvation Army, the learner was able to identify opportunities to take an NVQ in retail.

Another learner, who was considered to be close to her goal of progressing to a Business Administration Apprenticeship, undertook a programme of learning which included ICT at Level 2. As an important element of the apprenticeship, it was felt that this would stretch her learning and also increase the chances of progressing on to the apprenticeship, having already completed some of the components. The evidence for the Level 2 programme was generated at a work placement with the local authority.

### **What the provider found to be effective**

- Setting learning outcomes at different levels throughout the programme to meet the needs of the learner
- Ensuring learning outcomes are more appropriate to the progression routes of the learner, thus increasing the chances of successful progression.

## **2.5 Using the views of learners to inform provision at HTP Training**

*HTP Training is a privately owned training provider based on the Isle of Wight but operating throughout Hampshire. It provides work-based training, predominantly in the hospitality industry, in the occupational areas of retailing, customer service, business administration, hairdressing, nail services, management and hospitality, as well as for E2E.*



In seeking to review the effectiveness of learning at HTP Training, training consultants decided to put the learners at the centre of the review process. Through a consultation process to gather learners' views on the effectiveness of learning, it was shown, for example, that while learners were highly satisfied with the support they received from staff and felt their learning plans were tailored to their individual needs, they felt that more could be done to assist their level of understanding of individual targets.

Further research involved face-to-face interviews as well as the distribution and analysis of questionnaires. Although this approach was time consuming, these methods were important in generating the data needed to support the findings.

As a result of the findings, there is now an ongoing development agenda which will further enhance and revise the E2E programme at HTP Training.

### **What the provider found to be effective**

- Assessing learner satisfaction in relation to individual needs through a consultation process which will be continued as a quality audit tool
- Employing new methods of helping learners to understand targets and as a result additional training on objective and target setting is now provided for all staff.

## **2.6 Enhancing learner support at the recruitment stage: Chelmer Training Ltd**

*Chelmer Training Ltd is a private training provider based in Romford, Essex. Its core business is E2E provision although it also runs a pre-E2E programme for those not yet ready to embark on the full programme. In addition, the organisation delivers a full-time Level 2 NVQ in health and beauty, vocational tasters to learners from local schools and operates a behavioural unit. Chelmer Training Ltd is part of the East London Training Alliance.*

In response to falling numbers on its E2E programme, Chelmer Training reviewed the support learners need for initial engagement on to the E2E programme. This included working in a more active partnership with the Connexions Service to raise awareness of what is on offer at Chelmer and the types of support made available for learners. As a result, there are increased referrals for E2E learners as well as closer working relationships between Connexions personal advisers and staff at Chelmer, leading to more effective and 'joined up' learner support and sharing of information.

In addition, the recruitment process has been revisited with improved initial communication between the centre and the learner. Learners now receive a reminder four days before the interview and a phone call the night before. The recruitment day is much more structured involving one-to-one meetings with staff and an introduction to what is on offer on the programme. There are also some

initial screening activities to help to build an initial profile of the learner and identify the early support that is needed on the programme.

The revised recruitment process provides more tailored support and allows the pace of the day to be matched to the needs of each learner. Most importantly it means that learners begin the programme with informed expectations and ideas about what they can get from the programme. The programme can then be built around the learner when individual learner preferences have been sought and accommodated.

### **What the provider found to be effective**

- Working more closely with Connexions to enhance the effectiveness of support for learners
- Using a more structured approach in the recruitment process
- Beginning the personalised learning approach at the recruitment stage of the programme.

### **Review questions**

- Consider to what extent you are personalising learning for your learners in their Entry and Level 1 programmes:
- Do all staff involved have a shared understanding of personalisation and its significance in Entry and Level 1 programmes' design and delivery?
- Are you taking into account the full range of activities within your centre which could contribute to a personalised learning experience?
- Do you have a mechanism for identifying and sharing examples of effective practice in relation to personalised learning across the centre?
- Do you have quality assurance systems in place to ensure that your approaches to personalised learning are working or to identify where further development is needed?
- Have you considered the full range of ways in which your learners could be involved in the design and delivery of their programmes and in providing feedback on their experiences?

Click [here](#) for the Quality improvement self-assessment statements (Personalised learning programme) relating to this principle.

**What the providers said:**

We looked at personalised learning, designed and analysed principles, and reviewed documentation. We looked at what we did well and what were the barriers. We interviewed learners to involve them in the process and linked team reviews with assessment strategies. E2E good practice helped with modelling.

***From an FE college***

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## Principle 3: Initial assessment

**Initial assessment should be undertaken with each learner prior to the delivery of the learning programme.**

Initial assessment and ongoing review (IAOR) is a continual process. In consultation with the learner, a learner's starting point and needs and a learning and support plan are identified, and then regularly reviewed and amended as the learner progresses. This process is especially important for learning in Entry and Level 1 progression. Without a comprehensive and effective IAOR process, it is not possible to fully understand learners' needs or to plan learning and support to help them succeed.

Initial assessment at the start of a learning programme is essential in identifying the learner's:

- needs
- interests
- aspirations
- strengths
- prior achievements
- learning preferences
- additional support needs
- specific needs in the three content areas
- barriers to learning and achievement (where these exist)
- starting point
- individual learning plan.

This information provides a skills' profile for the learner and acts as the basis for agreeing their targets and/or goals and the design of their learning programme. Initial assessment should be seen as the first stage in an ongoing assessment and review cycle.

As part of the trial, providers worked to ensure that both initial assessment and ongoing review were positive, motivational experiences for learners and that they were used to develop a picture of the whole person and personalised learning programmes. Providers also looked at how to properly involve the learner as a full partner in the process.

See [Sources of support](#) on page 79 for further information on initial assessment. Related information on ongoing review is provided under Principle 8: Ongoing review.

See the following documents for further information on initial assessment: [Scoping strengths and weaknesses in initial assessment and ongoing review to inform models and requirements for the Foundation Learning Tier, CreditWorks. Final report to LSC, May 2007.](#) (This report outlines the links to personalisation and ongoing review).

[Approaches to the delivery of E2E - Induction and initial assessment. LSDA/LSN, 2004](#)

## Examples of providers' experiences

### From adult and community learning

#### 3.1 Developing a robust initial assessment process: Hillcroft College

*Hillcroft is a residential college for women. With a national remit, its mission is to work with women who have not yet achieved their educational potential or who are faced with other social or financial disadvantage. A key target group is those women with no or few qualifications. The college's provision ranges from one-day taster courses to full-time courses. 50% of learners have no qualifications above Level 1.*

Hillcroft College developed 'New Beginnings'. This is a structured initial assessment designed to support learners to reflect on their previous experiences and achievements and consider their starting points and future paths. The assessment is run as a residential either over a weekend or across several weekdays with around 15 hours of activity. Learners spend time on both initial assessment exercises and tutor-led information sharing, advice and guidance. Much of it is on a one-to-one basis, and the learners are supported to explore:

- their current situation (practical circumstances, housing, finance, employment status, physical and mental health status, caring responsibilities)
- their short-, medium- and long-term goals and intentions
- their current skills level in language, literacy and numeracy, study skills and vocational skills in relation to their goals.

They then identify manageable next steps and a timescale in which to complete them. They conduct a risk assessment in relation to their plan (What might prevent me from achieving?) and consider how to overcome any potential barriers, including the support they will need to achieve their goals.

## **What the provider found to be effective**

- Giving learners the opportunity to develop reflective skills which they can then apply to their progression planning in the future
- Allowing learners to take ownership of the initial assessment process, supported by tutors.

## **From work-based learning**

### **3.2 Holistic initial assessment: Work Solutions**

*Work Solutions is a large training provider that offers E2E, adult employability programmes, a pre-recruitment programme, and offender learning and skills to both young people and adults. The provider uses initial assessment to identify learners' barriers to learning and work out how they can be removed as well as risk factors for non-completion, under-achievement and non-participation.*

Staff noticed that some learners on the adult employability programmes were leaving during or at the end of the induction phase. Feedback suggested that at this phase there was an over-emphasis on Skills for Life initial and diagnostic assessment that learners found demotivating. Conversely, in the E2E programme where a much more holistic approach to initial assessment operated, learner retention at this stage of the programme was high.

Tutors worked to adopt the approach taken in the E2E programme with their adult learners. They encouraged the learners to take part in diagnostic assessment to identify the areas that needed to be worked on rather than the skills they already had. The learners were actively involved in the process and were encouraged to consider all their current skills and experiences and to relate them to their aspirations. The tutors were then able to demonstrate to the learners the importance of developing skills, including literacy and numeracy, in order to reach their goals.

## **What the provider found to be effective**

- Ensuring that initial assessment gives learners a positive experience from the beginning of the programme rather than being demotivated to the extent that they leave before the real learning begins
- Enabling learners to see the value of all aspects of the programme in supporting their progression, especially the Skills for Life element
- Developing a full picture of the individual learner so that the learning programme can be tailored to their needs, and barriers to learning are identified and addressed.

## From offender learning

### 3.3 The Gateway Programme (Newcastle College) – improving the effectiveness of the initial assessment and information, advice and guidance (IAG) process within offender learning institutions

*Newcastle College provides the Offender Learning and Skills Service (OLASS) for four prisons and two young offender institutions in the north east of England. Provision is focused on several vocational areas as well as embedded Skills for Life.*

The Gateway Programme, developed by a range of staff including the IAG team and tutors from the learning and skills team, was introduced in one of the six institutions in January 2007, following the college's successful award of the Matrix Standard.<sup>1</sup>

The two- or three-week programme enabled learners to explore the variety of options available to them, such as training and work, the support services and a general induction into the prison regime. Initial assessment processes, including surgeries on the wings, incorporated a range of approaches and tools, designed to gather information around personal and social development, language, literacy and numeracy skills, and employability. These identified the many strengths and needs of the learners. There were clear systems in place to share information gathered with staff from other teams.

The programme's success lay in the flexibility of the approach and the consideration of individual learners' needs. For example, information was broken down and delivered to learners in 'bite-sized' chunks rather than given to them in one go at the start of the programme. This included information related to health (such as drug awareness), and benefits, as well as advice and guidance linked to training opportunities.

Outcomes of the initial assessment were shared across the prison staff so that learners could access appropriate support.

