5: Messages for Subject Learning Coaches – getting the most out of these resources

If you are a Subject Learning Coach (SLC) or a manager with responsibility for improving practice in your organisation, this section is for you. It contains ideas, Continuing Professional Development (CPD) activities and information to use with colleagues to help you implement the approaches described in this resource and improve your practice. We hope you will also work with other SLCs in your Subject Coaching Networks to develop and share effective practice.

What's in this section?

5.1. A whole organisation approach to designing and managing work experience:

- **CPD activity 1:** Where are we now? Self-assessment checklist;
- **CPD activity 2:** Using the E2E Learning Cycle[1] and E2E Passport[2] to map work-related learning;
- **CPD activity 3:** Developing an integrated learning plan, or scheme of work, for the work experience programme.

5.2. Developing tutors' skills:

- **CPD activity 4:** What can be learnt on work placement?
- **CPD activity 5:** Using learner profiles to develop placement learning plans;
- **CPD activity 6:** Getting better at target setting.

5.3. Adapting learner activities and recording evidence of learning:

- **CPD activity 7:** using the PLP to plan, track and record progress and achievement;
- Ideas for adapting activities;
- Building your resources.

[1] The Learning and Skills Council, *The E2E entitlement curriculum*, 2004.

[2] The Learning and Skills Council, *The E2E Passport*, 2004.

5.4. Using published resources:

- **CPD activity 8:** *Skills for Life* embedded materials for E2E;
- Using motivational dialogue to help E2E learners progress, Standards Unit;
- Improving initial assessment of personal and social skills in Entry to Employment, Standards Unit;
- Standards Unit E2E Resource directory;
- Equality and diversity;
- Health and safety.

5.5. Working with employers: Placements are good for business.

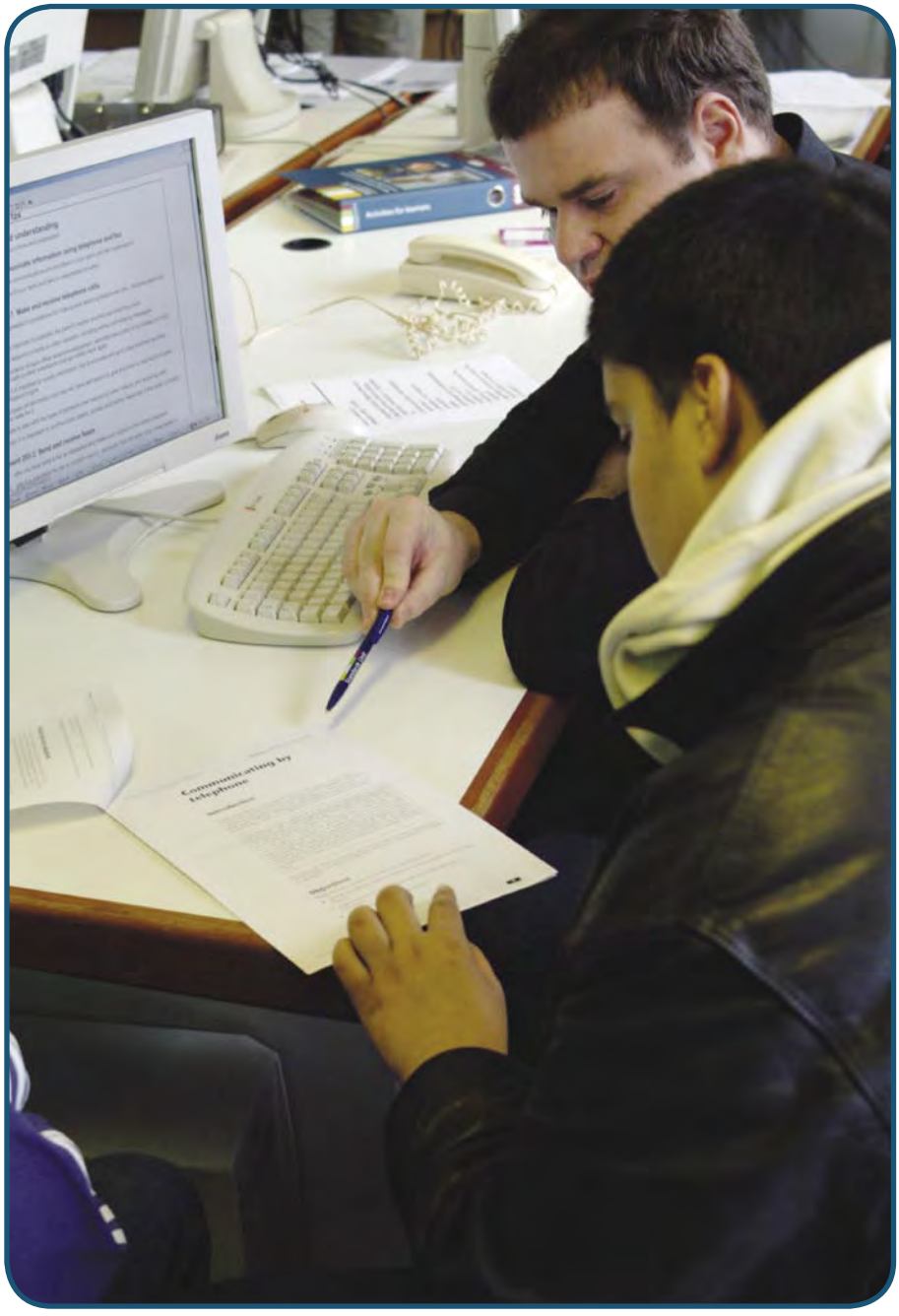
- Guidance notes for employers

You will find all the materials you need for the activities on the **Tutor resource** CD-ROM.

Key messages

- Take some time to explore all the resources and the potential they offer. In particular, explore the resources on the **Tutor resource** CD-ROM where you can find:
  - video footage of E2E learners you can use in a variety of ways to stimulate thinking and discussion with your learners;
  - interactive activities for learners;
  - PowerPoint slides you can adapt for your sessions;
  - printable templates to use and adapt;
  - session plans.
- Work with other SLCs in your Subject Coaching Networks to share and develop effective practice.
- Discuss the ideas in this resource with your manager. Decide together how to take forward the ideas that will help improve practice in your organisation.
- Plan how you will coach your colleagues to adopt the approaches in this resource.
- Use the *Skills for Life* E2E Materials for Embedded Learning with this pack. We have worked closely with the *Skills for Life* Strategy Unit to develop complementary resources around preparing for work.

