1: Introduction – Getting the most out of work experience

If you are a tutor, manager or collaborative partner supporting learners on Entry to Employment (E2E) programmes, this resource is for you.

Vocational learning lies at the heart of the E2E programme and this resource is designed to help your learners and you get the most out of the work experience opportunities you organise.

Where work experience works well it can be a powerful and motivating experience, triggering positive learning and propelling the learner into employment and training. A well-planned work experience helps learners to understand employability skills and appreciate that they include Key Skills, literacy, language and numeracy skills, and personal and social skills.

This resource provides ideas, practical approaches and examples for planning and managing work experience so that each of your learners can make the most of the learning opportunities in the workplace.

The Standards Unit worked with tutors[1] and learners in 40 E2E providers in a pilot project with the theme 'Improving vocational learning in Entry to Employment programmes'. During the pilot tutors and learners helped to develop a range of creative and practical approaches to work experience.

Rationale for these resources

We have called this resource **Getting the most out of work experience** because, at its best, work experience can provide a wealth of learning opportunities and can be hugely motivating for a young person. However, opportunities for real learning can also be missed.

The emphasis throughout the resource is on planned learning in the work experience programme that integrates the three core elements of the E2E curriculum:

- literacy, language (ESOL), and numeracy (LLN) or Key Skills;

[1] We use the term 'tutor' to cover the different roles that E2E providers employ to deliver the E2E programme.

- personal and social development;
- vocational learning.

Inspectors from the Adult Learning Inspectorate[2] (ALI) noted that, "E2E learners benefit most from work experience when their learning is planned and monitored, and they are given targets to achieve. Employers also need to understand the purpose of the E2E programme and the individual learner's goal. Currently, many E2E work experience programmes fail to make the best of the potential for learning in the workplace".

The report from ALI also identified some key characteristics shared by effective work experience programmes.

Work experience

- Providers offer a wide range of work experiences across the spectrum of vocational areas and take account of the local labour market when developing work placements.
- Providers involve the employer in developing a learning programme for individual learners; employers are aware of the purpose of the E2E programme and the three core curriculum elements.

Vocational skills

- Learners are helped to 'find their focus' by having the opportunity to explore a wide range of work areas.
- Tutors provide a package of work-related activities, for example job search, work tasters and access to Level 1 National Vocational Qualifications (NVQs), to foster positive attitudes to work.
- Learners are helped to understand and develop the vocational and employability skills they need for work.
- Learners are helped to see the importance and relevance of their Key Skills, LLN and personal and social skills in the context of work.

Programme design and delivery

- All three core elements of the E2E programme are considered when planning a learner's work experience programme.
- Working environments are used to plan and develop vocational skills.

[2] The Adult Learning Inspectorate, *Entry to Employment: Looking back over the first year and forward to the future*, 2005.

- The provider has a planned approach to work experience that is understood by all staff.
- Learning programmes are planned with the learner and the employer.
- Learners benefit from regular work placement visits by their tutors to give support and monitor progress in all aspects of their learning plan.

These resources provide practical approaches for meeting some of these good practice criteria. We have developed these points as a self-assessment checklist in **Section 5, Messages for Subject Learning Coaches and managers.**

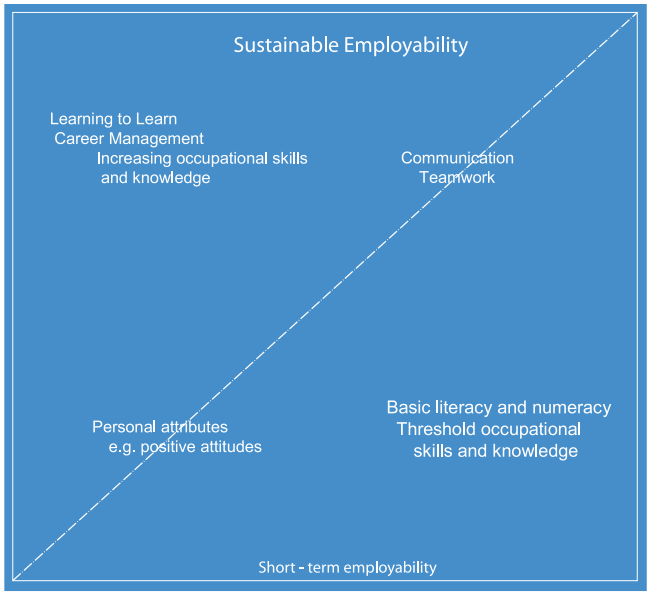
Terms used in these resources

Employability skills

The Department for Education and Skills (DfES) strategy that began under the 2003 Skills White Paper, is based on a meaning of **employability** that ranges from short-term employment to sustainable employment. It includes:

- literacy and numeracy;
- occupational skills and knowledge from threshold to increasing levels;
- wider employability skills, for example, career management, team working and personal attributes.

Requirements for short-term and sustainable employment[3]



[3] *Employability – The Forward Agenda*, DfES, 2005.

These resources do not cover the whole spectrum of skills described in the strategy, but they will help underpin the development of sustainable employment and help learners recognise that they will need to continue to develop employability skills throughout their careers.

Here we use the term 'Employability skills framework' to cover the range of skills that learners should be able to develop through the E2E curriculum.

Work related learning

'Work related learning' can be defined as 'planned activity that uses work as a context for learning. It involves learning "through" work contexts, "about" work and working practices, or "for" work by developing personal attributes and employability skills'[4]. A wide range of skills can be developed through a work related curriculum that includes simulated vocational contexts as well as direct planned experience in the workplace.

Work experience programme

We have used 'work experience programme' as the over-arching term for learning about work through research and discussion, visits, simulated activities or work placements.

Work placement

This resource is built around the learning journey for a young person on E2E. The journey culminates in a successful work placement and leads to a positive destination such as an Apprenticeship, further education and training, or employment. Of course, learners' readiness to undertake sustained work placements varies and the resources are designed to help you plan for individual needs.

We introduce a **Placement Learning Plan** (PLP) template to help you, your learners, your partners and employers design an effective work experience programme that includes relevant learning targets.

[4] *Vocational and work-related learning at Key Stage 4: Guidance for managers in schools and their partners in the community*, DfES, July 2002.

Work experience resources

There are many excellent materials to help you build an interesting and relevant work experience programme for your learners. They have been developed by:

- awarding bodies that accredit work experience and the skills young people develop through work experience;
- bodies with responsibility for promoting good practice in careers education and work experience;
- independent providers that produce activities for learners and resources for teachers.

Explore the resources available and carry on using those that work well for you and your learners. There is a list of useful materials in the Standards Unit E2E Resources Directory[5].

The *Skills for Life* Strategy Unit has published excellent resources to help E2E learners prepare for the world of work, Materials for Embedded Learning[6]. We refer to them throughout this ringbinder. They contain ideas and materials that will enthuse your learners and help you develop their literacy and numeracy skills in integrated assignments. You will find it helpful to use the resources alongside the ideas in this ringbinder.

The *Connexions* websites **jobs4U**[7] and the **'Working in...'**[8] booklets provide information to help your learners find their focus. You should involve your *Connexions* Personal Advisers in planning your work experience programmes.

[5] Department for Education and Skills Standards Unit, *Entry to Employment: Resources Directory*, June 2005. Available through the Standards Unit Subject Coaching Networks.

[6] *Skills for Life*, Materials for Embedded Learning, Entry to Employment, 2005.

[7] www.connexions.gov.uk/jobs4u/home.cfm

[8] www.connexions-direct.com

How this resource differs from others

This resource does not aim to provide a comprehensive programme covering all the activities you might include in a work experience programme through all its stages.

This resource has distinctive purposes:

- to encourage your learners to think widely about the world of work and to open up their horizons and aspirations in order to find a focus;
- to ensure that work experience is planned as a learning programme that meets individual learners' objectives;
- to support learners and tutors as you work with employers to create planned, integrated learning programmes that help learners make progress in the three E2E core curriculum areas:
  - *Skills for Life* and/or Key Skills
  - personal and social development
  - vocational learning
- to provide a Placement Learning Plan (PLP) template that learners, their tutors and their work experience employer can use to maximise learning opportunities and to add value to the E2E Passport;
- to support tutors and learners as they recognise and record progress and achievement in 'soft skills' such as personal and social skills for work.

Defining *Skills for Life*

Skills for Life is the national strategy to improve the literacy, language (ESOL) and numeracy skills of adults. In this resource we use this term to refer to the development of literacy, language (ESOL) and numeracy skills (LLN).

Basic skills consists of adult literacy, numeracy and language (English for speakers of other languages), and ICT. Key Skills consists of communication, application of number, information and communication technology, working with others, improving own learning and performance, and problem solving.

The two programmes are based on common standards specifications and share the same multiple choice national test at Levels 1 and 2 (but Key Skills has additional elements of assessment based on portfolio work and spoken and written communication).

For some E2E learners working towards a LLN outcome that is below Level 1, key skills of communication and numeracy may well be a progression.

Using this resource

This resource helps you and your learners plan a learning programme that will:

- help learners find their vocational focus;
- meet learners' vocational learning targets and objectives;
- support the development of *Skills for Life*;
- give learners the opportunity to practise and develop their personal and social skills;
- enable learners to feel supported and safe on their work placements;
- help learners to identify and develop a range of employability skills on placements;
- enhance learners' understanding of opportunities within the labour market;
- give learners the confidence to feel they have something to offer in the world of employment.

The resource is organised around the learner's journey, illustrated on the next page, with preparation for work experience as part of the initial assessment programme.

The learner's journey

About the world of work			Getting ready for work			Going to work		Moving on
What's in it for me?	What can I already do?	Finding out about work	What do I want to do?	ERR[9]	The right placement for me	The first few days	Learning in the placement	Reviewing progress and setting next objectives
PLP[10] step 1		PLP step 2	PLP step 3			PLP step 4		Repeat process or progress to Moving on plan
E2E Passport								
Initial assessment Induction Activities plan Learning review Learning programme			Initial assessment Induction Activities plan Learner review Confirm learning programme			Learner reviews Activities plans		Learner review Moving on plan

[9] ERR: Employment Responsibilities and Rights.

[10] PLP: Placement Learning Plan.