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<sup>1</sup> The **Matrix** Standard is the national quality standard for any organisation that delivers information, advice and/or guidance on learning and work. Further information on the Matrix Standard can be found at: [www.matrixstandard.com](http://www.matrixstandard.com)

### **What the provider found to be effective**

- Enabling Gateway staff to gather more accurate information from the initial assessment process so they can use it when drawing up individual learning plans
- Giving learners the opportunity to access ongoing support and training opportunities through the 'surgeries' led by IAG staff. This has led to an increased take-up of learning programmes
- Increasing coordination across the staff teams to ensure that the information from the Gateway process is shared and supports learning and employment.

### **Review questions**

Consider how well you conduct initial assessments and how effectively you use the information that you gather:

- Are the findings from initial assessment sufficient to allow you to design an individualised learning programme for each of your learners?
- Does your initial assessment process allow you to gain a picture of the whole person, including barriers to learning?
- Is your initial assessment process a motivating and valuable introduction to the learning programme?

Click [here](#) for Quality improvement self-assessment statements (initial assessment) relating to this principle

### **What the providers said**

Focusing on IAG and Progression, we undertook action research looking at learner destinations if they were on the 'right' course and making progress. We took 'a learner journey' with about 20 learners (who had made the transition from special schools) through the learners' eyes. This helped us plan a varied menu of tasters within and beyond college to identify relevant and realistic progression pathways. We got useful feedback from learners and staff involved and some learners changed career direction as a result of the tasters.

#### **From an FE college**

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## Principle 4: Goal setting

**Providers should assist the learner to set realistic and challenging learning goals that match their needs, interests and aspirations, ensuring that these include the achievement of accredited units and qualifications within an appropriate Progression Pathway.**

Goal setting builds on the outcomes of the initial assessment process and plays a major role in enabling learners to move from their starting point to where they want to be. Through a combination of screening, diagnostic assessment, observation and conversation with individual learners, the provider should have identified the learners' strengths and weaknesses, their current skills levels and interests, as well as establishing what they hope to gain from the programme and where they want to progress.

All of this information can then be used to create goals that will mark key points along the learning journey, mapped to individual learning plans (see Principle 2, Personalisation). Setting SMART targets (those that are specific, measurable, achievable, realistic and time-bound) enables both provider and learner to judge, as part of the review process, whether or not the goals have been met or the learner is making progress towards them.

As part of the trial, providers worked on: ensuring that targets relate to the full range of learning within the learner's programme; identifying targets that really supported progression, and handing over responsibility for target setting and monitoring progress to the learner, where appropriate.

### Examples of providers' experiences

#### From FE colleges

##### 4.1 Developing personal and social skills targets at West Suffolk College

*West Suffolk College in Bury St Edmunds has six local learning centres in nearby towns. Its provision ranges from pre-Entry to postgraduate level in all sector skill areas.*

A review of the personal and social skills required for the motor vehicle apprenticeship led to the development of 'skills targets' for learners. The need for the review arose after tutors on the apprenticeship programme identified a lack of personal and social skills as a barrier to achievement. The tutors working on Entry and Level 1 programmes established that learners needed additional support in areas such as:

- applying themselves to work
- following instructions

- working within timescales
- interpreting technical language.

Personal skills were assessed in team situations and through work-based assessments. For example, learners were assessed in changing oil filters in commercially acceptable time limits.

The tutors met with the learners individually and invited them to assess their own personal and social skills. They also provided feedback on tutor assessments of learners, shared the results, agreed a set of individual goals and a process of review, and put together an action plan.

As a result of the project, the learners appreciated that personal and social skills, as well as technical skills, are essential in completing apprenticeship programmes successfully.

#### **What the provider found to be effective**

- Observing learners in team situations to inform the setting of goals for personal skills
- Learning from the experience of colleagues on the apprenticeship programmes
- Closely linking the development of personal and social skills to achievement and progression in main programmes of study.

#### **From adult and community learning**

##### **4.2 Westminster Adult Education Service: integrating target setting across a very large provider into a single, shared individual learning plan**

*Westminster Adult Education Service, one of the largest providers of adult education in the UK, is part of the Education Department of the City of Westminster. It has over 14,000 learners, the majority of whom are aged 19 and above and working below Level 2. Priority groups include the homeless, people with mental health needs, refugees and asylum seekers, learners who speak English as an additional language, community groups and families.*

The service decided to consider how to use its IT systems to generate a single, electronic individual learning plan (ILP) for each learner which would:

- generate significant benefits for learners in identifying global targets
- address the targets throughout the whole programme of study.

This approach would be particularly useful in the pursuit of goals and targets from areas such as personal and social skills and study skills. Tutors would also

be able to get a more holistic picture of the individual learner's progress in areas such as contributing in group discussions.

Many of the courses on offer are short bite-sized courses to meet the diverse needs of the community for example clothes making with ESOL. The common ILP would be able to bring together the progress of learners pursuing several of these courses.

### **What the provider found to be effective**

- Developing a single electronic ILP that can be adapted for learners in different settings
- Setting broader goals and targets other than those which were subject-specific
- Involving all tutors in supporting the progress of learners towards their holistic goals and targets.

### **From work-based learning**

#### **4.3 Target setting and including learners at Nottinghamshire County Council Training Partnership**

Nottinghamshire County Council Training Partnership provides E2E programmes including construction, painting and decorating, horticulture, tyre fitting, retail and child care. It also offers apprenticeships and advanced apprenticeships in early years care and education.

Nottinghamshire County Council Training Partnership developed a progression file for learners to evidence and track their learner journeys. The file was used by all members of staff who came into contact with the learner. This approach not only raised awareness across staffing teams of the learners' targets, it also enabled staff to contribute to supporting the learner in achieving them. For example, in painting and decorating patience, perseverance and creativity were encouraged and rewarded to help develop learners' self-esteem. Learners were also involved in their own action planning and were able to record each stage of the learner journey.

The culture in the training Partnership evolved to become inclusive. For example, staff and learners ate together, and learners were involved in making decisions about how resources were spent. These participative activities formed some of the most significant parts of the learner journey.

### What the provider found to be effective

- Using one document (and adapting it appropriately) to record the learner journey
- Encouraging learners' awareness of their targets and subsequent ownership
- Developing a system where staff do not restrict their support for immediate learning objectives but are able to address wider learning objectives linked to the learners' targets

Allowing learners a real stake in the way in which the organisation is run and how resources are deployed.

### Review questions

Consider the effectiveness of your goal-setting process:

- Do you involve your learners in the goal-setting process and ensure that they have ownership of their targets?
- Do your learners' goals reflect their needs, interests and aspirations?
- Do you use the goal-setting process to help your learners progress towards their planned destination?
- Do you ensure achievement of appropriate goals that are both realistic and challenging for your learners?

### What the providers said

Our whole centre was involved in a project to help learners focus on their progression. We included RARPA\* and embedded it throughout the programme. Learners now understand that RARPA shows the distance travelled.

#### From a work-based learning provider

\*Recognition and recording of progress and achievement (RARPA) is a learner-focused system of recognising both anticipated and unanticipated learning outcomes arising from non-accredited programmes <http://rarpa.lsc.gov.uk/>

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## **Principle 5: The Qualifications and Credit Framework (QCF) provision**

**Learning programmes should lead to the achievement of QCF provision that meets the relevant Progression Pathway specification.**

Qualifications and Credit Framework (QCF) units and qualifications were not available to providers involved in the trial because the QCF is still in an early stage of development. Progression Pathway specifications are also still to be drafted. There are, therefore, no examples of provider practice to support this principle. Illustrative material will be available at a later date once the QCF begins to be populated at Entry and Level 1 and the Progression Pathway specifications are in place.

Please click on the case studies below for examples related to the delivery of units:

1.6 Developing appropriate skill sets for childcare learners at Leicestershire and Leicester City Learning Partnership

6.4 Supporting adults progressing into horticulture employment in Southend Adult Community College

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## Principle 6: Quality provision

**High-quality, coherently designed learning programmes should be supported by high-quality provider delivery to improve the learning experience of learners through a holistic approach.**

In planning and delivering programmes and in assessing individuals' needs, providers need to take account of the diverse range of learners with whom they are working. Learners are likely to have different backgrounds and prior educational or employment experience. A wide variety of styles of teaching and learning is required to engage, support and keep learners motivated and to address their needs throughout the duration of their programme.

Ensuring effective planning, differentiation and feedback, as well as successful teaching and learning at Entry and Level 1, requires providers to apply a robust review and reflection process to check learners' understanding. Adopting strategies to help learners develop confidence, and autonomy is also vital in supporting them to progress to provision at a higher level.

As part of the trial, providers worked on a range of innovative practices to enrich the learning experience of their learners while they strived to address learners' needs in a holistic way through coherent learning programmes.

### Examples of providers' experiences

#### From FE colleges

##### **6.1 Involving mainstream curriculum areas at Evesham and Malvern Hills College**

*Evesham and Malvern Hills College serves the needs of learners in the West Midlands by offering provision for learners at Entry Level and Level 1.*

The college looked to involve mainstream curriculum areas more fully in the delivery of programmes for learners at or below Level 1. It discovered that there was sometimes a mismatch between the preparatory programmes for learners and the skills needed on vocational programmes at Level 2. To address this mismatch, the college identified the need for a greater involvement from the vocational tutors.

A consultation programme revealed that different generic skills were valued in different vocational areas, and a range of specific skills not currently covered in the Entry or Level 1 programmes was seen as important. The table below shows the vocational area and the skills deemed as valuable:

Vocational area	Skills required
Hair and beauty	Personal presentation and hygiene were essential skills
Health and social care (Society, Health and Development)	Serving food in an appropriate manner was identified
IT (Information Technology)	Willingness to work independently
Art	Achievement in work experience was valued
Engineering	Premium on manual dexterity

As a result, as well as highlighting the skills needed for one vocational area, the learners were better able to appreciate how these skills could be applied to other subjects and areas of work.

#### What the provider found to be effective

- Identifying the generic skills valued in different vocational areas enabled tutors to support the learners more precisely along their planned progression routes by differentiating skills development according to which vocational area they were heading for
- Raising the status of foundation learning in the college by widening the provision of learning within each of the mainstream areas.