- Involve your *Connexions* colleagues in developing good practice where possible. Involve other appropriate partners so that together you maximise the learning potential of work experience.
- Consider strategies for involving your employers in supporting and assessing learning.



5.1 A whole organisation approach to designing and managing work experience

Taking a whole organisation approach to planning work experience programmes will benefit your learners, tutors[3] and partners, including employers offering work placements. In this section there are ideas for engaging colleagues in planning a whole organisation approach so that:

- you can begin to assess the quality of your work experience programme;
- you can map your provision against the E2E Learning Cycle;
- you can plan an integrated comprehensive work experience programme that includes learning activities for every stage of the process and across the three E2E core curriculum areas;
- your learners will experience a 'joined up' approach and understand and recognise the relevance of all their skills in the context of work;
- you can identify responsibilities with your colleagues and partners for supporting and assessing learning through work experience;
- your learner can manage records of their learning that can provide evidence for accreditation or Recognition and Recording Progress and Achievement in Non-accredited Learning (RARPA)[4].

The templates illustrated in this section are available on the **Tutor resource** CD-ROM.

[3] In this resource we use 'tutor' as the term to cover the different roles E2E providers employ to deliver the E2E programme.

[4] The Learning and Skills Council, *Recognising and Recording Progress and Achievement in Non-accredited Learning*, July 2005. E2E providers are expected to introduce the RARPA from September 2005.

CPD activity 1: Where are we now? Self-assessment checklist

The self-assessment checklist on the following pages is based on good practice criteria drawn from the Adult Learning Inspectorate (ALI) report summarised in **Section 1, Introduction, pp. 5–6**.

Things to consider

- How does this self-assessment document fit with other quality improvement documentation you use? Do you need to adapt it, for example, by introducing a scale to replace ABC?
- Who should be involved in the self-assessment? A wide range of people's perceptions will give you useful information for subsequent action planning.
- How will you develop your improvement action plan following the self-assessment? Do you have processes in place to manage quality improvement plans?

As you action plan to improve your provision you will find a useful source of best practice case studies on the Adult Learning Inspectorate Excalibur database[5].

The LSDA report, *Just like real work* [6], also includes examples of effective practice and useful ideas to help improve the range and quality of your work experience programme.

[5] The Adult Learning Inspectorate, http://www.ali.gov.uk/excalibur/htm/excalibur.htm

[6] Duckett I. and Moore S., *Just like real work*, LSDA, September 2005.

Effective practice checklist for the management of work experience programmes[7]

A = well developed practice

B = practice which has some strengths but needs further development

C = practice which needs development and support

Planning a 'whole organisation' approach to work experience programmes

		A	B	C	Response
Planning a 'whole organisation' approach to work experience programmes					
1	The organisation offers a wide range of work experiences across a spectrum of occupational areas.				
2	The organisation provides a wide menu of work-related opportunities to meet individual needs.				
3	The organisation takes account of the local labour market when developing work placements.				
4	The organisation involves employers in developing a learning programme for individual learners.				
5	Employers are aware of the purpose of the E2E programme and the three core curriculum elements.				
Planning development of vocational skills					
6	Learners are helped to 'find their focus' by having the opportunity to explore a wide range of work areas.				

[7]Adapted from *Entry to Employment: looking back over the first year*, Adult Learning Inspectorate, 2004.

7	Tutors provide a package of work-related activities, e.g. job search, work tasters and access to national vocational qualifications to foster positive attitudes to work.				
8	Learners are helped to understand and develop the vocational and employability skills they need for work.				
9	Learners are helped to see the importance and relevance of their *Skills for Life* and their personal and social skills in the context of work.				
Programme design and delivery					
10	Learners are helped to 'find their focus' by having the opportunity to explore a wide range of work areas.				
11	A range of working environments is used to plan and develop vocational skills.				
12	There is a planned approach to work experience that is understood by all staff.				
13	Learning programmes are planned with the learner and the employer.				
14	Learners receive regular work placement visits from their tutors to give support and monitor progress in all aspects of their learning plan.				

CPD activity 2: Using the E2E Learning Cycle[8] and E2E Passport[9] to map work-related learning

There are various ways to plan and document how you deliver the E2E Entitlement curriculum. It is important that your planning documents are compatible with other quality assurance documentation used in the organisation so that everybody can understand where they fit and where their responsibilities lie.

The template on the following pages is designed for you to map and plan the work-related opportunities you will provide alongside the E2E Learning Cycle and relevant parts of the E2E Passport.

Things to consider

- How does this format fit with other self-assessment and planning documentation used in your organisation?
- Use this document to audit what you are already doing. Working with colleagues, you can identify areas for improvement and create an action plan.
- You can use this document to map work-related learning across the E2E Learning Cycle.
- You could add a column to show which tutor or partner is responsible for which element.
- Consider the potential for using a fully completed version of this template to provide an overview of the work experience programme, behind which could sit detailed documents such as session plans, activities for learners and work placement documentation.
- You can use the outcomes of this activity to develop an integrated learning plan, or scheme of work, for your work experience programme. CPD activity 3 suggests how you might do this.

[8]The Learning and Skills Council, *The E2E entitlement curriculum*, 2004.

[9]The Learning and Skills Council, *The E2E Passport*, 2004.

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
Referral and recruitment		
Initial assessment and induction		
Initial assessment directly related to work- related learning can include: • learners' career aspirations and vocational awareness; • learners' previous experience; • motivations and attitude to work; • physical health and emotional well-being and their impact on vocational choice; • 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.

These strands are: • *Skills for Life* (literacy, language (ESOL), numeracy) or Key Skills; • personal and social development; • 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: a) Short-term SMART targets are agreed with the learner. The targets should be directly related to the agreed key vocational development objectives. 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. 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. The cycle of review and planning activities is recorded regularly.	

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.

d) The activity plan should also be used as a log to help learners reflect on their progress and achievements.

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:

- an apprenticeship;
- employment with training;
- further education vocational provision;
- 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.

CPD activity 3: Developing an integrated learning plan (or scheme of work) for the work experience programme

In this activity you and your colleagues can use the structure of the employability skills framework to build a 'scheme of work', or integrated learning plan, for the work experience programme.

The aim is to start to build a comprehensive staff resource that describes and includes detailed information about learning activities in the work experience programme. The benefits are:

- all staff and key partners are engaged in the design and delivery of the work experience programme;
- a 'catalogue' of planned programme of activities, including session plans and resources;
- skills coverage across the three E2E core curriculum areas is identified;
- key responsibilities for delivering elements of the plan are identified;
- a documented overview for inducting new staff;
- evidence for provider self-assessment.