What's in the resource

2 Planning and providing work experience for your learners

2.1 Why work experience is important.

2.2 How work experience can support learning.

2.3 Introducing a framework for employability skills.

2.4 Planning a work experience programme to meet individual needs.

2.5 Taking account of individual needs: using learner profiles;

2.6 Activities for learners.

3 Preparing learners for work experience

3.1 What is involved in preparing for work experience?

3.2 Finding out about work.

3.3 Employment responsibilities and rights.

3.4 Using the employability framework to help you and your learners create the Placement Learning Plan.

3.5 Getting ready for work

4 Learning in work placements

4.1 Drafting the Placement Learning Plan with the learner and partners.

4.2 Using the learner profile flowchart to help design the Placement Learning Plan.

4.3 Using the Placement Learning Plan to agree SMART targets and to complete the E2E Passport Activities Plan.

4.4 Supporting the learner through the first few days.

4.5 Supporting learners and assessing learning during the work placement.

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

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

5.2 Developing tutors' skills.

5.3 Adapting learner activities and recording evidence of learning.

5.4 Using published resources to develop your work experience programme.

5.5 Helping employers improve work experience.

2: Planning and providing work experience for your learners

What's in this section?

2.1 Why work experience is important.

2.2 How work experience can support learning.

2.3 Introducing a framework for employability skills.

2.4 Planning a work experience programme to meet individual needs.

2.5 Taking account of individual needs: using learner profiles.

2.6 Activities for learners.

There are two learner activities in this section.

2.1 Why work experience is important

A successful work placement can give a massive boost to an E2E learner's confidence and self-esteem. When work experience is well-planned, well-supported and built on sound preparation, it motivates learners and can open up the adult world of work for the first time.

E2E learners enter the programme with different starting points and providers need to plan a varied programme of work-related experiences to meet different needs. Some learners may need to start gaining work experience in sheltered or simulated situations and then progress to vocational tasters. Whatever their starting point, it is the achievement of a sustainable work experience placement that marks success for E2E learners. It will help them move into an Apprenticeship, further education and training or employment.

The E2E entitlement curriculum[1] makes practical work related activities, such as work experience or simulation in a realistic working environment, compulsory. But it is not acceptable to consider 'any experience is good experience'. In fact, the opposite could be the case. An ill-timed or badly planned work experience could de-motivate and dishearten a learner and have an adverse effect on their learning programme. As the Adult Learning Inspectorate (ALI) report:

"Too often planning of the vocational element is haphazard. Many providers offer a poor choice of vocational options. Others offer plenty of options but fail to accredit learners' vocational skills. Some providers do not place enough emphasis on learners getting real work experience. Opportunities are missed for learners to use evidence from work towards their national vocational qualification."[2]

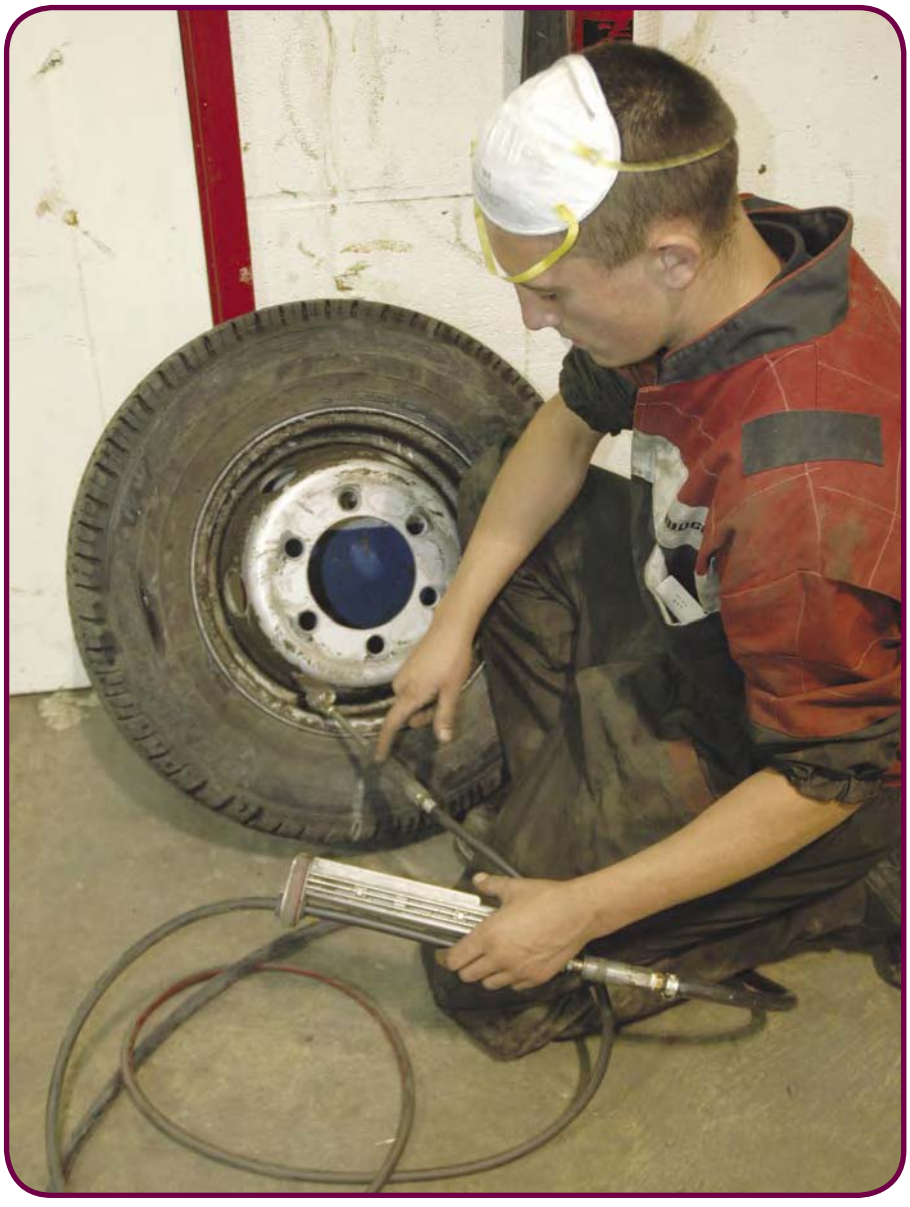
[1] The Learning and Skills Council, *The E2E Entitlement Curriculum*, 2004.

[2] The Adult Learning Inspectorate, *Entry to Employment: Looking back over the first year and forward to the future*, 2005.

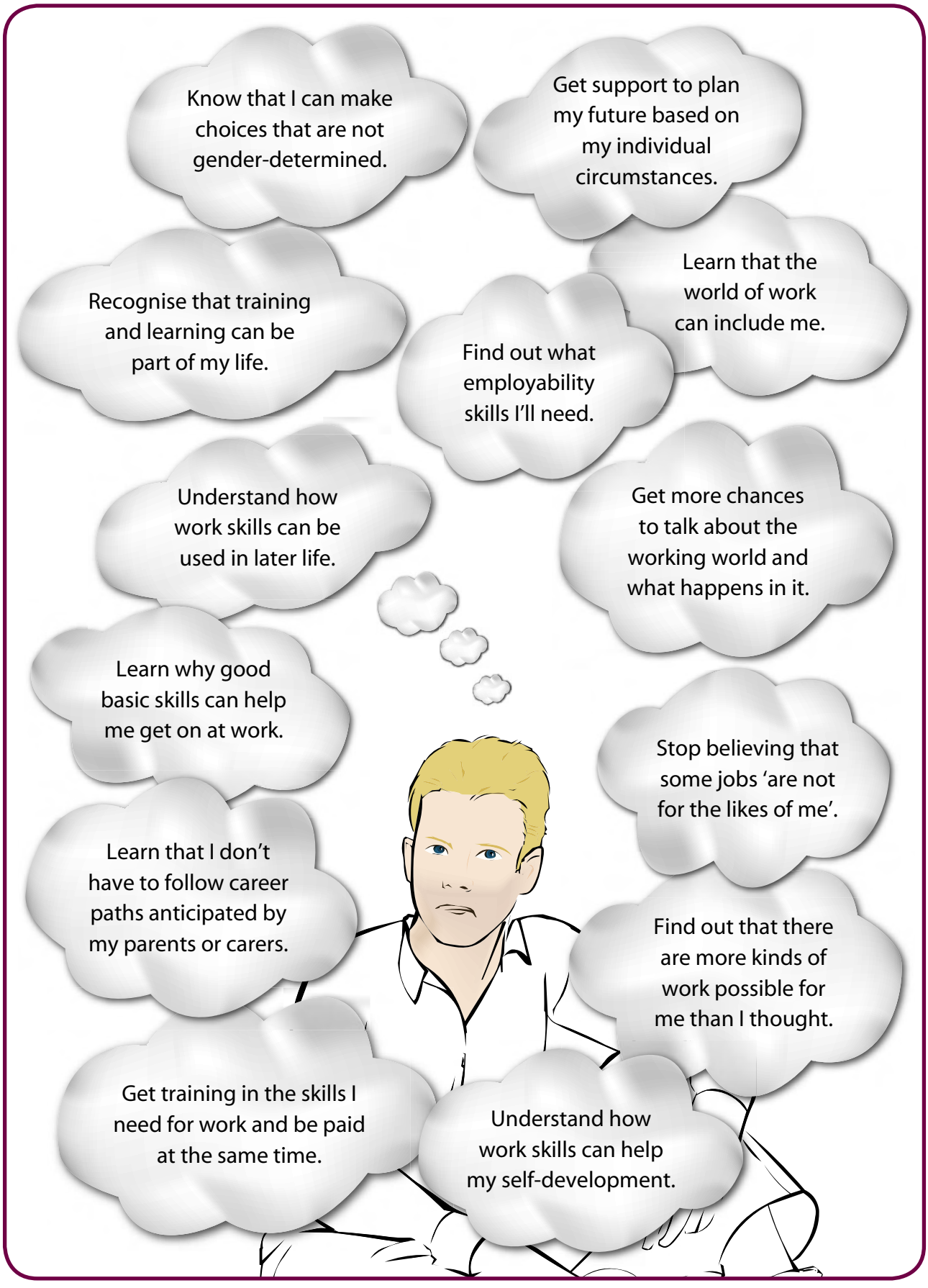
Work experience can open up new and challenging learning opportunities and help your learners appreciate the benefits to them. This is a useful starting point for your planning.