### 6.2 Improving work placements at Worcester College Foundation Learning Centre

*Worcester College of Technology is a large, general FE college with a Foundation Learning Centre situated in the town. The centre supports a range of learners and offers 14–19 provision, a European Social Fund ‘pre-E2E’ project and an E2E programme.*

This trial site considered ways in which it could enhance the quality of provision for work placements for learners on E2E. In particular it was felt that learners did not see their placements as an integral part of their E2E programme and were not pursuing their learning goals and targets on these placements.

In response to the challenge, tutors on the programme produced a work placement pack for learners. Using National Teaching and Learning Change Programme E2E resources located on the [QIA Excellence Gateway](#), this pack helped learners and tutors to:

- plan the placement

- undertake learning on the placement
- reflect on the learning.

Learners were able to identify learning targets relating to Skills for Life, vocational learning, and personal and social skills as appropriate.

The placement pack led to work placements having a clear continuity with the E2E programme. Learners were able to identify opportunities to acquire, develop and practise skills on placements, and employers became more aware of the learning needs of E2E learners.

### **What the provider found to be effective**

- Developing a work placement pack to support learners and inform employers and tutors
- Providing stronger links between the E2E programme and work placements
- Allowing learners to prioritise and individualise their learning on placement by addressing goals and targets
- Giving a clearer indication to employers of the support needed for learners on work placements.

## **From adult and community learning**

### **6.3 Reviewing practice across a consortium: Humberside Learning Consortium**

*Humberside Learning Consortium works in partnership with local development agencies and other organisations in each of the four local authority areas to promote learning in the voluntary and community sector. The consortium targets people from groups under-represented in adult learning with a view to helping them gain the skills essential to neighbourhood renewal.*

Humberside Learning Consortium (HLC) conducted a thorough review of three of the organisations that already delivered Entry and Level 1 programmes. The review aimed to establish:

- how well the organisation took account of learners' views when identifying the curriculum offer
- how learners became engaged in learning
- how learners found out about learning opportunities
- how learners were helped to identify the skills they needed to develop and those that they had already achieved



- the appropriateness of learners' progression routes.

HLC sought to identify those areas that were being managed successfully and those that would benefit from further development.

Interviews were held with centre managers and tutors to gain their views and methods of working. A questionnaire was circulated to the organisations by HLC, with a random sample of active and past learners taking part.

A range of documentation was viewed to establish how the organisations worked within a quality framework to continually improve the curriculum offer and to personalise learning to meet individual learners' needs and aspirations. The documentation included course reviews and tutor evaluations, observation of teaching and learning records, learners' perception surveys, development planning and self-assessment.

While establishing that there were many areas of effective practice, the findings of the survey enabled HLC to target in their development plan those areas which could be improved.

#### **What the provider found to be effective**

- Using an evidence-based approach to identify those areas which need further development
- Using the findings to provide the basis for a development plan which will help to ensure that individual members of the consortium meet high standards
- Having an agreed quality framework to enable all partners to aim for the same high standards.

#### **6.4 Supporting adults progressing into horticulture employment in Southend Adult Community College**

*Southend Adult Community College is the principal provider for adult and community learning in this Essex town. Adult and Community learning is in the department of children and learning. It operates from its two main centres, the Southend Adult Community College, with more than 60 other locations centres across the town.*

For this project, the local authority's Parks and Gardens Department collaborated with Southend Adult Community College to support learners in achieving NVQs in horticulture at Levels 1 and 2 as appropriate.

Moving away from a discrete delivery model, the project adopted an integrated approach to combine the NVQ with Skills for Life and personal and social skills. The college worked with the employer to devise a scheme of work that mapped opportunities for developing Skills for Life and personal and social skills to the

NVQ requirements. For example, the skill of turn-taking was combined with teaching health and safety, and the skill of note-taking combined with teaching turf maintenance. In addition, a revised individual learning plan was produced that combined the learning outcomes from all three content areas. Reviews also covered all three areas of the programme, which encouraged the learners to make links between them.

As a result of this initiative, learners:

- were more motivated to develop their literacy and numeracy skills which were seen as integral to the job they were doing and enhancing their skills' levels in horticulture
- benefited from a wider skills base to enable a more successful transition from NVQ Level 1 to NVQ Level 2
- were able to achieve additional work-related qualifications, such as pesticide-spraying certificates
- were supported by a single individual learning plan because all staff involved were aware of the learners' wider learning needs and targets.

#### **What the provider found to be effective**

- Giving learners the opportunity to develop a wider skills base to enable a successful transition in levels
- Using a common individual learning plan to more effectively monitor and support achievement across the learning programme.

#### **6.5 Developing a coherent learning and progression offer for learners with learning difficulties and/or disabilities at Adult Community Learning – Essex County Council**

*Adult Community Learning – Essex County Council provides part-time and full-time programmes for adult learners with learning difficulties and/or disabilities (LLDD) in a large number of venues across the county council area. Courses are varied and are largely made up of non-accredited programmes delivered by qualified sessional tutors. In some areas, there is a large population of learners with profound and complex needs, many of whom had previously lived in residential hospitals.*

A review of the LLDD learning by Essex Adult and Community Learning led to the development of a new range of learning outcomes from which learners could choose:

- learning for leisure
- learning for work

- learning for personal development
- learning for independence.

The new learning offer was designed to provide opportunities for learners to address their needs while focusing on their planned progression routes. The offer was shared with other providers in the region and will in time be enhanced with the development of appropriate learning resources. Staff accessed training on effective target setting and developing effective individual learning plans to ensure a high level of support for learners accessing the new learning.

#### **What the provider found to be effective**

- Enhancing current provision following a review process
- Sharing the learning with other providers in the region and using this to create a working document to populate it with learning resources
- Tailoring the content of an individual learner programme to meet the needs of a learner's chosen progression routes.

#### **From offender learning**

#### **6.6 Innovative learning techniques in offender learning at Derbyshire Adult Community Education Service**

*Derbyshire Adult Community Education Service provides adult and community learning within the Derbyshire area. It has a contract with the Learning and Skills Council (LSC) to support offenders on community sentences.*

Derbyshire Adult Community Education Service used technology to help engage and develop offenders serving probation orders and receiving educational support. One project involved learners putting narratives on a range of familiar topics on to MP3 players and sharing them with peers. They also had the opportunity to use laptops as part of their programme. Using different forms of technology proved engaging for learners who had previously experienced education as 'chalk and talk' rather than an approach that made use of technology they could more easily relate to.

#### **What the provider found to be effective**

- Challenging traditional experiences of education and training through the use of more innovative technology
- Tailoring provision to suit the interests of learners through the use of IT
- Using auditory and kinaesthetic learning styles by using the MP3 players.

## From work-based learning

### 6.7 Evaluating the effectiveness of the Entry/Level 1 offer: Nacro

*Nacro has operated in the Medway area for over 25 years. Since August 2006, it has held the core contract for E2E provision for 16–19 year olds which it delivers in partnership with two other providers, buying in additional, specialist provision as necessary.*

Nacro audited its E2E provision in order to gauge the level of satisfaction among employers and learners, in particular evaluating the usefulness of the skills acquired by its learners. It carried out telephone interviews with employers, and learners completed a detailed questionnaire. This enabled Nacro to quantify and act upon learner feedback.

#### What the provider found to be effective

- Gaining an improved understanding of employer needs at a local level which can then be incorporated into the programme
- Identifying staffing and physical resources to enable the organisation to be more responsive in the future.

### 6.8 Tracking learner progress at Derbyshire and Nottinghamshire Chamber of Commerce

*Derbyshire and Nottinghamshire Chamber of Commerce is a large provider of training for work. It offers E2E programmes and apprenticeships, as well as some part-time provision for 14–16 year olds and work-based learning for adults.*

This learning provider addressed the challenge of tracking the achievement of learners whose provision is delivered across eight sites within Derbyshire, at five Chamber sites and with three sub-contracted providers. Its development of an extranet-based online quality improvement framework was based on the Adult Learning Inspectorate's Footsteps process map. Each of the footsteps (recruitment, induction, initial assessment, teaching and learning, review, assessment, achievement and progression) was linked to further menus that explained each of the processes in detail. The quality improvement framework included, as part of the overall initial assessment, initial assessment of 'soft skill' areas.

#### What the provider found to be effective

- Communicating with tutors in each remote delivery site the 'key steps to learner achievement' from initial engagement to progression
- Using the framework across learning settings to improve knowledge sharing of learner progress

- Finding the soft skill assessment to be more effective in measuring the distance travelled, as well as the learner being more aware of their personal development needs when agreeing SMART targets.

### **6.9 Involving learners in generating new ideas: Fareport Training Organisation Ltd**

*Fareport Training Organisation Ltd is a private training provider that delivers training opportunities for businesses and young people in Hampshire. It offers E2E and apprenticeships in a range of vocational areas.*

Fareport introduced learner forums whereby E2E learners were asked for their views on existing provision and to come up with new ideas of how teaching and learning could be enhanced. Groups of learners from across the sites met in the forums and, with the help of an experienced PSHE tutor, fed back on all aspects of provision. Outcomes included an increase in the level of visual stimuli in classrooms and revising the curriculum structure so that learners had the option of carefully managed home-based study one afternoon a week.

#### **What the provider found to be effective**

- Using learner feedback to identify areas for improvement that might not have been identified by staff
- Showing learners that they are valued by listening to and acting upon their contributions.

### **6.10 Enhancing the curriculum through flexible delivery at Education & Youth Services Ltd**

*The Eastern Region team of the Education & Youth Service Ltd (EYS) operates as part of a national training organisation, providing learning for over 600 E2E learners. The centres in the trial operate from Essex, Bedfordshire and Hertfordshire.*

EYS looked at enriching the content of its learning programme by including greater choices for vocational learning and integrating, where appropriate, elements of Skills for Life and personal and social development. An audit of provision revealed a lack of suitable short vocational courses aimed at the right level.

The challenge was to design a programme of learning that could be delivered in six-week blocks to ensure a continuation of the roll-on, roll-off delivery that was needed for E2E provision.

The review resulted in the development of a progression routes programme that provided learning from Entry and Level 1 to Level 2. Vocational learning opportunities were available in business, construction, customer services, health

and social care, sport and fitness, and public services. Units of achievement from a nationally recognised qualification were available for all vocational routes.