There are two templates in this activity: an overview of the activities in the integrated learning plan, and a skills map for the learner activities.

We have used the learner activities in this resource (shaded in turquoise) to create the example in the template below, and we have suggested who might be responsible for each activity.

Things to consider

What do you need to do to explain the value of taking this holistic or integrated planning approach to:

- managers;
- colleagues;
- partners.

What effective work-related activities do you already do that you want to include in this plan, for example:

- inviting employers in to meet learners;
- role playing interviews;
- improving writing skills for CVs and letters;
- developing research skills.

How could you develop this overview to produce a file listing all learning activities, session plans and location of resources for the work experience programme?

How could you use this information to induct new staff?

Task one

Look at **Section 2.3, Planning and providing work experience for your learners: Introducing a framework for employability skills**, where the employability skills continuum is introduced and defined, and where we have identified some essential skills learners will need at each stage. Which other employability skills will your learners need at each stage? Which are needed early in the programme? Which are needed later? Which are needed at several stages?

Task two

Now look at the overview Template 1 on pp. 15–17. What activities could you add to the stages in the plan? You could use the outcomes of the last development activity as a starting point or meet with your colleagues and ask them to bring examples of activities they already use. Work together to identify any gaps or opportunities for devising additional activities or developing further resources. This activity may take more than one session.

Task three

When you have completed the overview of the integrated learning plan you and your colleagues need to look at each activity to identify all the learning opportunities across the three E2E core curriculum areas. You can do this using the employability skills framework Template 2 to map the skills that these activities can cover.

You can also use the mapping charts in the introduction section of the *Skills for Life* E2E embedded materials to help you identify the *Skills for Life* and Key Skills.

Remember, you can expand Template 2 to include your own learning activities and the core curriculum skills they involve, giving you a comprehensive integrated learning plan for your work experience programme. The template can be downloaded and adapted from the **Tutor resource** CD-ROM.

This is an important and challenging piece of work for many tutors, especially if they have been used to working in isolation. Before you ask your colleagues and partners to analyse their activities and map the skills you will need, be sure that you all have a shared understanding of the purpose of the task and the learning benefits. The CPD activities in **Section 5.2** provide some ideas to help you do this.

Template 1. Planning and delivering work experience programmes: Overview of an integrated learning plan

Topic	PLP step	Learner activities (LA)	Resources	Responsibilities
About the world of work The world of work can include me. Thinking it out. Employability skills.	**Step 1** What will I get out of work experience? How do I feel about work experience? Skills and knowledge I already have.	What will I get out of work experience? **LA1** Thinking skills: using spidergrams and the Six Thinking Hats **LA2** What can I do already?	CD-ROM spidergram PPT Six Thinking Hats *Hats(or badges) in 6 colours* *Case studies* *Local labour market information* What can I do already? cards. Template of the three skill areas SfL Embedded learning materials: Module 1 *Employers' views: case studies; visits*	Tutor *SfL* tutor Work placement tutor *Connexions* PA
About the world of work Finding out about work	**Step 2** Skills and knowledge I can develop as I find out about the world of work.	**LA3** What jobs are there? **LA4** Could I do that job?	**Jobs4u** website Stereotype card set Embedded learning materials: Module 1	Tutor SfL tutor *Connexions* PA
Getting ready for work	Where do I fit? What do I want to do?	**LA5** My dream job **LA6** Meet the experts	What's important to me? cards CD-ROM What's important to me? summary template. Flipchart Pictures/images	Tutor *Connexions* PA Employer/supervisor

			SfL Embedded learning materials: Module 1 Questionnaire guidelines Tape or video recorder	
Getting ready for work	Employment responsibilities and rights	**LA7** Who's responsible? Health and safety in the workplace **LA8** Who's responsible? Equality and diversity activity	'Who's responsible?' CD-ROM 'Who's responsible?' card set *SfL* Embedded learning materials: Modules 3, 4, 5 and 6 CD-ROM scenarios	Tutor Guest speakers
Getting ready for work	**Step 3** My placement: What will I be doing?	**LA9** The right programme for me **LA10** Spot the skills **LA11** What will I be doing?	CD-ROM video activity CD-ROM video activity Visit to employer	Tutor Tutor and employer
Going to work	**Step 4** Placement learning plan	As specified in individual PLP and E2E Passport Activity plan, eg: • regular assessment review and feedback • skills development off the job	Work place	Tutor Employer/ supervisor
Moving forward		Review learning and either • Repeat steps 2-4 using appropriate activities or • Prepare individual moving on plan		Tutor Employer *Connexions* PA Partners

About the world of work: Mapping the skills

Learner activity	*Skills for Life*	Personal and social skills	Vocational skills
LA1 What will I get out of work experience?			
LA2 Where are the skills?			
LA3 What jobs are there?			
LA4 Could I do that job?			
Getting ready for work			
LA5 My dream job			
LA6 Meet the experts			
LA7 Who's responsible? Health and safety			
LA8 Who's responsible? Equality and diversity			
LA9 The right programme for me			
LA10 Spot the skills			
Going to work			
Individual Placement Learning Plan			
Moving forward			
Individual learning plan			

5.2 Developing tutors' skills

Managing learning and supporting learners to achieve their goals is a highly skilled activity. The activities that follow are designed to help SLCs, and others with responsibility for staff training, to help tutors develop the skills they need to implement the approaches in this resource and improve work experience programmes.

Things to consider

- Try these activities yourself, preferably with other SLCs in your Subject Network, before coaching your colleagues or leading CPD sessions.
- Talk to your manager and get their support so that you have the time and commitment from the organisation to run these sessions effectively.
- Note that your manager will have received copies of the Standards Unit **E2E competence framework** pilot materials, comprising guidance and tools to help manage CPD for E2E tutors. You and your manager may wish to use some of the tools to help staff identify their training needs and 'buy into' the CPD activities.

CPD activity 4: What can be learnt on work experience?

When tutor and learner have decided on the best type of work-related learning placement for the next stage of the learner's programme and the priority development needs, they will be ready to develop the content of the Placement Learning Plan (PLP) together.

This activity, a skills analysis, demonstrates how the three core elements of the E2E programme can be integrated through work-related learning, how you can begin to plan the contents of the PLP and how you can develop SMART learning targets for the Activity Plan.