Consider the gains that work experience might offer on the next page. You can probably add more.

It is worth considering the potential impact of poor literacy, language and numeracy (LLN) skills on work experience. Learners with insecure skills in this area are likely to lack confidence and will certainly be aware of the potential that work experience offers to expose their difficulties in new and challenging situations. Discussing these issues openly and developing plans for support will help learners think about improving LLN skills as well as developing strategies to avoid possible disasters.



What can your learners get out of work experience?



2.2 How work experience can support learning

Your organisation will already have formal structures and procedures in place to check that work places are safe and supportive for your learners. But to exploit the workplace as a rich learning environment, you and your learners need to plan carefully what will be learnt at each stage.

As you work with colleagues to improve work-related learning in your organisation, find out where you are starting from. Take a look at the checklist below and grade yourself against each of the statements.

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

As a tutor I know...	A	B	C	Comment
... my learners' individual strengths and needs (including in LLN), and their starting points.				
... the labour market in my area and what jobs are available.				
... the generic employability and LLN skills, that my learners need for work.				
... which vocational and occupational tasks interest and motivate my learners.				
... how to plan work experience programmes, including LLN, using Placement Learning Plans.				
... how to motivate learners to succeed.				
As a manager I...				
... engage, communicate and work with employers who are in a position to help learning take place at work.				
... work with my staff to plan a structured work experience programme with curriculum progression routes that motivate and support learners.				
... have planned opportunities for all tutors and partners to design the work experience programme so that each knows where and how they will contribute.				
... monitor and evaluate the quality and impact of our programme.				

Different ways of learning

Work experience programmes offer new or alternative learning opportunities to young people who may be poorly motivated or alienated by traditional classroom teaching.

The main and most obvious advantage is the relevance of the skills included in the E2E curriculum to everyday tasks and responsibilities at work. E2E learners may be making that connection for the first time. Tutors can exploit the **relevance of the E2E core curriculum** by making the link between skills and tasks explicit in a Placement Learning Plan:

- *Skills for Life* such as taking messages, speaking to customers and colleagues or telling the time;
- personal and social skills such as being responsible, managing relationships, being a team worker;
- vocational skills such as shampooing hair or preparing vegetables;
- transferable employability skills such as being punctual, following health and safety rules and using initiative;
- skills to ensure sustainable employment, both underpinning, generic skills as well as threshold skills specific to the occupation.

Learning through work experience encourages **experiential learning**[3], or learning by 'doing'. Your learners will gain from the chance to:

- try out new experiences and reflect on their progress at their own reviews;
- appreciate that receiving constructive feedback as part of the reflection process can help them improve their performance;
- understand that what people do, and how they do it, can be more important than what they know;
- realise that the learning process can be enjoyable, motivating and rewarding, and can lead to greater self-awareness.

Work experience can also offer **multi-sensory learning experiences** to young people who prefer to learn in practical and visual ways. For example, someone who has difficulty following written health and safety instructions in a classroom is likely to be more engaged by the relevance of a workplace safety induction including practical, oral and visual reinforcement in a real work context.

[3] Kolb D, *Experiential learning*, New Jersey, 1984, Prentice Hall.

Work experience and learner reviews

Successful E2E providers ensure strong links between work experience and **learner reviews.** Learners need help and practice to **reflect** and learn from their experiences. The review is a not just a means of recording what happened, but of learning from the experience itself by thinking **why** things happened: 'what went well and why?' and 'what didn't go so well and why?'

The review provides your learner with a place to reflect, a 'sounding board', and guidance on what direction to take and what support is available. You need feedback from learners to understand whether the work experience learning objectives are being met and if current approaches are working. If not, you and your learner will need to review and adjust the targets to take account of progress.

Work experience also stimulates other types of learning across the E2E curriculum. It can enhance:

- information seeking skills;
- organisational and time management skills;
- responsibility for own work and learning;
- ability to plan work in a given time-frame;
- self-assessment skills when reviewing achievements.

Placement Learning Plan (PLP)

A **Placement Learning Plan (PLP)** is a planning tool that draws together learning objectives from across the E2E core curriculum areas of:

- *Skills for Life*
- personal and social skills
- vocational skills, including specific occupational objectives.

You and your learners can use the PLP (outlined on the following pages) to help add value to the E2E Passport. It is illustrated in more detail by case studies here and in **Preparing learners for work experience.**

The purpose of the Placement Learning Plan is to:

- provide a structure for the essential steps a learner takes as they prepare for and carry out their work experience programme;
- help tutors and learners plan learning across the E2E core curriculum areas;

- help tutors and learners arrive at effective SMART[4] targets;
- help tutors and learners improve reviewing and action planning;
- provide a record of learning during the preparation stages of the work experience programme that can provide evidence for accreditation.

There are four 'steps' to the PLP:

1 What will I get out of work experience?

2 Skills and knowledge I can develop;

3 My placement;

4 My placement learning plan.

There is a template for each step on the **Tutor resource** CD-ROM that learners can complete and print.

The activities in this resource support the steps in the PLP. But remember the PLP is a suggested framework that you can adapt for your learners and your organisation. Your learners may carry out more or fewer activities and you will need to make sure that they can record all their learning and that they recognise the skills they are using.

You can also use the structure to help you, your colleagues and partners plan the overall work experience programme for your organisation so that each professional understands where and how they should contribute to the plan. You can follow up these ideas in **Section 5, Messages for Subject Learning Coaches** in this ringbinder.

Providers now accredit achievement in *Skills for Life* and Key Skills through national awards. Some providers accredit achievement in personal, social and employability skills through awarding bodies, some of which also provide valuable additional learning materials[5]. Many learners, however, do not receive accreditation for progress in these skills and can lose the opportunity to show and record what they have achieved.

[4] SMART: Specific, Measurable, Achievable, Relevant, Time-bound.

[5] The National Research and Development Centre, *Success factors in informal learning*, 2004. Several of the approaches developed by this project complement the approaches developed here. see www.nrdc.org.uk

From September 2005, E2E providers are using a new process to measure and record learning in areas such as personal and social development and some employability skills, that were previously unrecognised. The Recognising and Rewarding Progress and Achievement in Non-accredited Learning[6] (RARPA) 'Staged Process' will be used to track and record learning and an effective Placement Learning Plan can contribute to evidence of achievement.

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

Placement Learning Plan

ABOUT THE WORLD OF WORK

Step 1: What will I get out of work experience? How do I feel about work experience?

Skills for Life	Personal and social skills	Vocational and employability skills

Step 2: Skills and knowledge I can develop as I find out about the world of work

Skills for Life	Personal and social skills	Vocational and employability skills

GETTING READY FOR WORK

Step 3: My placement

What do I already know about the placement?	What will I be doing?
Health and safety issues	**Equality and diversity issues**

GOING TO WORK

Step 4: My Placement Learning Plan

What I will be doing	*Skills for Life*	Personal and social skills	Vocational and employability skills
Who will be responsible for providing and monitoring the learning?			
Who will be responsible for providing and monitoring the learning?			

2.3 Introducing a framework for employability skills

Developing employability skills will be a high priority for most of your learners. They need these generic, transferable skills to identify job opportunities, to project a positive image of themselves and to succeed in the complex and demanding environment of the modern labour market. Whether learners progress into employment, further education or Apprenticeships, it is vital that they are able to demonstrate strong employability skills. The E2E curriculum, with its three core strands, provides an excellent framework for developing them.

This section will help you to:

- identify the skills (including LLN) that E2E learners will need to develop as they seek to enter the labour market;
- understand how a framework of employability skills, which is embedded into the core E2E curriculum, can help you plan learning;
- demonstrate how work-related learning can be designed so that it helps learners acquire, develop and practise key employability skills.

Defining employability skills

The Learning and Skills Council's National Employers' Skills Survey[7] asked employers why they found it difficult to recruit to 'hard to fill' vacancies. Employers reported that, of applicants for jobs:

- 40% had poor communication skills;
- 36% had poor customer handling skills;
- 32% had poor team working skills;
- 29% were unable solve problems;
- 28% had poor literacy skills;
- 25% had poor numeracy skills;
- 14% did not have a sufficiently positive attitude;
- 16% lacked work experience;
- 14% lacked qualifications.

[7] The Learning and Skills Council, *National Employers Skills Survey 2004: key findings*, 2005.

So, although technical skills are important, they are by no means the only concern when learners enter the workforce. This is perhaps why a significant number of sector bodies actively promote the development of generic or employability skills through the Apprenticeship framework and in National Vocational Qualifications (NVQs). These are the skills that ensure a flexible workforce that can respond to changes at work.

"There is a significant departure from many of the traditional skill sets hitherto deployed in establishments; generic skills are increasingly being sought in combination with technical skills as a means of developing a labour force that can cope with changing skill requirements. Generic skills are closely allied to high-involvement work practices, and an increasingly complex, communication focused and customer-driven work environment."[8]

Generic or employability skills are described in the Employers' Skills Survey as:

- **Communication** – verbal, written, languages, client communication (e.g. selling, marketing), customer handling relations, relationship building, professional communication (for example, influencing and negotiating);
- **Improving own learning and performance** – independent thinking, self-reliance, self-development, personal effectiveness, willingness to learn, professionalism;
- **Information technology** – keyboarding, computing, word processing, spreadsheets, data handling, email, internet;
- **Management/supervisory** – people, performance, resource, change, project, contract and risk management;
- **Numeracy** – application of number, calculating;
- **Organisation of work** – administering, planning, forward thinking, scheduling, work process (e.g. work allocation), organisation, target setting, time management, efficiency;
- **Problem solving** – innovation, taking responsibility, flexibility, adaptability, ability to handle change or pressure, analytical thinking, judgement and critical thinking, decision making;

[8] *Generic Employability Skills – Aspiration, Provision and Perception*. Report by Nottingham University School of Education for Gloucestershire Learning and Skills Council, July 2004.

- **Team working** – ability to work with others, horizontal communication (e.g. people co-ordination), working collaboratively, motivational working.

The need for E2E learners to develop their personal and social skills has been well documented and many of these are the same skills that are needed for successful employment. If learners are to benefit from the opportunities of a growing economy, they must be able to adapt and develop skills in response to a rapidly changing technical environment.