#### **What the provider found to be effective**

- Carrying out an audit of existing provision to pinpoint areas for improvement
- Developing a flexible programme that can accommodate roll-on, roll-off delivery and provide access to assessment of incremental achievement.

#### **From special schools**

##### **6.11 A collaborative approach to improving local provision: ContinU Consortium**

*The ContinU Consortium is formed of schools in Worcestershire, including two special schools – Blakebrook School and Stourbridge Special School – working in partnership with Kidderminster College and Beacon Employment, a work-based learning provider.*

The consortium set up a directorate which integrated all Entry and Level 1 provision into a collaborative infrastructure, with all local providers setting aside competitive approaches of the past to develop a strategic approach to multi-provider delivery of Entry and Level 1 provision. The target was the creation of a local matrix of this provision covering all providers and into which QCF units could be placed. The intention was to make the matrix accessible as an information, advice and guidance tool for all providers and Connexions.

#### **What the provider found to be effective**

- Increasing choice for learners to allow more personalised programmes to be developed
- Increasing opportunities for the sharing of good practice
- Developing a culture of collaboration to collectively improve their offer rather than compete with one another so that providers are able to concentrate on their specialisms and play to their strengths
- Identifying through the matrix, the development of progression of opportunities referenced to individual learner profiles.

##### **6.12 Creating a flexible, integrated curriculum offer: West of England School and College for people with little or no sight**

*West of England School and College for people with little or no sight offers residential and day education for learners with visual impairment from across*

*south-west England. The college works with other organisations to extend the curriculum offer and increase the opportunities available for its learners.*

This site developed the Highways Programme as a means of providing differentiated learning programmes which allow a very broad range of learning needs to be addressed and high levels of specialist support to be integrated. Designing individual sessions each time to address the wide-ranging needs of an individual, through the Highways Programme, the provider and the learner can take a holistic view through a set of approaches and resources, and can build a coherent programme to meet the learner needs.

Learners choose the activities to be involved in but all timetables contain:

- Skills for Life
- vocational experience
- independence and life skills
- physical activity
- social and leisure development.

The balance of these activities differs according to need and according to learners' plans post-college. The level at which learners access the different components of the programme also varies, according to the learners' differing needs in different areas.

#### **What the provider found to be effective**

- Integrating learners' therapies with education to allow learners to appreciate how one supports the other
- Providing a curriculum that helps learners to gain a range of knowledge and experience (eg vocational, social or physical) which together will inform and enhance their future lives.

## Review questions

Consider how coherent and fit-for-purpose your provision is for your learners:

- Do you operate a cycle of reflection and innovation to ensure that new approaches are adopted, where existing practice is less successful?
- Do you help your learners to become confident and autonomous, capable of progressing successfully from their Entry or Level 1 programmes?
- Do you and your learners use all opportunities within the programme to work towards achieving the learners' individualised targets, for example while on work placement?
- Do you integrate the three content areas (vocational and subject-based learning, personal and social development, and basic and key skills) so that learners can see the point of all aspects of their learning?

Click [here](#) for Quality improvement self-assessment statements (quality provision) relating to this principle.

### What the providers said

We were keen to explore IAG, coherent curriculum and Progression Pathways. We wanted a partnership approach to embedding the three core areas. We now have an enthusiastic staff and a better programme.

#### **From a work-based learning provider**

E2E learners, by working alongside LLDD learners, have shown improved social/behavioural skills and increased self-esteem by being a knowledgeable friend. One learner is considering working with young people with learning difficulties.

#### **From an FE college**

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## Principle 7: Learner support

**Learners should be positively supported throughout their learning programme.**

Learners are likely to need support to access their learning and to achieve the goals around which their programme is based. The nature of the support will differ from learner to learner and may take many different forms. It should be identified at the initial assessment stage and reviewed regularly as learners' needs change.

Key to the successful delivery of that support is identifying the areas in which learners need support and the type and amount of support required. The coordination of the support is also important so that learners can access that support across the programme in a positive environment, whether they are on site with the provider, at a venue run by an external partner, or on work placement.

As part of the trial, providers worked to establish how to make best use of information, advice and guidance services to support the learners to achieve their goals.

### Examples of providers' experiences

#### From work-based learning

##### **7.1 Supporting learners on work placement: the Calderdale and Kirklees E2E Partnership**

*The Calderdale and Kirklees E2E Partnership brings together a number of work-based training providers from Calderdale and Kirklees with its lead partner, Huddersfield Technical College. The Training Partnership Unit is a semi-autonomous contract management facility within Huddersfield Technical College.*

The main aim of this project was to enhance the quality of support available for learners on work placements. Data on learner destinations revealed that high numbers of learners were progressing to employment without training. This indicated that learners were not developing their ambition for further training as part of the work placements.

As part of the project, resources made available through the National Teaching and Learning Change Programme QIA Excellence Gateway for E2E were used, developed and adapted to support learners on placements. This led to a more coherent learning experience for the learner and the employer as the placement had a clear learning focus. In addition, NVQ units were adapted to inform learning on placements in retail areas such as stock management and

merchandising. Learners were also given the chance to attend NVQ Level 2 learning sessions.

Additional support was also provided at critical points in placements where, for example, learners were becoming frustrated. In one case this led to a learner moving from a threat of withdrawal from the placement to beginning an NVQ Level 2 programme in childcare and receiving an offer of employment.

The adoption of placement plans has enhanced the success of placements, and the additional resources that have been developed have been successful in enthusing learners and helping them find a learning focus for their placements.

### **What the provider found to be effective**

- Putting more support into learner placements to enhance the value of the placement
- Adapting NVQ units to support placements
- Providing support at critical points in the placement to transform the placement from the threat of-failure to success.

## **7.2 Using a range of professionals to provide support: Oakmere Community College**

*Oakmere Community College, as an E2E provider, operates an open-door policy and turns no eligible young person away. Offenders and young people with drug or alcohol issues and emotional problems are all accepted on to courses and supported to achieve their goals.*

The college identified its ability to 'offer advice, guidance and support to enable progression to employment, further education or training' as one of the key contributors to its success in working with a challenging client group.

In addition to the information, advice and guidance (IAG) provided by its own staff, the college used Connexions personal advisers and the Young Persons Advisory Service staff for general and specialist advice. It also employed a full-time learning mentor and counsellors to deal with a range of issues and barriers experienced by learners. The youth offending team also worked collaboratively with the provider, counsellors and Connexions staff from the provider's premises.

A strong, centralised learner services team coordinated all these different support activities. Learners received a wide range of support beyond that directly concerned with their learning programme – from help to get a bus pass to how to present an offending history on a CV.

By supporting the learners in this way, the provider effectively removed some of the barriers to learning. The risk of learners dropping out was reduced and their chances of moving on increased.

#### **What the provider found to be effective**

- Enabling learners to have access to professionals who are properly trained in providing specific forms of counselling (eg drug misuse) or general information, advice and guidance (IAG)
- Establishing a professional services team to coordinate a wide range of activities centred around the learner.

#### **From FE colleges**

##### **7.3 Supporting learners in transition: Exeter College**

*In addition to offering vocational and general FE provision for learners aged 16+, Exeter College also provides flexible learning provision for schools across Exeter and Devon. It has an established unit that specialises in learning at Entry and pre-Entry levels.*

College staff worked as part of a partnership of around 30 organisations to produce a toolkit to enable providers to better manage the transition from school to college for learners with learning difficulties.

A key part of the toolkit was the advice for staff on determining the nature of support that would be necessary for learners so that they could make the most of their learning programme. Information about the particular kinds of technologies that could be used, communication strategies and guidance on adapting resources was also included, alongside advice on how to elicit from the learner what forms of support they would welcome.

#### **What the provider found to be effective**

- Developing partnership working and the subsequent toolkit to enable better planning of the support needs of the individual learners
- Giving tutors access to specialist resources, websites and helplines (all detailed in the toolkit) to provide support if they are unsure of how best to meet a learner's support needs
- Seeking learners' views on which forms of support they see as beneficial.

## **7.4 Intensive support to improve progression into apprenticeships: i-gen Future Pathways**

*i-gen Future Pathways is the lead partner in a consortium of 12 organisations for the delivery of E2E in Leeds.*

In order to better support its E2E learners to gain and retain a place on an apprenticeship programme, Future Pathways developed a new job role – learning support adviser (LSA). The advisers work across the partnership with young people identified by partners as needing this intensive support.

The LSAs work with employers and apprenticeship providers to promote the E2E learners as potential apprentices and to introduce learners, providers and employers to one another. They focus their support not only on the learner but also on the training provider and employer, helping them to tailor their provision so that it is accessible to the E2E learner. The LSAs are planning a best practice in recruitment and retention of apprentices toolkit for employers and training providers.

The LSA prepares employers and training providers by sharing information about the learners and helping them to understand the particular experiences and achievements of the young person prior to transition. They visit the employer with the learner to support settling in. Before transition, the LSA works together with the training provider, employer and learner to explore the learner's needs and ways of overcoming potential barriers so that they experience a positive start to the programme. They will also assist the new provider in developing an induction programme for a young person that helps them understand expectations and ways of working with the new provider.

Contact is maintained until it is felt that the learner has made a successful transition and the opportunity is sustainable. The period of time is based on individual need.

### **What the provider found to be effective**

- Using LSAs to enable apprenticeship providers and employers to develop a better understanding of the learners and to tailor the learning programmes accordingly
- Ensuring that valuable information gained through detailed assessment of the learners by providers offering Entry and Level 1 provision is not 'lost' on transition to a higher level programme
- Providing continuity of support to ease transition for the learner
- Producing a toolkit to ensure that lessons learned through this initiative can be shared with others.

## Review questions

Consider how effectively you are supporting your learners:

- Have you identified the full support needs of your learners?
- Can you broaden the forms of support you provide and, where appropriate, the range of professionals you involve with this?
- Do you have a mechanism for coordinating the different support activities that you provide?
- Do you use information, advice and guidance to support your learners to achieve their goals from referral to after-care?
- How can the transition from one environment to another or from less formalised to more formalised settings be supported?

Click [here](#) for Quality improvement self-assessment statements (motivating learners) relating to this principle.