Things to consider

- Try this activity with a group of E2E colleagues initially, preferably with other SLCs in your Subject Network. Then adapt the work tasks to meet the needs of your organisation and different occupational areas.
- Consider how you can use this activity with learners, using examples of real work tasks, identifying skills that need to be learnt and creating SMART learning targets for their Activity Plan. Create some SMART target cards.
- How could you use this activity to extend and develop Learner Activity 10 'Spot the skills'? Task analysis and skills analysis help learners identify skills they already have and those they need to develop for the job.
- How could you use the activity to help learners analyse tasks in their own work place and to identify and structure their own learning targets?

Task

Identify some everyday tasks that E2E learners might expect to cover at work, such as:

- answering the phone;
- learning to follow instructions;
- reporting to a supervisor;
- welcoming customers;
- shadowing a post.

Write them on a whiteboard or flipchart. Use different coloured sticky notes to identify the **specific** personal and social skills, *Skills for Life*, Key Skills and vocational and/or employability skills needed for each work task. Arrange the sticky notes under each task. Record your results on the **Skills analysis** template (example on the next page).

Work in pairs or small groups and select one or more of these skills to create some SMART learning targets that might be appropriate for your learner's Activity Plan.

Use CPD activity 6, **Getting better at target setting**, to help you structure your targets.

Skills analysis. What can be learnt on work experience?

Activity at work	*Skills for Life*	Personal and social skills	Vocational and employability skills
Welcoming customers	Using correct formal and informal language to suit the situation. Using matching body language. Using correct tone of voice.	Self confidence. Overcoming shyness. Social interaction. Using initiative.	Presenting a good image of yourself and the company. Understanding customer expectations.
Shadowing a post	Listen for and follow explanations and instructions. Ask questions to obtain information.	Working with others. Team spirit. Being observant. Asking questions. Listening to answers.	Understand the duties of the post holder. Understand their position in the team and who they report to.

CPD activity 5: Using learner profiles to develop Placement Learning Plans (PLP)

There are some important issues to consider as you begin to plan the route into work with your learner and design the PLP. Providers in the pilot found that using typical learner profiles helped them clarify the curriculum framework and the individual's route through the E2E learning programme.

This task is in three parts. You can use Part 1 as pre-session reading and preparation.

Things to consider

- How can you use learner profiles to support and coach new E2E tutors, or those who have particular responsibility for managing work placements in your organisation?
- How could learner profiles be used to improve consistency of the learners' experience across your organisation? Is this a useful aid in managing quality improvement?
- The three learner profiles illustrated in **Section 2.5, Planning and providing work experience for your learners** may not be typical of your own learners. For example, your organisation may work only with E2E learners who already have a specific vocational interest such as business, engineering or construction, or with learners who face particular challenges such as rehabilitation after drug abuse or offending. Work with colleagues to develop learner profiles and flowcharts to facilitate the learning journey that represent your own learners. Then use these to help plan relevant curriculum and work experience programmes.
- Adapt this activity by developing planning flowcharts, PLPs and SMART learning targets for typical learners in your own organisation.
- This is a valuable but challenging activity for new staff. Make sure everyone is clear about the learning purpose and that new or inexperienced staff work with more experienced colleagues.

Task

Part 1

Look at the three learner profiles and case studies in **Section 2, Planning and providing work experience for your learners, pp. 29–34.** Each case study uses a simple flowchart to illustrate how tutors can plan and facilitate a typical learning and development 'route' for each learner profile (without a vocational focus, ready to find a focus, narrow focus).

- How can the flowchart approach help you to plan for work experience placements?

Next, look at the case study of Naz, a learner without a vocational focus, in **Section 4.2, Learning in work placements,** pp. 9–15. Here we have:

- developed a flowchart to show how important factors have been considered as the work placement programme has been planned;
- shown how Naz's PLP has been drawn up to identify workplace tasks and the E2E curriculum skills that he will be developing on the placement;
- shown how the learning tasks in the PLP can be translated into learning targets. These are recorded in Naz's Activity Plan that he will take to his work placement.

Part 2

Now try this out for yourself. Look at the case study of Gemma in **Section 2.5, Taking account of individual needs: using learner profiles**, pp. 31–32 and consider the stages needed to plan her work experience programme. She represents learners who are ready to find a focus. Step 4 of her PLP relating to a two week placement in a music store is in this section on p. 26.

Use the flowchart boxes on p. 25 to outline the points you need to consider at each stage in Gemma's journey. Remember to include the support mechanisms you think she will need. Try to show how you might:

- develop and embed mentoring or 'buddying' support;
- 'stagger' placements with more intensive engagement towards the end of the placement;
- design learning activities that are embedded into the core placement activities;

- design learning activities that address the learning targets of the individual learner;
- put together a support package, perhaps involving external agencies, to ensure that barriers to learning do not obstruct progress on the placement.

Part 3

Look at Step 4 of Gemma's PLP on p. 26. It shows what she will be doing in her two-week placement in a music store. Devise some SMART learning targets for each core curriculum component and record them in her Activity Plan on p. 27. Exchange your targets with colleagues and ask for constructive feedback.

Adapting and extending the activity

Use the case study of Darren (narrow focus) in **Learning in work placements,** or the typical learner profiles you have developed for your own organisation, as a basis for:

- devising planning flowcharts;
- developing PLPs;
- planning SMART learning targets for the work placements.

Facilitating Gemma's learning journey

Engagement

Skills development

Focus

Progression

Step 4 of Gemma's Placement Learning Plan

GOING TO WORK			
Step 4: My Placement Learning Plan			
What I will I be doing	***Skills for Life***	**Personal and social skills**	**Vocational and employability skills**
	Week 1:Taking orders and swiping credit cards on the computer.	Week 1: Asking customers for information when doing credit card transactions. Dealing with product queries from customers.	Week 1: Work on stock replenishment using computer records and collecting CDs and records from the stores.
Who will be responsible for providing and monitoring the learning?	*Observing Shantanu in the first week but also hope to deal with some customers successfully in the first week.*	*Observe Shantanu dealing with the customers and asking for information from them.*	*Shadowing Toni for the first shift then helping her to replenish stock levels before doing a shift on replenishment myself on Friday.*
What I will be doing	Week 2: Working on the information desk providing product information for customers, taking orders and enabling customers to listen to sample music.	Week 2: Dealing with customer requests politely and confidently and being able to deal with customers with difficult requests.	Week 2: Getting to know the latest stock from different types of music and using the stock guide to find reviews of music. Enabling customers to listen to sample music.
Who will be responsible for providing and monitoring the learning?	*Shadowing and getting information and feedback from Jude.*	*Observing Jude on the desk to see how she greets customers and looks up the information they need.*	*Have a working knowledge of latest releases and be able to programme the listening device so that customers can listen to the sample music they want.*

ACTIVITY PLAN **PLAN NO**

Name Gemma

Date of week beginning	What am I going to do today to help me achieve the targets agreed at my last progress review?	Learner's comments, for example: What skills have I learnt and used? What have I enjoyed/not enjoyed? What have I done well in? What do I need help with?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Comments from my Key Worker, trainer and employer		

CPD activity 6: Getting better at target setting

This activity[11] helps you understand how to construct effective SMART targets. It shows how targets fit into the scheme of things and illustrates how effective targets are a natural source of evidence of achievement.