Employability skills and *Skills for Life*

Literacy, language or numeracy skills underpin many employability skills. It is worth considering whether a learner has difficulties with aspects of employability skills because of insecurities with LLN skills rather than lack of experience or practice. If this is the case, direct teaching of specific LLN skills may be required to make sure the learner has the tools to develop sound and useful employability skills.

Communication – verbal

Client contacts require fairly sophisticated speaking and listening skills, usually at a minimum of Level 1. Work with a more significant aspect of direct client contact will require Level 2 skills. ESOL learners may need specific support in this area.

Communication – written

Much writing at work may be limited to messages and notes, likely to require writing skills at Level 1.

Information technology

Confident use of technology will usually require reading skills at least at Level 1. Some writing skills may also be required. Number and data handling skills and understanding may also be required, at least at Level 1.

Numeracy

Many jobs may require few numeracy skills, however Level 1 skills are essential for getting to work on time and for checking the payslip. For those jobs that have a strong numeracy requirement (e.g. construction) skills may be needed at least at Level 2 in some areas.

Team working

Good levels of speaking and listening skills, at least at Level 1, are required for effective working in a team, including contributing to team meetings. ESOL learners may need support to develop the language skills used in team work.

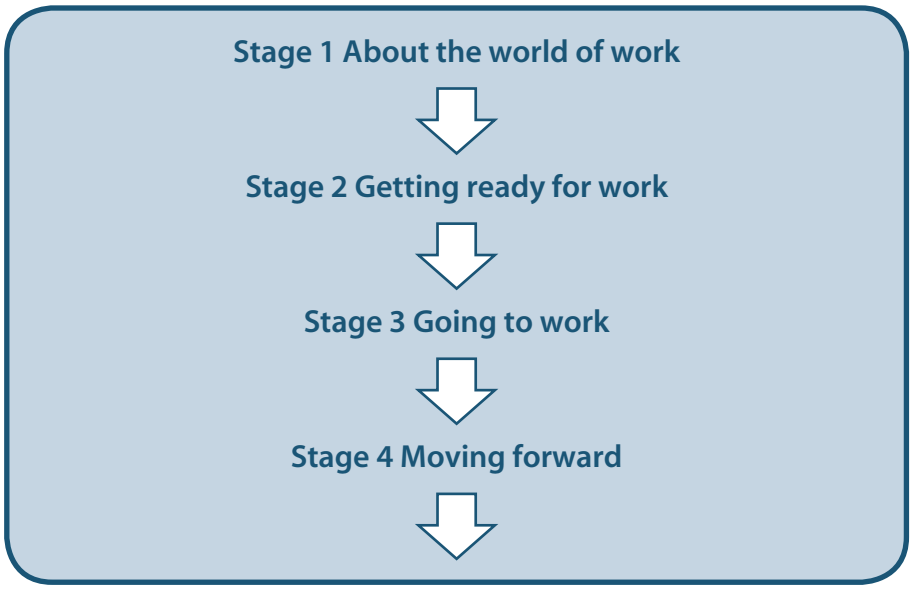
Clearly particular jobs will have a different pattern of priorities, but being able to identify these clearly will enable learners and teachers to focus skills development in the areas where learning is most required.

Work experience and employability skills

A work placement provides an excellent opportunity for learners to appreciate the relationship between personal and social skills and employability skills. It also allows learners to develop, practise and consolidate skills and to identify those they need to develop further.

In preparing for a placement, it is essential to help learners recognise the skills they might want to address on their placement and to include them in their Placement Learning Plan. It is much easier to do this if you and your colleagues have planned a framework for developing employability skills.

There are numerous, equally valid definitions of employability skills. Many providers will already have developed their own framework or will be working with frameworks provided by Key Skills or awarding bodies. If you do not already use a framework but would like to consider it, you may like to consult the Qualifications and Curriculum Authority's (QCA) Work Related Framework devised for Key Stage 4[9].



[9] Qualifications and Curriculum Authority, *Work-related learning for Key Stage 4*, at www.wrl.org.uk

Here we offer a framework you can develop. It illustrates the learner's journey from initial hopes and fears about work and training to concluding a successful placement. We have used a four-stage scale of employability skills to help you plan.

Mapping employability skills into the E2E curriculum

When planning a learning programme to develop employability skills, it is important to make the links across the E2E curriculum. Employability skills are an integral part of the curriculum framework, not a 'bolt-on' element of the programme. The tables on the following pages give examples of some skills your learners may need at each stage in their journey. There is space for you to add others based on your own experience. This activity is explored in more detail in **Section 5, Messages for Subject Learning Coaches.**

You can use an employability skills framework to:

- provide a starting point for assessing employability skills, perhaps in conjunction with the framework for assessing personal and social skills on E2E programmes;
- form the basis of SMART individual learning targets in the Placement Learning Plan to integrate *Skills for Life*, personal and social skills and vocational skills;
- form a skills menu for learners to select from according to their personal needs and the needs of their chosen employment sector;
- provide a training and development agenda for tutors to support learners;
- enable the learner to **apply** their E2E learning programme to the world of work;
- plan an organisation-wide approach to curriculum development that supports skills for work experience.

Recognising achievement in employability skills: case study

Training 2000: case study

At Training 2000 learners can work towards an 'Employability Award'.

They undertake five units:

- personal development;
- how and where to find employment;
- personal and employability skills;
- self-effectiveness and presentation;
- work-based practices and procedures.

Employability characteristics are broadly defined as including:

Good attitude and behaviour
Hard-working
Good punctuality and attendance
Enthusiastic
Good presentation
Commitment
Politeness
Ability to team work
Effective communication
Problem-solving

Each unit contains detailed objectives and learners gather evidence as they prepare for and undertake work experience.

Worksheets support the learner in job search, letter writing and completing application forms, and there is an interview guide.

Developing an employability skills framework

Stage 1 About the world of work	*Skills for Life*	Personal and social skills	Vocational and employability skills
Learners acquire broad awareness and knowledge of the world of work and begin to find a focus. Developing these skills will enable learners to: • know about a range of occupational areas; • understand the different types of jobs in these occupational areas; • understand the different types of job available locally; • find out more about occupational areas that interest them; • find out what skills, including LLN, they already have; • find out what skills, including LLN, they need to develop.	Reading job adverts and information to find out what jobs are available locally.	Finding out which personal and social skills are needed for different jobs.	Finding how a work placement can help me learn about the world of work and what I'd like to do.
	Reading and understanding information about jobs in different sectors.	Practising interview skills: - looking tidy and well presented; - speaking confidently about myself; - being ready to ask questions about the job - smiling and being polite.	Finding out about jobs open to me in my occupational area with different levels of training and experience.

Stage 2 Getting ready for work	*Skills for Life*	Personal and social skills	Vocational and employability skills
Learners make links between the skills needed for particular jobs and the skills that they have and need to acquire. They will work to develop these skills through their PLP. Developing these skills will enable learners to: • recognise the personal and social skills that are relevant for work; • recognise the personal skills and qualities that employers expect from employees; • recognise the *Skills for Life* required for work and expected by employers; • know the activities involved in applying for a job.	Reading and understanding instructions at work	Being clean and smart in appearance.	Working under pressure and meeting deadlines.
	Understanding and sharing information using a variety of media.	Having respect for other people's views.	Understanding the needs of customers and clients.
	Making a phone call to ask for details of a job and how to apply.	Knowing how to manage feelings and emotions.	Taking responsibility for doing the job properly.

Stage 3 Going to work	*Skills for Life*	Personal and social skills	Vocational and employability skills
The learner needs essential 'coping skills' for the work place, together with higher level employability skills that will help improve performance. Developing these skills will enable the learner to: • understand the need for health and safety at work; • understand the need for equal opportunities policies at work; • understand the responsibilities and rights of the employer and the employee at work.	Speaking to colleagues and customers. Asking for help when needed.	Asking for help when needed. Understanding and using appropriate body language.	Understanding that some jobs might be difficult to cope with, e.g. working long hours, working outdoors, dealing with stressful situations.
	Timekeeping.	Showing interest, initiative and effort.	Finding out why *Skills for Life* and personal and social skills are needed for work.
	Making sense of the pay slip.	Being aware of own responsibilities.	Working in way that is safe for the learner and others.
	Carrying out a range of calculations and measurements.		Weighing up solutions to problems and deciding which is the best option.

Stage 4 Moving forward	*Skills for Life*	Personal and social skills	Vocational and employability skills
Learners reflect on their achievements on programme, the opportunities that have opened up to them and the sort of job and training they intend to move on to next. Developing these skills will enable the learner to: • identify the additional skills needed to develop a career; • know about the training available to develop a career; • make plans for continuing to learn throughout their working life.	Communicating well with new employers and colleagues.	Presenting a positive image of self.	Understanding why lifelong learning is important and knowing how to find further training.
	Using IT to work more efficiently.	Identify other skills that need to be worked on and plan to improve them.	Being open to new ideas and techniques.

Introducing employability skills: case study

Leeds College of Building: case study

At Leeds College of Building, tutors Paul Chandler and Mike Morson introduced employability skills in a group session. Working in groups as 'employees' or 'employers', learners used cards to identify skills important to employees and to their employers, and put them into a priority order. They came up with a consensus of the skills that they needed to be effective at work. These included punctuality, teamwork, initiative, following instructions.

Tutors then introduced an Employability Skills Profile with a description of each skill at four different levels. Learners assessed themselves against each skill. A tutor then worked with each learner individually to discuss the profile and added his assessment. By using evidence of actual behaviour, learners learnt how to judge their level for each skill.

The profile gives learners two scores, their own self-assessment and their tutor's assessment, and a target for improvement is agreed jointly. Learners use the self-assessment document to prepare for reviews and, as it is a formative tool, the process has shaped their behaviour significantly. Learners try to improve their point score (and skills) each time and, after practice, are able to bring evidence with them of things they have done to justify their judgements. Their conclusion was that the activity was easy to use, it made them think and helped them identify which skill to prioritise next.

Learners said, "It was fun, helpful. There was lots of discussion. We'd not had jobs before so it was useful to work out what employers would want and what we've got to offer."

When asked which of the employability skills was most important to them, one learner replied, "Wanting to learn new things is the most important. The quicker you learn the quicker you'll get on. Then you get more confident. When you're more confident you get given better jobs and then you get more money."

Another said, "Getting on with other people at work is the most difficult for me. You wonder what it will be like and what you'll talk about. You have to make an effort to get on with people. Older people don't always understand young people."