### What the providers said

It's better than I experienced at school. It's more related to what I want to do. It's relevant to me. At school I was treated like a kid. Here I'm treated like an adult, – they talk to me properly. (*Learner's thoughts on his training while on a work placement with a personalised approach*)

**From a work-based learning provider**

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## Principle 8: Ongoing review

***Ongoing review should follow on from the initial assessment at agreed intervals and should be thoroughly documented by providers.***

Ongoing review should allow both teachers and learners to reflect on the learners' progress towards their targets and to make any revisions to them. It is also an opportunity to amend the programme if aspects of it are no longer relevant or new approaches need to be developed. Encouraging learners to reflect in this way can help them to develop a sense of autonomy and ownership of their learning.

Ongoing review should be seen as part of a continuous assessment and review cycle, beginning with initial assessment. It ensures the continuing effectiveness and relevance of a learner's individual learning plan (see Principle 2 and Principle 6).

As part of the trial, providers worked on ways to ensure that reviews take place regularly and that the outcomes are properly recorded and used to improve the learners' experience.

These are two examples of systems invented for recording reviews:

- RARPA, recognising and recording progress and achievement in non-accredited learning. NIACE & LSDA (LSN)
- E2E - A passport for learners. LSC, July 2006

## Examples of providers' experiences

### From work-based learning

#### 8.1 Sharing the outcomes of ongoing review: Choices 4 All

*Choices 4 All (Choices) is a small work-based training provider in Harrow. It offers specialised training at pre-Entry and Entry levels for post-16 learners who may have learning and/or physical disabilities and aims to enhance their ability to move into employment with support.*

Choices developed a nine-stage initial assessment and ongoing review process, with in-programme reviews built in. The outcomes of these reviews were shared with all staff, and the learner's personalised programme was changed where necessary. The nine stages are set out below:

Stage 1: Initial telephone conversation with learner following referral

Stage 2: Informal interview at Choices to establish the learners' attitudes and feelings, assess their strengths and what is important to them and their parents

Stage 3: Two-week taster to start to identify the content of their learning programme

Stage 4: Personal and social skills initial assessment (running in parallel with

Stage 3), which concentrates on identifying strengths or physical difficulties, learning styles and interpersonal skills. The initial assessment can be extended if the learner lacks the motivation to learn because the tasters are in part about changing attitudes

Stage 5: Initial review: during which all staff feed back on their observations. The decision is taken by the staff/individual to join Choices as a learner, and the individual learning plan (ILP) is formed

Stage 6: Ongoing monthly review: to enable the learner to continue the personalisation of their training programme, get feedback on performance and guidance on possible targets

These reviews also provide the opportunity for tutors and learners to raise and resolve any concerns about the programme

Stage 7: Orbital review, that is: feedback to staff on learner action points/targets/goals

This 'orbital' or 360-degree review ensures the outcomes of the monthly review have an effect on the learner's programme. This is the process by which the tutor ensures that all other staff involved in the learner's programme are aware of the issues raised and the solutions put in place

Stage 8: Personalised learning programme: ILP–learner file–Passport

Stage 9: Moving into work experience to identify a career path leading to moving into employment.

### **What the provider found to be effective**

- Making sure that issues affecting the learners were addressed promptly and not allowed to escalate
- Using monthly reviews to adjust programmes to accommodate a learner's progress or change of direction
- Enabling tutors to be aware of the learner's views of the programme and for the learner to feel these are valued

- Encouraging tutors to share solutions and approaches.

## **8.2 Review as an integral part of the learning process: St Helens Chamber of Commerce**

*Starting Point is a specialist centre managed by St Helens Chamber of Commerce in the north west of England. It was established to support local people in all aspects of learning, work and employability. Its team of 28 staff manages an extremely diverse client base – from adults looking for work or wanting to advance in their careers to young people just starting out.*

The Newstart Plus programme was designed to engage 16–18 year olds with multiple barriers to learning and employment who were not yet ready to access E2E. Learners chose all the elements of their programme; nothing was mandatory, although Skills for Life were embedded in all sessions.

### **Example of a learner journey**

#### **Initial assessment**

Initial assessment provided a basis for planning, target setting and determining a baseline for recording progress and achievement. Every learner was supported to put together their own individual learning plan, which recorded barriers to learning and a statement of what learners thought they needed help with.

Learners were encouraged to score out of five their skills in the following areas:

- time-keeping
- attendance
- relationships with colleagues
- confidence
- effort
- appearance
- time management
- communication
- attitude
- up to three other areas important to them.



They also completed a personal action plan which contained the sections 'What I want to learn' and 'How I'm going to learn it'.

### **Ongoing review**

A learner–key worker review took place weekly and was recorded, reflecting on the learner's progress towards their targets and the learner's thoughts on the programme. Attendance and punctuality were reviewed alongside. The following week's timetable was agreed on the basis of that discussion. Learners were encouraged to bring to the meeting any other people involved in their lives, for example a social worker, youth offending service worker or parent/guardian. Once a month the learner's Connexions personal adviser also attended to ensure that the learner was still making progress and that the programme remained relevant.

There were more formal reviews of the individual learning plan, which were used to help structure the remainder of the programme. The learners were asked to record their responses to four questions:

1. Have my general aims changed in any way?
2. How do I feel about the learning I've just done?
3. What does my tutor think about my progress?
4. What would I like to concentrate on next?

### **Progression**

As part of their 'exit training', which was intended to help learners move on from the programme to positive destinations, the learners revisited the scores they gave themselves when they first put together their individual learning plan. They were encouraged to recognise the progress that they had made to help them perceive themselves as successful learners.

### **What the provider found to be effective**

- Involving learners continuously in monitoring their progress and contributing to decisions about what they want to do next, to encourage participation
- Involving a wider group of staff dedicated to supporting the learner
- Ensuring that the voice of the learner is instrumental in determining how the programme is designed.

### **8.3 Use of ICT to promote greater involvement of learners within the review process: Total People**

*Total People is a large, national, work-based learning provider that supports learners on a broad range of vocational programmes. Its development project explored provision for learners on E2E programmes.*

Total People developed a number of innovative approaches to support learners in the preparation of their review and their participation in it.

One particularly effective approach that was valued by both learners and staff was the use of a laptop and webcam, set up in a small room which learners accessed independently of the tutor. The room was set up in a number of styles to resemble, among other settings, a video diary facility. Questions were designed to encourage learners to consider different aspects of their programme – for example, learners' experiences of the induction process and their reflections on the support offered to develop their Skills for Life.

Learners and staff watched the recorded session and reviewed the learners' answers together. The information was then used in a variety of ways; for example, it helped staff and learners to prepare for their formal review.

Learners valued the approach and the effect it had in helping them prepare for their review.

#### **What the provider found to be effective**

- Using this approach to provide learners with more time and opportunities to open up
- Using the process of listening to and observing themselves to enable learners to gain insights into their learning.

### **8.4 Development of an information, advice and guidance checklist to support tutors with the review process: Oakfield Solutions**

*Oakfield Solutions is the main contract holder for E2E provision across the Newcastle area. It works with five subcontractors to support learners aged 14–19 years of age across a range of programmes (E2E, 'alternative' curriculum and Planning for Progression).*

This provider recognised the critical role that regular reviews play in supporting learners' achievement and progression. Reviews included access to ongoing information, advice and guidance (IAG) services. In order to support tutors in making referrals to specialist support, Oakfield Solutions developed an IAG checklist to use as part of the review process.

Tutors were asked to consider three questions:

1. Does the learner have any (realistic) job ideas or thoughts about where their programme might lead?
2. Does the learner seem happy on their programme? (Judgement should be based on a number of factors including their body language, behaviour and attendance, as well as what they tell tutors)
3. Do you think that their current programme adequately addresses their needs and interests? (It could be that it is felt they need more specialist support)

A 'no' answer to any of these questions triggered a consultation and/or referral to the Connexions personal adviser.

Tutors have found the questions to be useful prompts and have ensured that they focus on them within learner reviews.

#### **What the provider found to be effective**

- Ensuring that completing the checklist and recording the outcomes is a simple process and easy for staff to use
- Using the checklist to monitor more closely the need for additional support and referrals to a range of services such as Connexions.

#### **Review questions**

Consider how you might improve your ongoing review processes:

- Do you ensure that ongoing reviews are motivating experiences for your learners?
- Do you ensure that your learners feel that initial assessment and ongoing review (IAOR) is something that is done with them rather than to them?
- Do you use the outcomes of the review process to improve the learner's programme?
- Do you consider using a wide range of external resources when reviewing either job or other progression aspirations of your learners?

Click [here](#) for Quality improvement self-assessment statements (ongoing review) relating to this principle.

#### **What the providers said:**

Through action research we developed a strategy for collaborative/

partnership/multi-agency working. We reflected on good practice and gathered evidence for good partnership working. We now have tangible resources and approaches that can be rolled out.

**From a work-based learning provider**

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## Principle 9: Leadership and management

**Leadership and management within provider organisations should support the design and delivery of Entry and Level 1 learning programmes leading to the achievement of QCF provision that meets the relevant Progression Pathway specification.**

In order for Entry and Level 1 provision to be effective, there needs to be a commitment throughout an organisation to providing high-quality learning experiences for learners working at these levels. One of the roles for senior managers is to ensure that this cross-organisational commitment exists and is fostered so that all staff understand the importance of learning at these levels.

Managers can demonstrate an organisation's commitment by ensuring that adequate resources are in place to support teaching and learning. They can make sure that the provision is properly staffed by appropriately qualified tutors and that high-quality continuing professional development is extended to all staff supporting Entry and Level 1 learners. This may mean investing in external training but could equally be about freeing up time so that staff have the opportunity to learn from one another.

Managers are also responsible for ensuring that cross-organisational systems support high-quality teaching and learning on Entry and Level 1 programmes. These will include recording and information-sharing systems, both internal and external, as well as approaches to quality assurance. Managers can take a lead in developing new ideas and quality initiatives to ensure continuous improvement in provision at these levels.

As part of the trial, many leaders and managers within organisations were very active in considering the way in which they needed to develop in order to strengthen their delivery of Entry and Level 1 programmes. Several initiated organisation-wide projects to consider how best to manage diverse provision at these levels within their centres. Others examined their Level 2 provision to ensure that across every faculty they were providing stepping stones at Entry and Level 1 to allow learners to progress to Level 2 programmes.

