## Map of work-related learning in the E2E programme[10]

| The scope of the components in the E2E Learning Cycle | Using the E2E Passport to record actions | Work-related learning opportunities |
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| **Referral and recruitment** | | |
| **Initial assessment and induction** | | |
| Initial assessment directly related to work- related learning can include:<br>• learners' career aspirations and vocational awareness;<br>• learners' previous experience;<br>• motivations and attitude to work;<br>• physical health and emotional well-being and their impact on vocational choice;<br>• risk of offending or substance use and their impact on vocational choice. | The E2E provider is responsible for completing the Initial Assessment Summary document, which should include information relating to vocational development. | |
| **Entitlement curriculum** | | |
| This component identifies the young person's career and progression aims; their key objectives while on the E2E programme and the specific learning support modules planned to provide the three core strands of the Entitlement Curriculum. | The E2E provider's key worker completes the E2E programme document. It identifies the key objectives and the learning programme for each of the three core strands. This, importantly, includes key objectives for | |

[10] Adapted from The Learning and Skills Council, *The E2E entitlement curriculum*, 2004.

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| These strands are:<br>• *Skills for Life* (literacy, language (ESOL), numeracy) or Key Skills;<br>• personal and social development;<br>• vocational development. | vocational development. This may be focused on general career development skills and/or a combination of practical work tasters, work experience or placement opportunities. | |
| **Accreditation of learning** | | |
| Learners are entitled to work towards qualifications within E2E. They are also entitled to undertake activities that will generate evidence of their achievements within the vocational development strand. A number of career planning and preparation for employment qualifications are available to accredit this learning. | The E2E provider identifies how achievement will be recognised. This is also recorded on the E2E programme document. | |
| **Review of the learners' progress and planning activities** | | |
| Reviewing progress and planning the next steps in vocational development will be critical. This process is:<br>a) Short-term SMART targets are agreed with the learner. The targets should be directly related to the agreed key vocational development objectives.<br>b) Learner and tutor and/or key worker agree the learning activities that will help achieve the targets. They then create a vocational development activity plan. | SMART targets are recorded in the E2E review document by the key worker and learner.<br>The Activity Plan records the activities designed to enable the young person to achieve their vocational development targets. It should be completed by the learner with the help of the key worker, tutor and employer.<br>The cycle of review and planning activities is recorded regularly. | |

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| c) Learner and tutor regularly review progress, after each target has been attempted. This is very important after each stage of practical work placement or work experience so that the learner can reflect on the experience and learn from the reflection. Others may be involved in the review, including the Personal Adviser and the employer, if appropriate.<br>d) The activity plan should also be used as a log to help learners reflect on their progress and achievements.<br>This important cycle is repeated until the learner achieves their key objectives and moves on from the E2E programme. | | |
| | **Progression and aftercare** | |
| The key-worker and the Personal Adviser, together with the learner, agree a support and follow-up plan when the young person has completed the E2E programme and is ready to progress to one of these options:<br>• an apprenticeship;<br>• employment with training;<br>• further education vocational provision;<br>• employment without immediate training. | The key worker and Personal Adviser complete a Moving on plan with the learner. This sets out the continuing support that will be offered for at least eight weeks after the young person leaves the E2E programme. It also, importantly, highlights the progress made in vocational development and work experience. | |