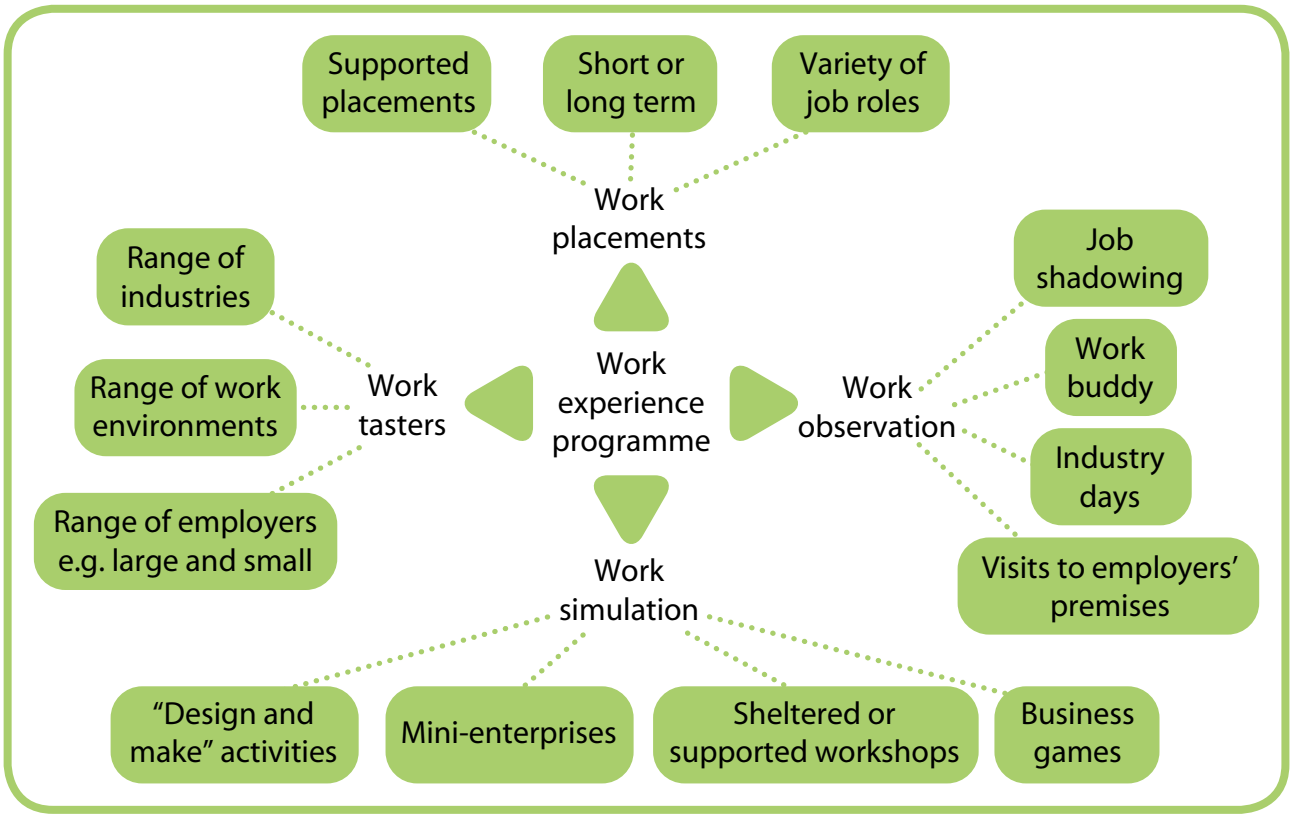
Another learner responded, "Using your initiative is important. If you see a job that needs doing, you might think it's a good idea to do it without asking. I cleared up once and the chap I was working with said, 'Don't do that because I've got more work to do there'. So now I ask before I do something that I think needs doing. Using your initiative shows your employer that you're keen to get on."

2.4 Planning a work experience programme to meet individual needs

Your work experience programme can be designed to provide a wide variety of work related learning opportunities. Effective E2E providers plan a varied menu of options for learners and offer different developmental pathways to work. You need to tailor the route into the workplace and any essential support package to take account of:

- prior experience;
- work readiness;
- level of skill development;
- level of confidence in LLN skills;
- motivation level;
- ability to face challenges.

The route into the workplace can be stepped or lateral to provide practice and to extend skills, and can include any of the following:



The report from the ALI describes examples of practices that can help or hinder the work-related learning experience:

"One provider has developed part of its E2E provision to encourage enterprise and develop business skills among its young learners. Learners can attend a business development course and then take part in projects, such as setting up and running a snack shop in a training centre. They are fully involved in every aspect of the business, from buying and pricing stock through to calculating profits, which they can use to pay for driving lessons.

Too many providers under-estimate the importance of the vocational element of E2E. There is a vast difference in the range of vocational 'tasters' offered by different providers. The best offer eight or more options, across the spectrum of vocational areas from construction to hairdressing and beauty therapy, and business administration to land-based industries. Others offer a poor choice for learners."[10]

A number of business partners and other organisations may be able to contribute to your work experience menu in order to offer a wider range of curriculum. Your organisation might consider working with:

- Education Business Partnerships;
- other training providers in a consortium;
- voluntary sector organisations;
- adult and community providers;
- local business organisations such as Chambers of Commerce;
- *Connexions*.

The **Section 5, Messages for Subject Learning Coaches** in this ringbinder has activities to help you review and plan how to improve your own work-related provision. It also includes a self-assessment checklist for managers to support this process.

[10] The Adult Learning Inspectorate, *Entry to Employment: Looking back over the first year and forward to the future*, 2004.

A whole-organisation approach to planning work-related learning: case study

Springboard, Islington: case study

Springboard Training is part of a national charity providing education and support to young people, often disaffected from mainstream education. Over the years, Springboard has developed a whole organisation approach to work placements that involves staff at all levels working with the young people both within the organisation and on the placement.

Springboard works with its host employers to determine the baseline requirements they have for entry for learners on work placements. These requirements are then discussed and refined in order to reach a workable solution and to clarify the expectations of the learner, removing any unrealistic expectations in the process.

Tutors at Springboard look at the profile of the young people and make a decision on the support package the learners need in order to undertake a successful placement and to meet the expectations of the employer. Tutors then work together to decide who is to provide the support and how it is to be provided.

To prepare for work, learners may need to develop skills from any or all components of the E2E curriculum. The initial assessment of personal and social skills and *Skills for Life*, and an assessment of the learner's level of vocational competence will identify what support is needed. This may lead to a package that concentrates, for example, on aspects of numeracy, measures and space and shape, timekeeping and personal presentation from the personal and social skills curriculum and a basic health and safety qualification from the vocational curriculum.

The tutors at Springboard recognise that employers are prepared to support their learners in an enjoyable and learning-rich work placement that can often lead to progression for learners. In turn they expect the learner to be able to add value to the organisation by making a contribution to the core operations of the business and putting in the effort that is expected.

2.5 Taking account of individual needs: using learner profiles[11]

Effective E2E providers recognise that the design of vocational programmes, support needs and progression rates will vary between individuals. Good curriculum planning begins with thoughtful initial and diagnostic assessment and translating this into individual learning plans. Learners need to experience a wide range of holistic assessment and self-assessment activities at entry and induction stages to demonstrate their strengths and needs. The assessment, planning, implementation and review (APIR)[12] framework used by *Connexions* contributes valuable information to this process. In effective practice, the *Connexions* Personal Advisor will work as a member of the E2E team to contribute resources, ideas and guidance to individual learning plans.

Using **learner profiles** can help you to plan work experience and support packages that take into account prior learning experience, motivation levels and proximity to the labour market. The purpose of learner profiles is not to stereotype or put learners into neat categories, as this would only serve to undermine the individual learning that is at the heart of E2E provision. But by modelling three broadly different types of learner you can begin to think about appropriate learning programmes. In particular how you can:

- improve work experience for different individual learners;
- improve reviews so that we plan programmes and targets;
- identify the skills you need to develop in your team to support individual work experience programmes. In the learner profile case studies that follow the three learners' assessment information is included. Remember that these are examples only. A learner's skill level may have nothing to do with their current vocational focus.

In this resource we use three case studies based on E2E learners, Naz, Gemma and Darren, to illustrate the three different learner profiles. They have different starting points and aspirations and their work based learning needs are very different, but please remember that not all learners will fall neatly into these three categories.

[11] Learning and Skills Development Agency, *Approaches to the delivery of E2E: focused progression,* 2004.

[12] The Learning and Skills Council, *A Guide for E2E providers and Local Learning and Skills Councils on the APIR Framework*, 2003.

MARTEC Training: case study

The project demonstrated the value of using the learner profiles to develop a global curriculum framework that is coherent and able to improve progression and achievement of learners whilst still being able to be responsive to the needs of each individual learner on the programme.

The reorganisation of the curriculum is helping the centre to improve their individualised approach to supporting learners and is helping them to think about the type of activities that are most appropriate to each learner given their current state of development.

The learning programme has been reconstituted around the E2E learner profiles featured in the pilot documentation.

Learner profile 1
Learners without a vocational focus

Example starting profile for learners without a vocational focus:

- Entry level or Level 1 skills;
- vocationally unfocused;
- multiple development needs;
- some basic and Key Skills development needs;
- intensive support and development needs.

Naz left school eight months ago and has since been out of education, training or employment. He has had a difficult time and is now living in a local authority care facility. He is working towards living independently. He has settled into E2E well and enjoys the course. His numeracy skills are strong, assessed at Level 1, but he finds literacy challenging in comparison. He is working at Entry Level 3 and is hoping to achieve Level 1 by the end of his programme.

Naz does not know what sort of job he would like. He is working with his key worker and *Connexions* adviser to 'find a focus'. He would like to work in the open air rather than being confined inside. He doesn't mind cold weather. He enjoys sport and plays football and basketball regularly.

When identifying vocational options, Naz expressed an interest in construction, horticulture and sports leadership. He is currently completing the Community Sports Leadership Award and has been very enthusiastic about the course, even though he found written aspects of the course challenging.

Naz has the chance of a work placement with the local authority Parks and Gardens Department. He would be able to sample job roles in the tennis booking office and garden maintenance, and help to organise sports events. He is keen to take up this offer and is preparing to see the works manager at a park close to where he lives.