### Examples of providers' experiences

#### From FE colleges

##### **9.1 Quality assuring differentiated learning: Newham College of Further Education**

*Newham College of Further Education, one of the largest work-based learning providers in east London, offers learning opportunities from Entry Level to Level 3 for learners aged 14+. As one of the largest FE colleges in England, it offers a wide range of learning opportunities for learners aged 14–19 and adults*

The college introduced a learner activity plan that required all tutors to consider the individual needs of each member of a teaching group. Tutors placed each learner in their class into one of three groups. They then had to demonstrate that their lesson was planned in such a way that it was accessible, meaningful and relevant to learners in each group. The learner activity plan then detailed the learning objectives, the teaching and learning activities, assessment opportunities, extension activities and support staff activity for each group.

A comprehensive programme of staff development supported the implementation of the learner activity plan, which also formed part of the college's lesson observation system. Professional learning advisers located within the Quality and Standards Faculty had a cross-college/cross-level responsibility for staff training and carried out lesson observations.

Responsibilities included:

- Having an awareness of the needs of the class by looking not only by observing the quality of teaching but also at how the teaching and learning activities had been adapted to meet the needs of learners and whether the supporting materials were appropriate
- quality assuring the lesson
- identifying any training needs, good practice and areas for improvement in quality and practice.

#### **What the provider found to be effective**

- Developing consistent judgements across the college's provision about the extent to which learner needs are being met
- Using trained staff through a quality assurance process to support colleagues where development needs are identified
- Sharing good practice in one area of the college across programmes.

This case study also relates to Principle 2: Personalisation.

#### **9.2 Transferring effective practice within a provider: The Oldham College**

*The Oldham College runs an E2E programme for just over 100 learners aged 16–19 which is based around vocational learning, literacy and numeracy, and personal and social development. The college also offers discrete provision within its Education Support Unit (ESU) for approximately 72 learners aged 14–35 with learning difficulties and/or disabilities. The curriculum is structured around providing a platform for gaining greater independence, achieving mainstream vocational training or supported employment.*

The E2E and ESU departments came together to plan their approach to taking part in the trial.

An initial interest in using RARPA to record learners' achievement and progress on the E2E programme led to E2E staff observing some of the ESU classes. During these observations, they realised that the personalised approaches which were well established in the ESU could be applied to the E2E classes.

Central to the ESU approach was the identification with the learner of individual learning targets at pre-induction and induction. After a presentation from ESU staff on using the targets to inform the design of the programme, the E2E staff reviewed the existing E2E induction processes and the process for information gathering at pre-enrolment so that it provided information to help staff really know their learners and build a programme based around their needs, interests and aspirations.

The two departments went on to further combine their provision, making vocational options available to some of the learners with learning difficulties and/or disabilities and intensive personal and social development input to some of the E2E learners. This widened the options available to both sets of learners and allowed a greater degree of individualisation within their timetables.

### **What the provider found to be effective**

- Developing departmental links to support staff learning and development
- Combining provision to extend learner choice for their programme offer
- Sharing effective practice in personalisation across the college.

This case study also relates to Principle 2: Personalisation.

### **From work-based learning**

#### **9.3 Developing a quality model for information, advice and guidance services from referral to aftercare: Oakfield Solutions**

*Oakfield Solutions is the main contract holder for E2E provision across the Newcastle area. It works with five subcontractors to support learners aged 14–19 years of age across a range of programmes (E2E, 'alternative' curriculum and Planning for Progression).*

An increase in the number of learners moving between providers as part of their personalised programme highlighted the need to ensure that all learners could access independent and impartial advice and guidance. A review of the links with Connexions (for specialist guidance) revealed that:

- the existing process for identifying the need for a referral to a specialist guidance worker was ad hoc (across tutors and providers)
- there were no means of analysing or evaluating the input of the Connexions personal adviser within the context of the learners' programme
- a robust and effective way of communicating the need for guidance to the personal adviser and the result of the guidance back to keyworkers was lacking.

Oakfield Solutions developed a quality process for information, advice and guidance, including a flowchart so that it was known who was responsible for what and how information was to be shared.

#### **What the provider found to be effective**

- Using the quality process to develop greater consistency across providers to enable Oakfield Solutions to monitor and improve the service it offers to learners
- Clarifying roles and responsibilities to enable more targeted and efficient use of the Connexions personal adviser
- Better sharing of information to enable learners to make more informed decisions around the continuation of their learning programme.

This case study also relates to Principle 8: Ongoing review

#### **9.4 Involving apprenticeship staff in designing the Entry/Level 1 curriculum: North West Community Services**

*North West Community Services, a private training provider in Aintree, Liverpool, caters for learners of all abilities. The centre offers apprenticeships and NVQs in early years, and employability training. It also operates an E2E programme for 16–19 year olds.*

A series of planned meetings between the tutors on the E2E programme and those delivering the Early Years apprenticeship programme led to the identification of a set of qualities and attributes that learners will need in order to progress onto and be successful within their apprenticeship programme.

Examples of these attributes included:

- good attendance and punctuality
- ability to communicate verbally and non-verbally
- motivation



- good behaviour
- possession of employability skills, for example a good interview technique
- learners working towards units of an Entry or Foundation childcare qualification.

Tutors within the E2E programme were then able to use this information to support the planning of the learning programme.

### **What the provider found to be effective**

- Enabling tutors delivering the apprenticeship programme to gain a better understanding of the E2E programme and vice versa
- Improving links between the E2E programme and the apprenticeship programme to support progression between them.

This case study also relates to Principle 6: Quality provision

### **Review questions**

Consider how managers can lead and support staff in providing high-quality Entry and Level 1 programmes:

- Is there a whole-organisation commitment to providing high-quality learning experiences for Entry and Level 1 learners? How is this demonstrated?
- Do staff have access to appropriate CPD and are they able to take advantage of available opportunities?
- Do you have systems in place for:
  - sharing information across the organisation?
  - quality assuring Entry and Level 1 provision?
- Do you have partnership arrangements and service-level agreements in place to expand your offer for your Entry and Level 1 learners beyond what is available within your organisation?
- Do you regularly review your practice to ensure that the organisation is constantly improving?

**What the providers said:**

We included curriculum leaders and are looking for greater involvement from visiting tutors in the future. To this end we have created a tool for self-audit; residential weekends for assessing wider skills; and a progression plan designed to enable participation at whatever level the learner is at. Good progress has been made.

**From an FE college**

We are developing the 14–19 curriculum – looking to increase provision and make improvements. Participation in this project has broadened the offer and better integrated our work with the rest of the college. We have had support right from the top. FLT has acted as an audit of the NEWCAD. It has made us look at what we are doing and how we are doing it.

**From an FE college**

Click [here](#) to return to the table of contents

## How can the principles enhance your provision in centres?

Throughout this guide, links have been made to the QIA CD-ROM resource *Improving practice in foundation learning*. This resource, developed as part of the National Teaching and Learning Change Programme (NTLCP), is designed to support teachers, tutors, trainers and managers in the provision of a high-quality, personalised learning experience for learners working at Entry and Level 1.

*Improving practice in foundation learning* features a quality improvement tool to help teachers, tutors and trainers review their practice and support provision at Entry and Level 1 and support progression.

The six Quality improvement self-assessment statements are linked to six of the nine principles to support the delivery of Entry Level and Level 1 Progression Pathways and provide a helpful description of the elements of effective practice and quality learner experience.

These are:

- Quality improvement tools – self-assessment statements for teachers, tutors and trainers; and
- Quality improvement tools – self-assessment statements for managers and co-ordinators.

## Quality improvement tools – self-assessment statements from *Improving teaching and learning in foundation learning*

	<b>For teachers, trainers and tutors</b>	<b>For managers and co-ordinators</b>
<b>Information, advice and guidance</b>	<ol style="list-style-type: none"> <li>1. Work with learners to expand their aspirations and make them aware of the opportunities available</li> <li>2. Ensure that communication systems used for information, advice and guidance are appropriate for individual learners</li> <li>3. Present text in an accessible, uncomplicated and user-friendly format</li> <li>4. Actively promote information and encourage learners to access it for themselves</li> <li>5. Maintain a skilful balance between supporting and challenging the learner during guidance sessions</li> <li>6. Plan and agree the steps to be taken to realise the learner's ambitions</li> <li>7. Provide appropriate support to raise awareness of what is available to learners and to access relevant helplines and agencies</li> <li>8. Make referrals to specialist advice agencies as appropriate</li> <li>9. Give impartial advice and guidance to meet individual needs based on accurate information</li> <li>10. Provide practical activities and tasters/visits to help learners confirm their goals</li> <li>11. Support learners to make well-informed and realistic</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish close working relationships with local employers and employer organisations to provide learners with opportunities for visits and tasters to help them make informed choices</li> <li>2. Establish partnerships with IAG services and organise opportunities for staff to work together to support individual learners</li> <li>3. Form partnerships between providers and other agencies to develop strategies to share information that will enable learners to be fully aware of opportunities both within and outside their local area</li> <li>4. Establish effective systems to ensure that information provided to learners is comprehensive, impartial, up-to-date, appropriate and complies with equal opportunities and other relevant legislation</li> <li>5. Ensure that advice draws upon the expertise of the organisation as a whole and, through wider partnerships, is not limited to the interest or knowledge of individual staff</li> </ol>