You will need a set of **Getting better at target setting** cards and some dry wipe pens.

Target components

We use these definitions to identify the components of a target. They are used on the header cards, which offer alternative terms, so that you can use the activity later with learners.

Goal	What the learner plans to achieve within a course or defined period of learning.
Target	The smaller steps of learning that will help the learner achieve their goal.
Outcome	What the learner will be able to do.
Range	Details of the task.
Situation or purpose	Where the learner will apply the learning.
Activity or work plan	What has to be done to achieve the learning.

1. Sort out the text cards. Set aside the blank cards for later.
2. Lay out the header cards in the order: Goal/Target >Outcome >Range >Situation >Activity >Plan.
3. Use both 'tutor' and 'learner' cards to do this and note the definitions.

[11] This activity is derived from one developed by the LSDA and CfBT for the Learning and Skills Council as part of the *Skills for Life* Quality Initiative. We have adapted the activity for this E2E resource and acknowledge its source with thanks.

4. Use the cards with text to re-construct goals/targets 1–3 (only 1–3 have Activity Plans).
5. Re-construct goals and targets 4–5. Use the blank cards to create activity plans for these.
6. Take goal cards 6–8 and use the blank cards to create targets for these.
7. Consider one of your own learners and use blank cards 9 and 10 to create relevant and effective goals and targets for them.
8. Exchange targets with colleagues and ask for constructive feedback.

Things to consider

- Are the targets you have written measurable? How would you address relevant timescales?
- Consider how to assess achievement. Does a well constructed target help to assess achievement naturally?
- Use the National Curricula for Literacy, Numeracy and ESOL to attach curriculum references to the targets.
- Learners need to work towards realistic and achievable targets. For example, it is unrealistic to expect someone who is habitually late for work every day to reverse this habit within a one-week time scale. Consider how a sequence of bite-sized targets can help by forming a 'ladder to success.' Create some examples of bite-sized targets that can form a ladder for one of your own learners.
- Is the acronym 'SMART' really essential or helpful to communicate the components of effective goals and targets with learners? Do we sometimes use the term 'SMART' as shorthand without real understanding?
- Are there better learner-centred terms to explain how to construct targets and activity plans more meaningfully?
- Learners may have personal and social goals that relate to confidence. These are 'soft targets' and should be recorded in the same way.

To adapt this activity to use with learners

Create some goals and targets cards that your learners will find relevant.

Introduce and discuss goals, targets and the meanings of the terms used in the activity. Ask about, or explain the significance of each component. Ask learners for examples from their own experience.

Select a small number of the goals and targets cards for learners to work with. Ask learners to work in pairs or small groups to re-construct the goals and targets. If you have learners who are not confident readers, make sure that the pairs or groups include both confident and unconfident readers.

Then ask learners to use blank cards (or sticky notes or sheets of paper) to create their own targets. These can be written up shared with the whole class.

5.3 Adapting learner activities and recording evidence of learning

CPD activity 7: Using the PLP to plan, track and evidence progress and achievement

In September 2005 a new process was introduced to measure and record learning that was previously only recognised informally. This typically related to achievements in 'soft' skills such as personal and social development and employability skills, where 'distance travelled' by learners was difficult to measure objectively and not formally recorded. The Recognising and Rewarding Progress and Achievement in Non-accredited Learning[12] (RARPA) 'Staged process' is now used to track and record learning. An effective Placement Learning Plan (PLP) can illustrate starting points, milestones and measurable gains in confidence and competence during the programme. The table below summarises the RARPA staged process and the sorts of evidence suggested.

Things to consider

- Learners will be recording lots of outcomes if they follow the activities in this resource.
- Records will include the PLP and documents such as CVs, letters and research material.
- Learners will also have supplementary documents on their PCs to print out for their portfolios.
- Consider how the PLP can contribute to the RARPA process and complete the table on the next page.
- For ideas about how to assess distance travelled in soft skills, look at the Leeds College of Building case study in **Section 2, Planning and providing work experience for your learners,** p. 23, and in the **Tutor resource** CD-ROM library section.

[12] The Learning and Skills Council, *Recognising and Rewarding Progress and Achievement in Non-accredited Learning*, 2005.

RARPA stages	Evidence	PLP activities
1 Aim(s) appropriate to individual learner or groups of learners.	Clearly stated for all programmes.	
2 Initial assessment to establish the learner's starting point.	Record of outcomes of process of establishing learners' starting points.	
3 Identification of appropriately challenging learning objectives (initial, renegotiated and revised).	Clearly stated and suitably challenging objectives for all programmes and, wherever feasible, individually for each learner.	
4 Recognition and recording of progress and achievement during programme (formative assessment), including tutor feedback to learners, learner reflection, progress reviews.	For example, records of learner self-assessment, group and peer assessment, tutor records of assessment activities, journals, diaries, portfolios, artwork, videos, audiotapes, artefacts.	
5 End of programme learner self-assessment, review of overall progress and achievement in relation to appropriately challenging learning objectives identified at the beginning or during the programme. It may include recognition of learning outcomes not specified during the programme.	For example, records of learner self-assessment, group and peer assessment, tutor records of assessment activities, individual and group testimony, learner's files, journals, diaries, videos, audiotapes, exhibitions, displays, artefacts, photographs.	

Adapting activities

Most tutors like to adapt or create their own activities to use with their learners. We have provided example session plans that you can download and adapt for each of the learner activities in this resource.