Facilitating the learning journey

Stimulation

- Supportive and stimulating environment to encourage wish to learn.
- Learning environment which differs from anything experienced previously, such as school.
- Lively, relevant learning activities that encourage successful small steps.

Engagement

- Offering a range of choices empowers the learner and engages them in the learning process.
- Range of choices should be wide enough to enable the learner to choose a learning pathway in which they can achieve – although not all the choices may be viewed as positive by the learner.

Skills development

- Build on stimulation and engagement phases as learner will now have greater self confidence.
- Learner will be developing skills, including LLN skills, largely through integrated and embedded approaches.
- Build on preferred learning contexts and learning styles.

Focus

- Learner begins to make choices about what to do in the future.
- Choices will be informed by range of bite-sized and taster activities.
- Making choices about progression beyond E2E.
- Choices will inform the final phase of individual learning which should be focused around a particular occupational area.

Progression

- Moves to a positive destination, possibly to Apprenticeship Level 2 or equivalent employment.
- Be prepared to view progression to a programme at Level 1 or at Entry 3 level as positive for some learners.
- A Level 2 outcome may be desirable but should not be pursued at all costs.

Building self esteem

- By now the learner may be able to reflect upon a healthy set of learning experiences and achievements.
- Supportive tutors provide positive feedback and reinforce self-confidence and self esteem.
- Learner may be showing more independence, opting for activities such as work experience and feeling more confident about assessment of learning.

Learner profile 2
Ready to find a focus

Example starting profile for learners ready to find a focus:

- Entry 2 – Entry 3 Level;
- looking for a vocational focus within a specific vocational area;
- a range of skills development needs, including LLN;
- mixed achievements, spanning Entry Level 3 to Level 1;
- may have particular skills gaps if they 'switched off' at school (e.g. numeracy);
- may have little practical work experience but a strong inclination towards workplace learning.

Gemma has been on E2E for a month and is keen to find a work placement. She left school with few formal qualifications and applied for jobs in the retail sector. After receiving no replies, she met a *Connexions* adviser who suggested that an E2E programme would help to develop her skills and get the qualifications to equip her to get a job. Early observations of Gemma's personal and social skills reveal that she lacks self-confidence and feels she 'failed' at school.

Both Gemma and her tutors feel that a work placement is the best way to pursue her aim to find a job. Tutors have been looking for a suitable placement in the retail sector. Gemma does not mind what sort of area she works in, though she reports that all her job applications were to music and video stores. She enjoys listening to music and watching DVDs, though she doesn't like computer games.

Gemma's initial assessment reveals that her skills seem to be at a level higher than her qualifications suggest. She is confident in literacy and numeracy and is working towards Communications and Application of Number at Level 1. She does not want to do IT because she says she gets bored with computers and is frightened of losing her work. Gemma would like to complete an NVQ in Customer Care to enable her to work in the retail sector.

Gemma has heard of a large music store that is looking for a student to take on a work placement. She has been invited to an interview with the manager. She is excited at the prospect but nervous about going for an interview. She is not sure what to wear or how to make a good impression. She is working on her CV but feels she does not have much to say about herself.

Facilitating the learning journey

Engagement

- Encourage learners to identify their interests and begin to put together a menu of appropriate vocational tasters and work experiences.
- Design placements that have Entry 3, Level 1 or Level 2 learning goals to challenge and stimulate.
- Ensure the review process for work tasters or work placements is thorough enough for learners to explore all the positives and negatives of the vocational area.
- Learners may complete projects and reports to investigate the occupational sector more deeply.

Skills development

- Provide opportunities for integrated and embedded skills development that cover all components of the E2E curriculum framework.
- Use formative feedback during work tasters and work experience to target specific employability and LLN skills for development.
- Make sure the learner builds on strengths rather than focuses on weaknesses.
- Challenge the learner to achieve qualifications at higher levels where skills are strongest; for example, NVQ units.

Focus

- When a focus has been adopted, put strategies into place to maintain the momentum.
- Help identify progression routes.

Progression

- Define progression options and routes closely as the programme nears its close.
- Offer a range of progression options right up to the end of the programme.
- Learners' eventual choice may be better informed by the use of late placements, or transitional links with employers, colleges and training providers.
- Learner may need on-going support for the first part of a Level 2 programme.

Learner profile 3
Narrow focus

Example starting profile for learners with a narrow focus:

- Entry 3 – Level 1 skills;
- may be close to Level 1 achievement in many areas and ready to commit to demands of Level 2 programmes such as Apprenticeship;
- almost vocationally focused;
- specific skill development needs, possibly including LLN;
- likely to have clear idea of progression route or occupational area they want to pursue;
- may need work tasters to clarify preferred area of work.

Darren left school and enrolled on a Foundation Business course at college. He says he finds business boring but it was the only subject he did well in at school. Darren has a history of motor vehicle offending and was arrested soon after starting his college course. Thinking he was going to receive a custodial sentence, he dropped out of his course and hung around with friends instead.

Darren was put on an Intensive Supervision and Surveillance Programme for six months. Part of this included a commitment to education, training or employment and, after discussion with his YOT worker, Darren said he preferred to work in the construction industry rather than an office. He was referred to E2E and has made steady progress in the first few months. He has already had a placement with a plastering firm and received very good feedback. However, he found it very hard work and it was difficult getting on with his colleagues. He met a joinery apprentice on site and thinks he would prefer this work.

Darren has written to some joinery firms with his CV. He has had a positive reply from a small firm close to where he lives and has been invited to an interview. He sees this as a good opportunity and wants to prepare well for the meeting. He is trying to find out more about joinery but finds it difficult to uncover useful information on the Internet. Darren has already passed Key Skills Communications at Level 1 and has completed the Skills for Working Life Award. He was disappointed to fail the Numeracy National Test at Entry 3 but is prepared to work hard for this. He knows that there is a lot of numeracy in carpentry and joinery and is rather worried about that. He is positive about doing well on the placement and is hoping to be offered a job at the end of it.

Facilitating the learning journey

Confirming the focus

- Learners may need to 'fine tune' their progression route; for example, they might have a strong focus on construction or health and beauty sectors but are not sure which specialism they want to follow up.
- Early, focused tasters and structured work placements that allow them to try different job roles are helpful.
- Encourage the learner to follow up with projects about the sector and local job opportunities.
- Make sure that the programme is challenging enough to fully extend the learner. Motivate the learner to achieve additional and higher level qualifications.

Consolidation

- With an achievement profile spanning Entry 3 to Level 1 it is important to develop a 'consolidating' learning programme that prioritises development needs below Level 1, while providing challenging opportunities to achieve Level 1 and 2 units where possible, for example, in National Vocational Qualifications (NVQs) or Key Skills.
- Remember that the learner may have as yet unidentified barriers to learning that cause some problems and may deter the learner committing to the demands of a Level 2 programme for fear of failure.
- An early and effective diagnostic assessment of personal and social skills, using the approach described in the Standards Unit resources and in liaison with *Connexions* staff who may have undertaken an assessment, planning and implementation review (APIR) with the learner will be essential.
- When behavioural barriers to learning are identified, they should feature as a core element in the individual learning programme both in the centre and the work place.

2.6 Activities for learners

Using and adapting activities to prepare for work experience

In this ringbinder we provide an outline of the activities. You can find session plans for each learner activity on the **Tutor resource** CD-ROM to use and adapt for your learners. The activities are in a sequence that encourages the learner to start from a broad base and refine their thinking so that they recognise:

- the type of placement programme that will suit them, for example, a series of tasters, short placements, or a longer work placement;
- the area of work that will suit their aspirations and skills;
- the skills and knowledge they can develop during this preparation stage.

Remember to promote a positive and optimistic outlook during the activities and encourage learners to take the opportunity to explore all the possibilities that may be open to them.

Starting points

Before learners can find a focus and move forward, they will need to explore how they feel about the world of work. Your role will be to draw out their hopes and fears and to help them to manage their expectations. While some learners will lack confidence, be nervous about meeting new situations and be wondering about their ability to cope, others may be over-confident, hasty and vulnerable to making mistakes.

You can use the two activities in this section to:

- introduce the idea of a framework for employability skills and the different skills learners will need at each stage;
- encourage learners to think about how they feel about work experience and what they want to get out of it;
- observe and record learners' starting points;
- identify potential support needs as you begin to plan individual work related programmes;
- begin to identify priority learning targets for the placement;
- introduce learners to different ways of thinking, using the PowerPoint presentation for Learner activity 1 on the **Tutor resource** CD-ROM.

Teaching thinking skills

'Thinking skills' approaches to teaching have been found to improve learning in many areas of the curriculum. These approaches emphasise processes of thinking and learning that can be applied in a range of contexts. Thinking skills in the Schools' National Curriculum[13] include information processing, reasoning, enquiry, creative thinking and evaluation.

These abilities are essential to the Key Skill Problem Solving[14] where, at Level 1, learners show they can:

- confirm understanding of a problem and identify different ways of tackling it;
- decide how they will try to solve the problem and plan how to do it;
- check if the problem has been solved and evaluate their performance.

Many problems cannot be solved in your head, so these activities introduce and develop two different 'thinking tools', spidergrams or mind maps[15] and Six Thinking Hats™ (for more information on Edwards de Bono's concepts please contact dmcquaig@debono.com All rights reserved. Copyright The McQuaig group 1985). These tools encourage peer interaction, discussion and reasoning, which are essential to effective thinking. They also give learners a structure in which they can think and record their thoughts systematically. The tools are illustrated by some elements of the employability skills framework that will support E2E learners in their work experience.

Spidergrams or mind maps

The brain links key concepts but not necessarily in a linear way. By drawing a 'concept' map, or mind map, ideas can be generated and linked together creatively. This approach encourages learners with visual and tactile learning preferences to think laterally, record ideas spontaneously and to use graphics, colours or annotations to aid memory. It relies on key words, clustering and association.

The mind map works best for confident writers and the spidergram may be more accessible to learners with less developed literacy skills. The approach works well in classrooms where learners, working in groups, discuss an issue and identify ideas or solutions. You can encourage creativity initially by using coloured sticky notes to help learners record and organise their thoughts, find

[13] Department of Education and Skills: The Standards Site www.standards.dfes.gov.uk/thinkingskills/

[14] Qualifications and Curriculum Authority, www.qca.org.uk

[15] Tony Buzan, *Use your head*, 1995, BBC Books.

associations and generate questions logically. The final result can be transferred to paper. Peer evaluation and feedback can strengthen the final outcome if learners work in small groups.