	<p>choices about their future lives and pathways in learning, work and life</p> <p>12. Support learners' personal and progression planning which takes into account their personal circumstances, and career and personal development goals</p>	
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	<b>For teachers, trainers and tutors</b>	<b>For managers and co-ordinators</b>
<b>Initial assessment (relating to Principle 3: Initial Assessment)</b>	<ol style="list-style-type: none"> <li>1. Actively engage with learners, conveying a sense of shared effort about initial assessment tasks</li> <li>2. Devise differentiated assessment activities that take account of learners' different social and cultural backgrounds, any learning difficulties and disabilities, and starting points</li> <li>3. Devise assessment activities that are relevant and meaningful to learners and provide opportunities for them to demonstrate their personal and social skills</li> <li>4. Make skilled observations about personal and social skills based on objective evidence</li> <li>5. Help the learner understand their strengths and potential, as well as the areas they need to develop to meet their programme objectives</li> <li>6. Provide motivating feedback during the initial assessment process and help the learner to find strategies for tackling their personal and social skills development</li> <li>7. Create meaningful and achievable objectives and short-term SMART targets for your learners</li> <li>8. Use nationally established processes and methods for assessing Skills for Life, literacy, language, numeracy and ICT</li> <li>9. Gather and use, or share, information with a range of appropriate partners and colleagues to build up the</li> </ol>	<ol style="list-style-type: none"> <li>1. Plan and implement a comprehensive initial assessment programme that is documented and understood by all partners involved in the process, including learners</li> <li>2. Identify and build relationships with a range of support agencies and partners that contribute to the initial assessment of learners and to the provision of learning support</li> <li>3. Ensure that all partners understand their responsibilities in respect of confidentiality and disclosure</li> <li>4. Plan an initial assessment programme to include a wide range of areas for assessment that can have an impact on learner success: literacy, language, numeracy and ICT, work readiness and generic employability, and personal and social skills</li> <li>5. Develop and agree a shared framework that describes personal, social and employability skills to be used across partnerships</li> <li>6. Provide continuing professional development for staff to develop the skills they need for carrying out initial assessments</li> <li>7. Review the effectiveness of the initial assessment process with all key stakeholders – learners, staff</li> </ol>

	<p>individual initial assessment profile</p> <p>10. Understand how to identify additional learning support needs and the organisation's processes for securing additional learning and social support</p> <p>11. Assess learners' vocational and employability skills, including readiness for work</p> <p>12. Identify the appropriate accreditation outcomes for the individual learner</p> <p>13. Involve learners fully in recording and reviewing their initial assessment, previous achievements and progress so that they understand the information and can use it.</p>	<p>and partners</p>
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	<b>For teachers, trainers and tutors</b>	<b>For managers and co-ordinators</b>
<b>Personalised learning programmes (relating to Principle 2: Personalisation)</b>	<ol style="list-style-type: none"> <li>1. You know learners' individual strengths and needs (including literacy, language and numeracy) and their starting points</li> <li>2. Provide a package of work-related activities, eg job search, work tasters, and access to national vocational qualifications to foster positive attitudes to work</li> <li>3. Work in a team to design learning programmes that are interesting and relevant to the learner and enable them to achieve learning objectives in the three core curriculum (content) areas</li> <li>4. Design learning programmes that allow learners to learn in multiple environments – for example at home through online learning or in peer support groups</li> <li>5. Involve the learner in creating and reviewing the personal learning plan objectives</li> <li>6. Know about the labour market in your area and what jobs are available</li> <li>7. Teach the learner specific and necessary literacy, language, numeracy and ICT skills they will need before they begin a work placement so that they can apply these</li> <li>8. Identify which vocational and occupational tasks interest and motivate individual learners</li> <li>9. Work with the learner and</li> </ol>	<ol style="list-style-type: none"> <li>1. Organise continuing professional development for your team members to improve practice in teaching and learning</li> <li>2. Plan and promote approaches and systems to support learning in a variety of contexts and environments to provide personalised programmes</li> <li>3. Engage, communicate and work with employers who are in a position to plan learning opportunities through work experience so that there is a work experience offer that covers a spectrum of occupational areas</li> <li>4. Take account of the local labour market when planning the provision of work experience</li> <li>5. Organise the work placement process so that workplace supervisors, tutors and learners can together create the placement learning plan</li> <li>6. Work with staff to plan a structured work experience programme with curriculum progression routes that motivate and support learner</li> <li>7. Work in partnership with other providers so that learners have a range of opportunities to</li> </ol>



	<p>employer to plan work experience programmes that include learning opportunities for literacy, language, numeracy, and personal and social skills</p> <p>10. Are knowledgeable about a range of accreditation and ensure that learners are progressing towards appropriate accredited learning outcomes</p> <p>11. Provide regular and motivating feedback to learners to help them succeed in their work placements</p>	<p>experience different learning and vocational contexts as appropriate</p> <p>8. Have planned opportunities for all tutors and partners to design the work experience programme so that each knows where and how they will contribute</p> <p>9. Monitor and evaluate the quality and impact of the programme through gaining the views of all stakeholders– learners, employers and teachers, tutors and trainers– and take action to implement improvements</p>
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	<b>For teachers, trainers and tutors</b>	<b>For managers and co-ordinators</b>
<b>Ongoing review (relating to Principle 8: Ongoing review)</b>	<ol style="list-style-type: none"> <li>1. Understand the purpose of ongoing review and assessment and the importance of providing regular and specific feedback to help learners make progress</li> <li>2. Set aside a scheduled time to carry out the review in privacy and without interruptions</li> <li>3. Help the learner to prepare for the review</li> <li>4. Ensure that the review is a collaborative process, gathering the views of learners and other tutors and identifying any concerns or difficulties</li> <li>5. Provide evidence-based feedback that gives the learner an accurate picture of how they are doing and helps them plan their next steps</li> <li>6. Provide relevant formative feedback in informal and formal contexts</li> <li>7. Plan and prepare adequately for formal reviews</li> <li>8. Be aware of and apply the organisation's policy on disclosure</li> <li>9. Collate and summarise reliable information from appropriate sources on each learner's progress before a review</li> <li>10. Involve partners, for example, employers, in the review process as appropriate</li> <li>11. In the review, draw together the three curriculum (content) strands and review</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide an overview of the review process, with written procedures, that is used across the organisation and partnerships</li> <li>2. Organise continuing professional development for teachers, tutors and trainers to help them develop effective reviewing skills</li> <li>3. Ensure that there are well-managed quality assurance processes in place for planning and recording review activities</li> <li>4. Ensure that all partners understand their responsibilities in respect of confidentiality and disclosure</li> <li>5. Include reviews in the observation process</li> <li>6. Set performance standards for reviews</li> <li>7. Gather feedback from learners, teachers, tutors and trainers, and partners about their perceptions of reviews</li> <li>8. Have processes in place to review the quality of the learner review experience and take action to implement improvements</li> </ol>

	<p>progress towards the achievement of learning objectives for each area</p> <ol style="list-style-type: none"><li>12. Review each learner's progress towards achieving accreditation as outlined in the personal learning plan</li><li>13. With the learner, set new or updated learning objectives and agree timescales for achievement</li><li>14. Properly record the learner's agreed objectives and planned activities to achieve them</li><li>15. Record progress and update records</li><li>16. Feedback the outcome of reviews to all relevant parties</li></ol>	
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	<b>For teachers, trainers and tutors</b>	<b>For managers and co-ordinators</b>
<b>Motivating learners (relating to Principle 7: Motivating learners)</b>	<ol style="list-style-type: none"> <li>1. Develop professional skills and techniques in using motivational dialogue</li> <li>2. Create a safe, non-threatening environment for discussing behaviour and change</li> <li>3. Carry out effective preparation and planning before engaging in a motivational dialogue</li> <li>4. Adopt a quiet, friendly and respectful style</li> <li>5. Adopt open, non-threatening body language and engage in appropriate eye contact</li> <li>6. Work in a structured and positive way with learners who are reluctant to commit themselves to learning or changing their behaviour</li> <li>7. Create empathy with the learner through good practice that suits their individual needs</li> <li>8. Identify what kind of help is really useful at different stages in the learner's journey through change</li> <li>9. Challenge a learner's view where necessary, in a non-confrontational way</li> <li>10. Assess a learner's readiness and motivation to change.</li> <li>11. Help the learner to clarify their goals so that change can be supported with a realistic action plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise that learner success depends upon learners being motivated to achieve their goals</li> <li>2. Provide continuing professional development for staff to develop the skills required for effectively motivating learners</li> <li>3. Provide continuing professional development for staff to help them manage challenging behaviour effectively</li> <li>4. Ensure that all partners understand their responsibilities in relation to confidentiality and disclosure</li> <li>5. Review and plan to disseminate good practice in motivating learners across the organisation and with partners</li> </ol>

	<b>For teachers, trainers and tutors</b>	<b>For managers and co-ordinators</b>
<b>Quality and consistency</b>	<ol style="list-style-type: none"> <li>1. Communicate regularly and effectively with all partners involved in an individual's learning programme</li> <li>2. Involve learners regularly, both formally and informally, in reviewing their learning experience</li> <li>3. Construct activities that help learners to provide meaningful and effective feedback on teaching and learning sessions, work experience and support services</li> <li>4. Operate your organisation's quality processes</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the Adult Learning Inspectorate Learner-Centred Self-Assessment Toolkit to help design and improve QA processes</li> <li>2. Set quality standards collaboratively with partners to cover all elements of the learning journey</li> <li>3. Set measurable performance targets and collect and monitor data to inform improvement actions</li> <li>4. Carry out self-assessment across partners and create and implement action plans based on review outcomes</li> <li>5. Design processes for reviewing the CPD needs of staff across the programme in partnerships and within the provider organisation</li> <li>6. Provide multiple opportunities for learners to give feedback on the service</li> <li>7. Publish the outcomes of self-assessment within the organisation so that learners and staff understand that they have been heard and that they have a part to play in shaping the provision</li> </ol>

*National Teaching and Learning Change Programme (2007) Improving practice in foundation learning (CD-ROM). Coventry: Quality Improvement Agency for Lifelong Learning*

## Sources of support

Throughout the development programme, providers shared with consultants the government bodies and initiatives that have assisted and enhanced the work in foundation learning.

The following resources and training opportunities were identified as useful either by the providers who took part in the trial or by the consultants who supported them.