Here are some ideas about how you might work with your colleagues and other SLCs to develop learner activities that maximise learning opportunities.

a) Differentiating learner activities

Consider which work experience preparation activities are relevant to your individual learners. How might the activities in this section be adapted for learners with different needs? For example:

- a learner who has a clear focus about where they want to work and what they want to do;
- learners who need more time to develop their *Skills for Life* before undertaking extended work placements;
- learners who need to build their confidence so that they can talk to adults in the workplace and/or customers.

The E2E *Skills for Life* Materials for Embedded Learning: E2E can help you do this. For example, you could adapt the **E2E Integrated Assignment 2: A good job.** The assignment has four parts:

- find out about a job area of interest;
- find out what skills and qualities are required;
- discover which jobs are advertised locally;
- pass on information to others in an interesting way.

b) Using work experience preparation activities in the initial assessment and induction phase

The learner activities in this resource are designed to help learners define their E2E key vocational objectives and define SMART targets. They can be used in the initial assessment and induction phase of the E2E programme to provide relevant and interesting learning activities that:

- give you the opportunity to observe your learners' skills;
- help learners think about their objectives and prepare to take part in reviews.

All the activities can be used towards the initial assessment of personal and social skills using the four stage process described in the Standards Unit resources, **Improving initial assessment in personal and social skills in Entry to Employment.**

With your colleagues, adapt the activities so that you can assess personal and social skills. A reminder of the four-stage process for the initial assessment of personal and social skills is on the next page.

The **Materials for Embedded learning, Module 1: Making choices,** provides *Skills for Life* material that supports learners considering options in this initial assessment and induction phase. The skills development in these materials will help learners to understand better the processes involved and choices they are making.

The process of initial assessment of personal and social skills through observation

Stage 1: Preparing to assess and develop personal and social skills	• With your colleagues, agree on a framework of personal and social skills as a basis for observation. • Create an observation skills checklist. • Engage learners in meaningful and motivating activities that will help them develop personal and social skills. • Determine which activities give learners opportunities to demonstrate the skills you have defined and also help you profile their strengths. • Decide which learners you will observe during a session.
Stage 2: Using observation to gain evidence about personal and social skills	• Agree with the learner what skills you will observe and give feedback on. • Using the skills checklist, observe the skills you have identified. • On a recording sheet, record what you observe.
Stage 3: Making objective assessments	• Share your observations with appropriate colleagues and partners. • Compare evidence you have from other activities where the learner had a chance to demonstrate the same skills. • Record your assessments, noting the progress the learner has made. • Prioritise areas for development that will make a key difference to help positive progression. • Identify short-term targets for discussion with the learner.
Stage 4: Giving feedback and agreeing key objectives	• Encourage the learner to reflect on their experience. • Give the learner positive feedback about what they do well and check that they 'hear what you say'. • Help the learner understand the skill areas they need to develop and agree priorities for action. • Set short-term SMART targets and further assessment activities and record. • Agree E2E objectives for personal and social skills and record in E2E passport.

c) Building your resources

The environment you create greatly influences learning. In your SLC networks, share good practice in providing a stimulating and motivating learning environment. Here are some ideas from the pilot centres:

- poster displays promote health and safety and equality and diversity;
- photographs and case studies of E2E learners on placements and E2E graduates;
- reference corner with trade journals, local newspapers, folder of job adverts and job descriptions;
- publicity posters showing variety of jobs, for example recruitment posters;
- 'My dream job' posters created by the group;
- folder on PC with useful website links.

Develop and maintain a bank of resources for all tutors to use: job advertisements, case studies, Apprenticeship frameworks and college and training information, *Connexions* guidance.

5.4 Using published resources to develop your work experience programme

You will get the most out of this resource if you also use other resources to develop your work experience programme. On pp. 38–43 is a summary of the resources available to you through the Subject Coaching Networks.

CPD

a) *Skills for Life* Materials for Embedded Learning: E2E CPD activity 8

The Standards Unit and the Skills for Life Strategy Unit have worked closely together over the development of these resources and they complement each other. Skills covered in the *Skills for Life* resources are indicated in the table below in blue print:

E2E Core Curriculum in a work context[13]		
***SfL*/Key skills**	**Personal and social skills**	**Vocational skills**
Reading and understanding work instructions. Reading and understanding health and safety guidelines. Completing workplace documentation. Communicating with other workers, line managers, etc. Timekeeping and working within time constraints. Making number calculations accurately. Taking or writing messages.	Self-awareness/confidence in being responsible. Being aware of managing feelings. Understanding and identifying with others. Managing relationships and being a team player. Understanding basic cooperative attitudes and behaviour. Developing basic social rules and how to read people. Seeking help and advice appropriately. Being clean and smart in appearance.	Opportunities for sampling in real work environment. Clarifying career aspirations. Reappraising chosen work or career-related area. Gaining an understanding of the physical and emotional demands of working in specific sectors. Exploring how qualifications link to work competences. Developing increased employability and work-related skills.

[13] Table reproduced from the Standards Unit pilot resources **Improving vocational learning in E2E programmes**.

Many of the ***SfL*** Embedded Learning Materials will help to support E2E learners undertaking work placements. As they are designed to be delivered through the vocational setting, learners will appreciate their relevance.

The activities and tasks have been mapped to the Adult Core Curriculum to enable tutors to relate the outcomes of the learners' initial and diagnostic assessment to the appropriate tasks within their vocational setting.

The materials include a CD-ROM with a Word version of the materials. This allows practitioners to adapt materials to the needs of particular learners and their work placements.

One set of materials has been written specifically for E2E learners with modules in making choices, personal skills development, customer service, office and business, engineering and mechanical, outdoor and practical. There are other materials covering a wide range of other occupational areas.

The materials are available free from Department for Education and Skills and you can find more information from the Embedded Learning Portal: www.dfes.gov.uk/readwriteplus/embeddedlearning

There are six modules in the *Skills for Life* resource:

- Module 1: Making choices – supports the initial assessment and induction phase of the E2E programme.
- Module 2: Making my own way – supports work on personal and social skills development.
- Module 3: The office and business environment – develops some of the work skills involved in this area of work.
- Module 4: Customer service – supports skills' development in customer-facing areas of work.
- Module 5: Engineering and mechanical – supports skills' development in a range of work involving technical and mechanical skills.
- Module 6: Outdoor and practical – supports skills' development in this broad area of work.