Six Thinking Hats™

Edward de Bono's Six Thinking Hats™ is a powerful framework for parallel, focused thinking. There are six imaginary hats and each indicates a specific role in the thinking. Learners consider problems or ideas from six different perspectives. This approach forces you to move outside your normal thinking style to get a more rounded view of the issue.

Red hat	Emotions, feelings. Ask "how do I feel right now?" The feeling may be genuine but illogical.
White hat	Information, data, what we know or need to know. Neutral and objective. This might focus on facts or figures.
Black hat	Challenges weaknesses, downsides. Logical, careful and cautious,looks at problems defensively, e.g. 'What could go wrong? What might not work? Helps you look for fatal flaws in ideas and makes your plans more resilient.
Green hat	Ideas, opportunities, new thinking. This is often used to find solutions to 'black hat' problems.
Yellow hat	Benefits, value, what is working well. Logical and positive, the optimistic view that helps you think about the benefits of ideas.
Blue hat	Manages the thinking. Looks at the pros and cons of all the ideas. To resolve uncertainties, it may even suggest more creative thinking or fact-finding.

This approach works well where learners wear real (or imaginary!) coloured hats or badges in turn to look at problems from a range of viewpoints they may not have considered before. This can be done either in small groups or as a whole class.

Planning how to use the activities

The activities can be used with individuals or pairs, small or large groups and you will be able to think of many adaptations.

Use the PowerPoint slides on the **Tutor Resource** CD-ROM to introduce some different ways of thinking about other complex topics using spidergrams, mind maps and Six Thinking Hats™. The slides show learners how to create and use these tools, which are illustrated by thoughts and questions about work experience issues.

Learner Activity

Learner activity 1: What will I get out of work experience?

You can use this activity with a whole class, small group or pairs. It encourages learners to 'unpack' the benefits of work experience, to ask questions about what they could get out of work experience and to think about complex ideas in concrete and visual ways.

Learning objectives

When they have completed this activity learners will be able to:

- explain what is important to them about going on a work placement;
- decide what sort of things they would like to learn on a work placement;
- use a spidergram or a mind map and Six Thinking Hats™ as thinking tools.

What you will need

- Computer and data projector for whole class use;
- 'How do you think?' PowerPoint presentation;
- Placement Learning Plan Step 1;
- Sticky notes;
- Flipchart paper and coloured pens.

Running the session

During this activity ask your learners to reflect on the benefits of work experience for them. Here are some 'trigger ideas' overleaf to start discussion or you may prefer to create your own 'benefit list', or see the images on p. 4 in this section for more ideas.

Some good things about work experience

Find out more about my vocational area	Find out what employers expect from employees
Learn new skills	Find out what type of work I like best.
Get out of the Centre for a change	Help me decide my next step
Help me complete my E2E project work	Help me become more self-disciplined
Help me get a job	Improve my self-confidence
Find out what I'm good at	Meet new people

Use the PowerPoint presentation to prompt learners to:

- think about their own learning preferences;
- consider how they think about complex topics;
- consider ways of thinking about complex things visually or out loud, for example, using spidergrams or Six Thinking Hats™.

Introduce the idea of the four stages in getting ready for work, and the skills you need for each stage.

Encourage learners to try out both ways of thinking about other topics or problems. For example, the spidergram 'What can I get out of work experience?' on p. 41 shows two things they can learn on a work placement:

- find out more about my vocational area;
- find out what type of work I like best.

It also structures the sort of questions they need to ask. How else does the spidergram help them to think about these ideas? Can they find links between the ideas?

How does the Six Thinking Hats™ diagram for 'Improve my self-confidence' on p. 42 help us to think about problems, generate questions and find solutions?

Now your learners can consider other benefits of getting a work placement using ideas from the list above and using these two approaches. Ask them to work in pairs or groups:

a) To make up questions or comments about these ideas that would help them personally, and create a spidergram to organise their thoughts. Initially, to encourage creative and flexible thinking, learners might write their questions and ideas on coloured sticky notes and arrange them on a wall before transferring the structure to paper. Use colours and drawings where helpful.

b) To put on 'hats' and think about all sides of the problem in turn, finally creating a poster of their conclusions. Again, coloured sticky notes might be helpful to start with.

Ask learners to record at least three main things they would like to get out of work experience. These can be recorded in Step 1 of the Placement Learning Plan (PLP).

In discussion draw out the:

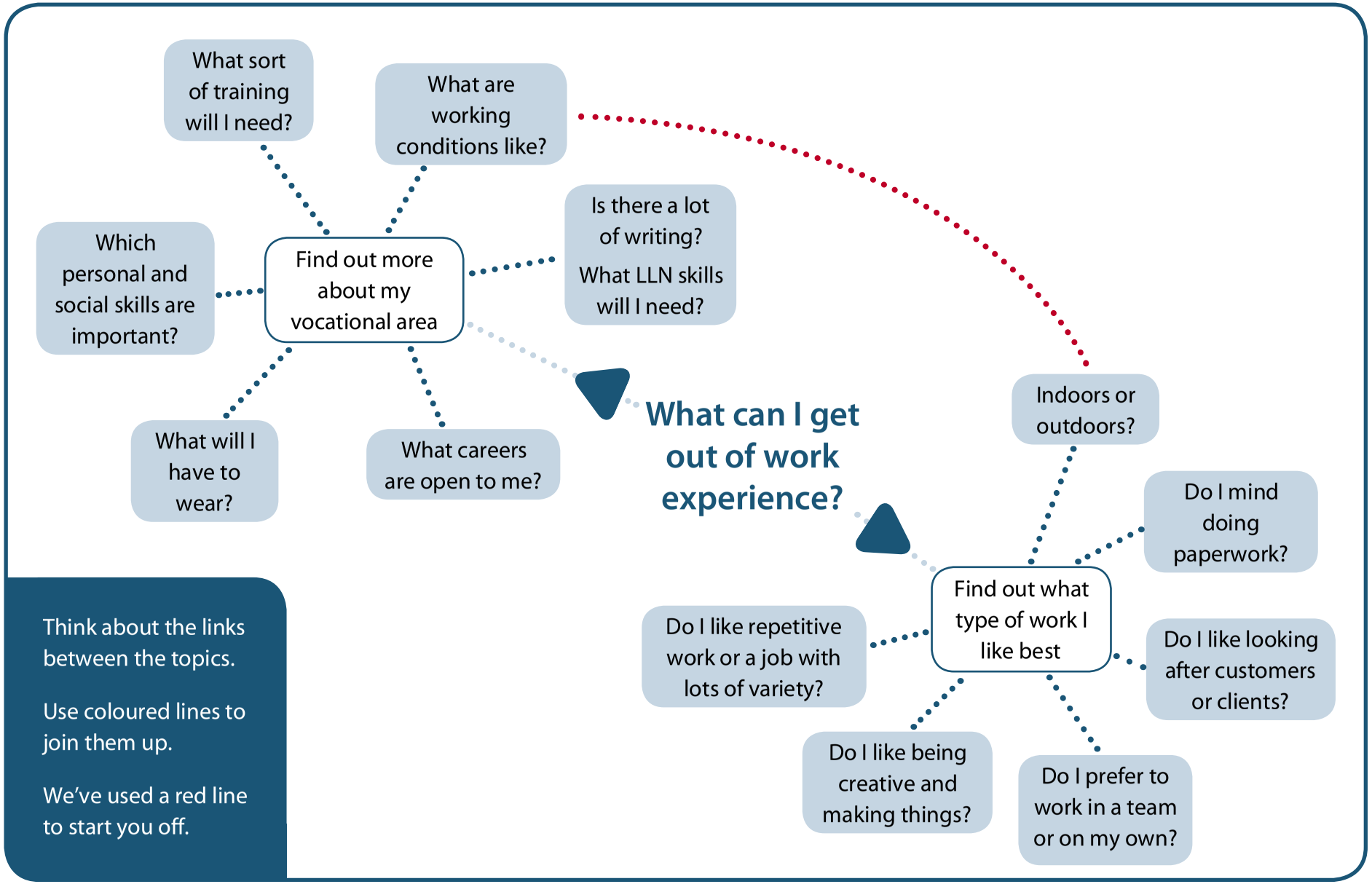
- benefits of a work placement to widen horizons and find a focus;
- need to plan in advance what to learn on work placement;
- sorts of questions learners need to be thinking about;
- advantages of thinking about problems in a structured and creative way.

To conclude, ask the groups to evaluate their ideas and the methods they used, in particular identifying:

- what went well and why;
- what was difficult and why;
- what they would change for next time.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

Using a spidergram



Think about the links between the topics.

Use coloured lines to join them up.

We've used a red line to start you off.

Blue hat

Before I go on work experience I need to:

- find out what time I need to be there so I can plan my journey and be on time;
- get help with controlling my anger and practise this, so if things go wrong I can deal with them;
- tell them what I'm good at so they can allocate suitable work to me;
- tell them what skills I'd like to learn and improve on whilst I'm there;
- ask them what they will expect of me whilst I am there.

Black hat

If I don't plan my work experience carefully:

- I won't know what I have to do;
- I won't have brushed up the skills I'll need;
- I'll get in a mood if things go wrong.

White hat

I know:

- I need to prepare in order to be confident in my interview
- Employers are more interested in applicants with good communication skills
- I have experience that is relevant to the job.
- I need a qualification but can achieve this through on-the-job training.

Yellow hat

I can:

- be a good friend;
- dress tidily;
- listen carefully and follow instructions;
- be interested in jobs if they appeal to me.

Red hat

I feel:

- excited about trying something new;
- nervous they won't like me at work;
- worried I'll not cope with the job;
- anxious to get going.

Improve my self-confidence

Green hat

I could try:

- keeping my temper;
- asking questions about the job so they know I'm interested;
- using my initiative;
- asking questions if I'm not sure;
- getting to know one new person everyday.

Learner Activity

Learner activity 2: Where are the skills?

You can use this activity with a whole class, small group or pairs. It encourages learners to think about the skills for work they have got already and those they will need to develop. It also develops awareness of the generic skills that employees need.