Useful contact or resource	Website	Principle								
		Progression	Personalisation	Initial assessment	Goal setting	QCF provision	Quality provision	Learner support	Ongoing review	Leadership and management
		1	2	3	4	5	6	7	8	9
BBC	<a href="http://www.bbc.co.uk/keyskills">www.bbc.co.uk/keyskills</a>									
	<a href="http://www.bbc.co.uk/learning/subjects/basic_skills.shtml">www.bbc.co.uk/learning/subjects/basic_skills.shtml</a>			✓	✓			✓		✓
	<a href="http://www.bbc.co.uk/skillswise">www.bbc.co.uk/skillswise</a>									
Becta	<a href="http://about.becta.org.uk/display.cfm?page=1616">http://about.becta.org.uk/display.cfm?page=1616</a>						✓			
Connexions/ Jobs4U	<a href="http://www.thesource.me.uk/jobs4u/index.html">www.thesource.me.uk/jobs4u/index.html</a>	✓			✓			✓	✓	
	<a href="http://www.connexions-direct.com/jobs4u">www.connexions-direct.com/jobs4u</a>									

<b>DfES (now Department for Children, School and Families)</b>	<a href="http://www.toolslibrary.co.uk">www.toolslibrary.co.uk</a>			✓						
<b>Ferl (Further Education Resources for Learning)</b>	<a href="http://ferl.qia.org.uk">http://ferl.qia.org.uk</a>						✓			
<b>JISC (Joint Information Systems Committee)</b>	<a href="http://www.jisc.ac.uk/aboutus.aspx">www.jisc.ac.uk/aboutus.aspx</a>						✓			
<b>Jobcentre Plus</b>	<a href="http://www.jobcentreplus.gov.uk/JCP/Customers/index.html">www.jobcentreplus.gov.uk/JCP/Customers/index.html</a>	✓								
<b>Key Skills Support Programme</b>	<a href="http://www.keyskillssupport.net/">www.keyskillssupport.net/</a> <a href="http://www.ksspforwork.org.uk/guides.php">www.ksspforwork.org.uk/guides.php</a> <a href="http://www.keyskills4u.com">www.keyskills4u.com</a>	✓		✓	✓			✓	✓	✓
<b>Learndirect</b>	<a href="http://www.learndirect.co.uk">www.learndirect.co.uk</a>			✓	✓				✓	✓
<b>LSC (Learning and Skills Council)</b>	<a href="http://www.creditworks.org.uk/publications/reports/full/IAOR_FINAL_REPORT_17.05.07.doc">http://www.creditworks.org.uk/publications/reports/full/IAOR_FINAL_REPORT_17.05.07.doc</a>			✓						
<b>LSN (Learning and Skills Network formerly LSDA) E2E approaches to delivery suite of publications</b>	<a href="http://www.lsneducation.org.uk/pubs/results.aspx?title=e2e">www.lsneducation.org.uk/pubs/results.aspx?title=e2e</a>	✓	✓	✓						
<b>The Matrix Standard</b>	<a href="http://www.matrixstandard.com">http://www.matrixstandard.com</a>			✓						

<b>National Teaching and Learning Change Programme</b>	<a href="http://www.subjectlearningcoach.net/index.aspx">www.subjectlearningcoach.net/index.aspx</a>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Ofsted</b>	<a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Skill: National Bureau for Students with Disabilities</b>	<a href="http://www.skill.org.uk">www.skill.org.uk</a>		✓				✓	✓		✓
<b>Skills for Life Improvement Programme</b>	<a href="http://www.sflip.org.uk/resources">www.sflip.org.uk/resources</a>	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<a href="http://www.dfes.gov.uk/readwriteplus/embeddedlearning/">www.dfes.gov.uk/readwriteplus/embeddedlearning/</a>			✓	✓				✓	
	<a href="http://www.sflip.org.uk/professionaldevelopment.aspx">www.sflip.org.uk/professionaldevelopment.aspx</a>		✓				✓	✓		✓
<b>SSDA (Sector Skills Development Agency)</b>	<a href="http://www.ssda.org.uk">www.ssda.org.uk</a>	✓					✓			
<b>UK Register of Learning Providers</b>	<a href="http://www.ukrlp.co.uk/ukrlp/ukrlp.first">www.ukrlp.co.uk/ukrlp/ukrlp.first</a>	✓								
<b>Wired for Health</b>	<a href="http://www.mindbodysoul.gov.uk">www.mindbodysoul.gov.uk</a>							✓		



<b>Overview of useful organisations listed above</b>	
<b>BBC</b>	Has a range of useful websites to support Skills for Life delivery
<b>Becta</b>	Leads the national drive to improve learning through technology. Becta supports the education sector to make the best use of technology so that every learner in the UK is able to benefit from its advantages and achieve their potential
<b>Connexions/ Jobs4U</b>	Contains comprehensive information about a whole range of occupations. The information can be used to support learners in identifying the type of job they want and the skills needed in order to progress into employment
<b>Former Department for Education and Skills</b>	See Additional websites section below.
<b>Ferl (Further Education Resources for Learning)</b>	Aims to support individuals and organisations to make effective use of ICT and e-learning. Managed by the <u>Quality Improvement Agency</u> (QIA)
<b>JISC (Joint Information Systems Committee)</b>	Supports education and research by promoting innovation in new technologies and by the support of ICT services
<b>Jobcentre Plus</b>	Provides a wide-range of support for job seekers in locating jobs and developing the skills needed to find and secure a job
<b>(KSSP) Key Skills Support Programme</b>	Supports the delivery and implementation of key skills in school, colleges, work-based learning and adult learning, and prison and probation. It provides advice, training, information and resources to learners, teachers, trainers and managers.

<b>Learndirect</b>	Operates a network of more than 800 online learning centres in England and Wales, providing access to a range of e-learning opportunities
<b>LSN (Learning and Skills Network)</b>	Committed to making a difference to education and training. It delivers quality improvement and staff development programmes that support specific government initiatives, through research, training and consultancy; and by supplying services directly to schools, colleges and training organisations
<b>National Teaching and Learning Change Programme</b>	Designed to transform teaching, training and learning in selected subjects by developing 'Subject Learning Coaches'
<b>Ofsted</b>	Gives information on the inspection process, complaints, events, inspection results, reports, advice and guidance
<b>Skill: National Bureau for Students with Disabilities</b>	A national charity promoting opportunities for young people and adults with any kind of impairment in post-16 education, training and development
<b>Skills for Life Improvement Programme</b>	This programme builds on previous initiatives to help providers deliver the Skills for Life Strategy. It offers a wide range of resources relating to the teaching of literacy and numeracy
<b>SSDA (Sector Skills Development Agency)</b>	Consulted with Credit Works and GHK and initiated discussions with LSN on the Progression Pathways work. <a href="http://www.ssda.org.uk/">http://www.ssda.org.uk/</a>
<b>UK Register of Learning Providers</b>	The UK Register of Learning Providers is a one-stop portal to be used by government departments, agencies, learners and employers to share key information about learning providers
<b>Wired for Health</b>	A joint initiative between the Department of Health and the DCSF which aims to provide accurate and engaging information on health for teachers and learners

## **Additional websites**

### **Connexions**

<http://www.connexions-direct.com>

### **Department for Education and Skills (now the Department for Children, Schools and Families (DCSF) and the Department for Innovation, universities and Skills (DIUS), see below)**

Personalising further education: Developing a vision

<http://www.dfes.gov.uk/consultations/downloadableDocs/DfES%20Personalisation.pdf>

### **Department for Children, Schools and Families (DCSF)**

Is responsible for improving the focus on all aspects of policy affecting children and young people as part of the Government's aim to deliver educational excellence

<http://www.dfes.gov.uk/index.shtml>

### **Department for Innovation, Universities and Skills (DIUS)**

Brings together functions from the former Department of Trade and Industry, including responsibilities for science and innovation, with further and higher education and skills, previously part of the Department for Education and Skills

<http://www.dius.gov.uk/>

### **Learning and Skills Council**

Exists to make England better skilled and more competitive. The LSC's goal is to improve the skills of England's young people and adults to ensure we have a workforce of world-class standard

[www.lsc.gov.uk](http://www.lsc.gov.uk)

**Learning and Skills Council (continued)**

*E2E Passport*

<http://readingroom.lsc.gov.uk/LSC/2006/quality/goodpractice/nat-entrytoemployemtnpassport-gn-july2006.pdf>

*RARPA*

Recognition and recording of progress and achievement is a learner-focused system of recognising both anticipated and unanticipated learning outcomes arising from non-accredited programmes

<http://rarpa.lsc.gov.uk/>

**The National Institute of Adult Continuing Education (NIACE)**

This organisation completed a scoping study to inform the content of the Entry Level of the FLT

<http://www.niace.org.uk/Projects/RARPA/Default.htm>

**Prince's Trust**

A UK charity that helps young people overcome barriers and get their lives working

<http://www.princes-trust.org.uk>

**Qualifications and Curriculum Authority**

The regulatory authority for England, responsible for regulating, developing and modernising the curriculum, assessments, examinations and qualifications

<http://www.qca.org.uk/>

The QCA website provides a range of background information about the Foundation Learning Tier as well as details of trial activity. It also provides information on the links between this programme of work and the trialing of the Qualifications and Credit Framework

[www.qca.org.uk/qca\\_8153.aspx](http://www.qca.org.uk/qca_8153.aspx)

Useful for Principle 5 in particular

**Quality Improvement Agency for Lifelong Learning (QIA)**

Established to spark fresh enthusiasm for innovation and excellence in the learning and skills sector, QIA supports those involved in teaching, learning and training in the learning and skills sector to lift their performance and implement the government's reforms for learning and skills

[www.qia.gov.uk](http://www.qia.gov.uk)

**The QIA Excellence Gateway**

An online service for post-16 learning and skills providers and the new home for Learning and Skills Web and Excalibur. There are examples of good practice, self-improvement, suppliers of improvement services plus materials to support teaching and learning <http://excellence.qia.org.uk/>

**Youth Offending Teams**

YOTs are in every local authority in England and Wales and they are made up of representatives from the police, Probation Service, social services, health, education, drugs and alcohol misuse and housing officers

<http://www.everychildmatters.gov.uk/youthjustice/yot/>

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Choices 4 All

City of Wolverhampton College

ContinU Consortium

Derbyshire Adult Community Education Service

Derbyshire and Nottinghamshire Chamber of Commerce

Education & Youth Services Limited

Evesham and Malvern Hills College

Exeter College

Fareport Training Organisation Ltd

Highbury College

Hillcroft College

HTP Training

Humberside Learning Consortium

igen – Future Pathways

Knowsley Community College

Leicestershire and Leicester City Learning Partnership

Nacro

Newcastle College (Gateway Programme)

Newham College of Further Education

North West Community Services  
Nottinghamshire County Council Training Partnership  
Oakfield Solutions  
Oakmere Community College  
PETA Ltd  
Rathbone Training – Northampton/Derby office  
Rigby Hall Day Special School  
St Helens Chamber of Commerce  
Southend Adult Community College  
The Oldham College  
Total People  
Tower Hamlets College  
West Herts College  
West of England School and College for young people with little or no sight  
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