Things to think about

- You will want to design your own activities for learners to use on placement. If your learner is in an occupational area not covered by the materials, take a look through the materials to get an idea of some of the skills you might want to develop and assess and get some ideas about how to present them. Many of the activities can be easily adapted to other occupational settings.
- In addition to the individual tasks, there are 'integrated assignments' to help to consolidate knowledge and these may be used for evidence against accredited awards. Check carefully with your specifications to make sure that assignments fit. It is likely you will need to adapt them.
- Review your current practice in embedding *Skills for Life* by using the checklist below and reflecting on your findings. Share your findings with colleagues or other SLCs, and share ideas about how to improve your practice.

b) Using work placements to embed *Skills for Life*

A = well developed practice.
B = practice which has some strengths but needs further development.
C = practice which needs much development and support.

Effective practice in embedding *SfL*	A	B	C	Response
I have used initial and diagnostic assessment outcomes to inform the learning that needs to take place in LLN.				
The learner is aware of and understands the specific literacy, language and numeracy skills required by the placement.				
The learner has identified target achievements for language, literacy or numeracy on the placement.				
The learner has identified opportunities for acquiring, developing and applying the appropriate skills on the placement.				
Supervisory staff in the workplace are aware of the targets and are prepared to help the learner develop their ability and practise and apply their skills.				
I have taught the learner specific and necessary workplace skills before the placement.				
I have prepared practice tasks for the learner to undertake while on placement.				
The placement tutor reviews the tasks during the placement review.				
Where further support is required, arrangements have been made for the learner to access this either on-site or with the provider.				
Where the learner has achieved, we have developed new targets.				

c) Using motivational dialogue to help E2E learners progress, Standards Unit

These resources introduce motivational dialogue skills and techniques. They will help you to engage with learners who need to make changes in their life if they are to progress. They will also help improve your skills in learner reviews. They include CD-ROMs showing tutors and learners practicing the skills and techniques and resources for you to use with your learners.

d) Improving initial assessment of personal and social skills in Entry to Employment, Standards Unit

This resource provides guidance, CPD and learner activities to help you design an initial assessment programme for personal and social skills.

e) E2E Resource directory, Standards Unit

The resources directory contains a list of resources that you might use to support your E2E programme. There are four sections:

- Section 1 Literacy, language and numeracy;
- Section 2 Personal and social development;
- Section 3 Vocational development;
- Section 4 Sources of accreditation.

The Directory is distributed through the Standards Unit Subject Coaching Networks.

g) Aspects of health and safety. Supporting learners working at Entry Level 3 and Level 1, Standards Unit

This resource includes ten activities designed to encourage learners to engage with, and take personal responsibility for, health and safety at work. Although focused primarily on health and safety, the activities support the development of *Skills for Life* and offer practical guidance for tutors on how to help learners develop these skills at Entry Level 3 and Level 1. There are materials contextualised for construction, catering, hair and beauty and business. These are available through Standards Unit Regional Offices or Subject Coaching Networks.

5.5 Helping employers improve work experience

Well planned and managed work-related learning, with active employer involvement, leads to a better learning experience for learners and better outcomes in terms of their vocational skills development and employability.

Some pilot centres worked on ways to improve communication between tutor, learner, employer and the staff who support the learning at work. Many centres found that the best ideas were those that promoted the positive message 'placements are good for business.'

Things to think about

- Employers are busy people and have to manage their day-to-day operations efficiently and effectively. Work with colleagues to identify mutual benefits that could work for both parties to get employer 'buy-in'. In your SLC Networks create best practice checklists to take back to colleagues.
- Below are ideas from pilot centres for information leaflets, questions and prompts and an 'About me' pro forma for learners to take to their first meeting with an employer. How could you adapt these ideas for your own use?
- You will need to think about particular issues such as supporting the unconfident learner, fostering learning in the work placement and handling expectations (on all sides!). Could a 'Frequently Asked Questions' list help your employers?

Employer guidance

What is E2E?

The Entry to Employment (E2E) programme aims to help young people who are not ready to directly enter an Apprenticeship, further education or employment, to develop confidence, basic, key, personal and social skills to prepare them for the challenges and opportunities of life and employment.

E2E is funded by the Learning and Skills Council (LSC) and is delivered through learning providers and other specialist agencies working collaboratively to help young people move forward.

How you can help?

Within the E2E programme young people have the opportunity to experience work placements, develop their vocational and employability skills and understand more about employment in a real work environment.

The aims of work experience are to give learners an insight into the world of work and equip them with the skills, knowledge and confidence needed to succeed in adult working life. The experience involves the learner taking on the role of a young worker and engaging in work tasks, using developing skills, being involved in work processes and experiencing work environments.

As an employer offering work placement opportunities you can:

- negotiate to suit the demands of your organisation and the needs of young people;
- agree the duration of the work placement at your discretion;
- rely on a learning provider to support and guide the young person and yourself through the programme, including the required documentation.

Benefits for your business

Active employer involvement is a critical success factor in enabling and facilitating positive learning at work. Employers already involved in E2E report a range of specific benefits to their business, both in the private and public sectors. Consider how the following points may apply to you.

Recruitment

- Opportunity to recruit potential employees on a trial basis to see if they fit in with your work needs and culture. This could save on your recruitment costs and advertising.
- Identify your staff and skills shortages. Training a learner can be a solution.

Training and development

- Learners are supported with high quality training whist in work placement. Agree the content of their learning programme and see how quickly they will integrate into your workforce.

- Reviewing the learning plan regularly can avoid disruption to work routines. This will ensure that the needs of all parties are being met positively and the relationship is working.

Effective support

- Learners are mentored by key workers for the duration of their E2E programme. Learning the skills of mentoring and guidance can be applied to employed staff as well as learners.

- Workplace mentors are good for staff morale. Improved skills among your employees including interpersonal and instructional skills.

Sharing a commitment

- A caring employer is an asset to the community. This applies not only to the learners but to the workforce in general.

Supporting effective learning in the workplace: case study

While the learner is in a work placement there are two key issues to consider:

- What steps should be taken to help the learner develop relevant skills and knowledge?

- What support should the learner be given so they benefit from the learning experience?

E2E works for employers: Primary Care Trust case study

The Trust interviewed several E2E learners and took on three to do administrative and secretarial work.

This is what their Supervisor said:

"Recruitment is very expensive, so if we can groom someone to fill a role in the organisation it saves on costs and advertising and we get to know the person before they take on permanent employment. It is more reliable and less costly than other recruitment.

We feel very positive about the whole experience. It is personally satisfying to help them flourish in an organisation where they can develop as much as they want to. They are very pleasant young people, they work well as a team and support each other. Though it is early days, the learners would all be in the running for permanent jobs if they continue to do well."*

* Adapted from an unpublished resource, *Approaches to E2E delivery*, LSDA.

St Helens Entry to Employment Partnership

Workplace Mentors' Guidance

Thank you for offering to support a young person on the Entry to Employment programme (E2E) in your place of work. The opportunity to gain work experience is extremely valuable and the Workplace mentor plays a significant role in ensuring that each young person has the chance to receive a positive experience.

Prompt questions

1. Who identifies a Workplace Mentor? _____

_____

2. Is there a job description and/or selection criteria? _____

_____

3. Who supports them? _____

_____

4. Will they receive training? _____

_____

5. How long and how often will they be expected to be released from their work to undertake this role? _____

_____

6. Will they be required to record any information or write reports? _____

_____

To help you in this role please consider the following points:

E2E is about individualised programmes and each young person will have objectives which are relevant to them personally. Please discuss these objectives with the young person and their Key Worker or tutor. That way, everyone is clear from the beginning what the young person is aiming to achieve.

Prompt questions

1. What is an individualised programme? _____

_____

2. What does it involve? _____

_____

3. Are the objectives personal or work related? _____

_____

4. Is it for learning or for training? _____

_____

5. What is the difference between the terms? _____

_____

6. How often do I need to be involved in these discussions? _____

_____

These goals are personal and are likely to have been drawn up as a result of issues which have affected the young person. The young person will have agreed to these goals and will be monitored on progress.

Prompt questions

1. What are the issues normally affecting young people in E2E? _____

_____

2. Will they present in the workplace? _____

_____

3. Will any additional support be needed? _____

_____

4. If so, who will give it and how will that be facilitated? _____

_____

5. Who will monitor progress? _____

_____

6. How can the company be involved? _____

_____

Work closely with the young person and their Key Worker or tutor. The placement is more likely to succeed if there is a partnership approach.

Prompt questions

1. How should the learner be supervised? _____

_____

_____

_____

2. Will the learner be involved in partnership discussions? _____

_____

_____

3. How will the learner be encouraged to take ownership of learning? _____

_____

_____

4. Will this be recorded and referred to later? _____

_____

_____

5. How does this feed into the review process? _____

_____

_____

6. How can this succeed and be effective? _____

_____

Give the young person a chance - your workplace is a very unfamiliar environment and all of us need to feel comfortable in our surroundings and with the people around us.

Prompt questions

1. Can the learner come for a 'familiarisation' visit before placement starts? _____

_____

2. How can we make the learner feel welcome? _____

_____

3. How/who should 'meet and greet' the learner? _____

_____

4. Are there any simple guidelines for us to follow for the first few days in work placement?

_____

Take some time out to show the young person round at the beginning so that they know where things are – some young people are shy and would struggle ~~asking for a drink~~ or even where the toilets are. If it is practice for staff to have their own cup, let the young person know that this is what happens. These are important aspects of working life that with a little thought can mean the difference between a successful and unsuccessful placement.

Prompt questions

1. Will the Key Worker be available to be shown around at the same time? _____

_____

2. Will there be any information for us about any particular needs of the learner? _____

_____

3. Can we assign the Workplace Mentor to help and support the learner on the first day?

_____

4. How can we be sure that the learner feels comfortable – are there any tips? _____

_____

Explain the basics like hours of work, lunchtime and breaks. In our experience young people cannot manage their own time very well so flexi time is not a good idea!

Prompt questions

1. Will we be expected to give the learner an Induction? _____

_____

2. Will the basic information need to be recorded for the learner as a reminder? _____

_____

3. How can we help with their time management? _____

_____

4. Do we need to provide food and drinks for the learner? _____

_____

Your role is to keep an eye on the young person and help them to achieve their goals. You may feel that progress is slow but for many young people making those small steps in the beginning helps their confidence and leads to bigger steps and strides later on.

Prompt questions

1. How can we encourage positively without being overbearing? _____

_____

2. Will the progress steps be in their plan? _____

_____

3. What incentives can we offer in progressive steps? _____

_____

4. Slow does not mean failure _____

_____

Despite all your efforts the young person may not feel that they are benefiting from the placement. Talk to them and the Key worker or tutor about their experiences – be honest but try to be constructive so that the young person can reflect and learn from their experience.

A list of Frequently Asked Questions is attached to help you.

Most frequently asked questions

What if the learner...

... is late?

Set realistic targets alongside the Key Worker or tutor. Young people need to have clear boundaries but there may be circumstances that will affect their timekeeping.

... doesn't turn up?

Let your contact at the College or other organisation know. They may be aware of a problem. They will try to find out the reason for absence.

... is struggling with the work?

If you feel that you can discuss this with the young person, do so. Please involve the Key Worker or tutor, they may be able to give you some background that is affecting him or her. You may have given him or her a task that is too difficult. They may say that they can do something but may find it difficult to say that they have having difficulties.

... seems to have personal problems?

You may develop a relationship with the young person that means that they discuss personal problems or issues with you. If you are concerned about a young person's welfare please contact a Key Worker immediately. We are legally obliged to report any concerns about a young person under 18 to Social Services.

... has an accident?

Contact the College or training provider immediately. We have qualified Health and Safety people who will talk to you about the nature of the accident. They will also inform the relevant authorities.

What if...

... the placement isn't working despite everyone's efforts?

Let us know – we will move that young person to an alternative placement or option on E2E. We want the young person to learn from the experience that they have so we will probably ask you to be involved in a final review.

... the learner's attitude to staff and/or customers is not acceptable?

If the learner is to be in contact with members of the public it would be a good idea to give clear guidelines from the start. If their attitude is not acceptable with members of staff please speak to them as soon as the issue becomes apparent. Young people need to learn from their experience and many have not been in a working situation before. If their attitude does not change please discuss with the Key Worker or tutor. We will set targets to focus on the problem which, with your help, will encourage the young person to change.

... we want to employ the young person?

Speak to a Key Worker or tutor and they will give you details on how to go about offering employment or an Apprenticeship.

ABOUT ME

(Information about the young person for the employer prior to work placement. It can be taken by the young person on a pre-placement visit or sent to the employer before work placement starts. It could accompany the PLP)

Name _____ Date _____

This is me, my interests and aspirations.

What I would like to do in work placement (specific work tasks).

What I can offer whilst in placement (specific personal qualities or developing skills).

What support I would like while in placement (for example, I'm trying to get better at being on time).