Learning objectives

When they have completed this activity learners will be able to:

- list the skills they feel confident about;
- list the skills they need to work on to get ready for work experience.

What you will need

- 'Where are the skills?' cards, one set for each two or three learners;
- Placement Learning Plan Step 1.

'Where are the skills?' cards

There are 24 cards in the set, with example skills from the three core components of the E2E curriculum: *Skills for Life*, personal and social skills, vocational and employability skills. The cards are colour coded for easy identification. You can, of course, make additional skills cards of your own or ask learners to make up more during the activities.

You will need to plan the pairs or small groups to ensure that stronger readers are working alongside less confident readers.

Running the session: version A

Revisit the idea of the four stages in the development of employability skills on E2E p. 16–22:

- About the world of work;
- Getting ready for work;
- Going to work;
- Moving on.

The stages appear in the 'How do you think?' PowerPoint presentation on the **Tutor resource** CD-ROM.

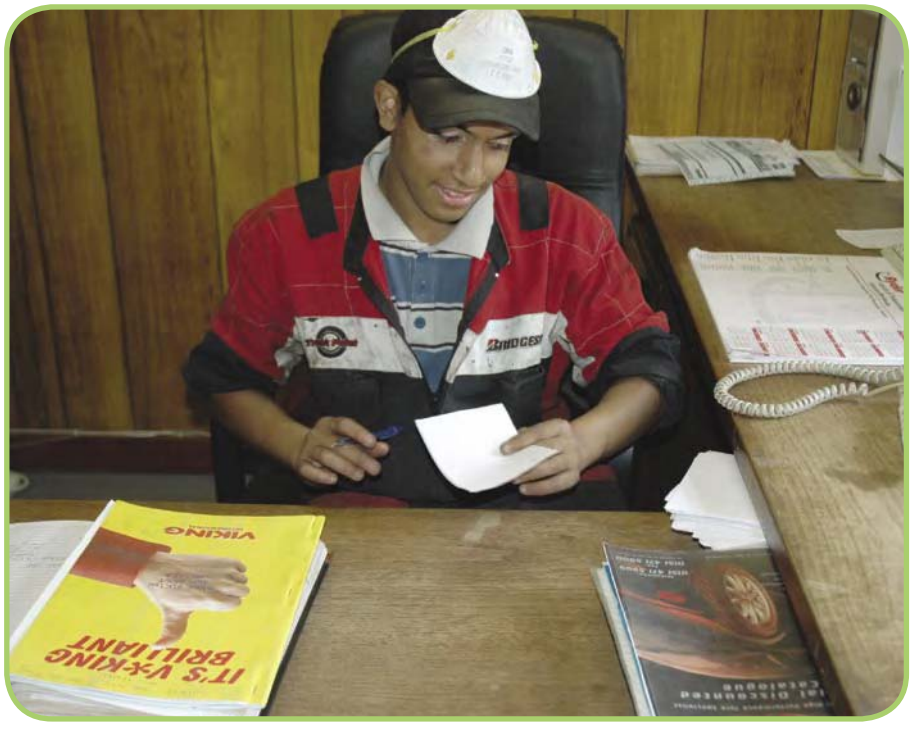
In pairs or small groups, learners share out the cards and discuss the skills on them to make sure they understand what they mean. They can check their understanding by talking about an example of each skill from real life.

Ask learners to lay out the header cards for the curriculum areas across their table.

Then ask learners to think for which stage of the work experience programme the skills would be most useful, and to lay them out in priority order. They can use the blank cards and dry wipe markers to add other important skills, for example, writing letters, making phone calls, preparing a CV, reading bus timetables. If it is helpful, you could offer learners the header cards for the four stages in the employability skills framework.

In discussion, draw out that:

- many of the skills are important at several stages in the job seeking process;
- there are many other skills that are essential for work.



Running the session: version B

Ask learners to look at the skills cards and to sort them under these headings:

Place the four stage cards down one side of the table to form a grid if this is helpful (see the example on p. 47).

It is useful if learners explain to each other why they have put the skills under each heading, giving examples of how they have used the skill before and what happened. Other learners (or tutors) could be invited to offer examples of occasions when the learner used the skill differently and, after reflection, the learner might re-classify the card.

Each learner then identifies some skills that are strengths and two or three others they need to work on as they get ready for work experience. Each time they must consider strengths and development needs from each curriculum component.

Learners can record their strengths and development needs for their portfolio and then complete Step 1 of the PLP.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

Extension activities

These learner activities can be complemented and enhanced by the *Skills for Life* Materials for Embedded Learning in Entry to Employment.

Module 1, 'Making choices', introduces learners to finding their starting points, discovering what skills and qualities they already have. This is essential knowledge as they begin to prepare their Placement Learning Plan (PLP).

Learner review point LR

At this stage you can ask your learner to prepare for a learner review. They can use the learner review template provided on the CD-ROM. You can ask them to reflect on Step 1 of their PLP identifying:

- what they want to get out of work experience;
- their strengths and development needs in each E2E curriculum area.

The outcome of this review might be to begin:

- planning more in-depth research about the world of work and the learner's place in it;
- preparing the Placement Learning Plan.

Example layout of cards for Activity 2: Where are the skills?

	Skills for Life	**Personal and social skills**	**Vocational and employability skills**
About the world of work	Reading job adverts to find out what jobs there are locally	Finding out which personal and social skills are needed for different jobs	Finding out how work placement can help me learn about the world of work
	Reading information about jobs in different sectors	Presenting myself well at interview	Thinking about the type of work I'd like to try
Getting ready for work	Practising reading and understanding instructions for work	Knowing how to act responsibly at work	Understanding the needs of customers and clients
	Practising how to communicate with other workers and managers	Learning how to respect other people's views	Understanding how to work under pressure and meet deadlines
Going to work	Good timekeeping	Asking for help when I need it	Following health and safety rules
	Making sense of my pay slip	Working well in a team	Looking out for problems and suggesting solutions
Moving forward	Planning to improve my literacy and numeracy skills when I move on	Being positive about my achievements at interview	Planning to have a go at more new skills
	Writing up my CV to include my E2E work placements	Understanding that learning is important throughout adult life	Getting more training to improve my career prospects

3: Preparing learners for work experience

What's in this section?

3.1 What is involved in preparing for work experience?

3.2 Finding out about work.

3.3 Employment responsibilities and rights.

3.4 Using the employability framework to help you and your learners create the Placement Learning Plan.

3.5 Getting ready for work.

If you have worked through the activities in **Planning and providing work experience for your learners,** your learners will have completed their self-assessment and have shared their initial thoughts about their work experience programme. You will have carried out one-to-one reviews with them and Step one of the PLP will be complete. You are now ready to help them in the next stage of preparation.

You can use these ideas during the initial assessment phase of the E2E programme to help learners define their key objectives.

There are eight learner activities in this section.

3.1 What is involved in preparing for work experience?

A major benefit of the E2E programme is that it gives your learners an opportunity to:

- appreciate the breadth of work opportunities they can aspire to;
- develop high expectations of themselves;
- find out about the world of work through research;
- experience a range of vocational environments through a planned work experience programme;
- see the benefits of work experience for themselves.

It can be difficult to answer the question 'what work would you like to do?'. 'I don't know what I want until I know what I can have' is a reasonable answer! It is important that E2E learners understand that the world of work can include them and that they can succeed. You will want to plan a programme that leads to realistic progression opportunities, but at the same time your learners should be encouraged to aim high and explore areas that they may not have seen as possibilities for them.

At this stage of preparation you want to encourage your learners to open their minds to the possibilities that life offers. You should aim to encourage a positive and optimistic outlook.

In preparing for work experience it is vital that the learner understands that:

- the world of work offers a wide range of opportunities;
- non-traditional jobs are open to them;
- learning and developing skills are vital to success;
- skills are transferable;
- a wide variety of work placements can provide learning opportunities;
- they need to develop the habit of reflecting on skills they have learnt in order to plan for progression in the immediate future and to sustain their employability in the longer term.

Although you may already have a good idea about what you think will suit your learner best, remember that the learner will be more committed to work placements and more motivated to get the most out of them if they:

- think about their options for themselves;
- carry out research for themselves, albeit guided by you;
- consider what sort of placement plan will suit their needs;
- work with you to construct their Placement Learning Plan (PLP).

The activities in this section support the learners' preparation and help them to formulate their Placement Learning Plan. They are grouped into the following themes:

- finding out about work;
- employment responsibilities and rights;
- using the employability framework to create the Placement Learning Plan.

They also give the learner plenty of opportunities to record evidence of learning in their Recognising and Rewarding Progress and Achievement in Non-accredited Learning (RARPA) portfolio.

Finding out about work

Learner activity 3: What jobs are there?

Research activity for individual, pairs and groups using the internet or web-based resources.

Learner activity 4: Could I do that job?

Card sort activity challenges stereotypes associated with specific roles using words and images.

Learner activity 5: My dream job

Card sort activity to help learners recognise how their values influence their choices in life.

Interactive CD-ROM activity to produce a personal summary of 'What's important to me?' Creative exercise to describe 'My dream job'.

Learner activity 6: Meet the experts

Research through interviewing subjects.

Employment responsibilities and rights

Learner activity 7: Health and safety: Who's responsible?

Interactive CD-ROM and card sort activity to teach and test learner's understanding of health and safety responsibilities in the workplace.

Learner activity 8: Equality and diversity: Who's responsible?

PowerPoint using scenarios to stimulate and provide information about rights and responsibilities in respect of equality and diversity.

Using the employability framework to create the Placement Learning Plan

Learner activity 9: What sort of work placements will suit me?

Planning activity using video footage of real E2E learners to stimulate ideas about different types of placements.

Learner activity 10: Spot the skills

Activity uses video footage of real E2E young people in the workplace. Learners spot the skills they demonstrate. They can go on to place the skills in the employability framework. This activity prepares learners to create their own PLP with tutor support.

Learning during the preparation stage

Across the E2E curriculum there is a wealth of learning opportunities you can incorporate into your teaching and learning plan during this preparation stage. This stage, if well planned, can give learners the opportunity to develop and practise skills across the E2E curriculum, as well as giving them the opportunity to gain the information and knowledge they need. For example:

Skills for life	Personal and social skills	Vocational skills
• Develop and practise *Skills for Life* and Key Skills • Develop and use research and analytical skills • Take part in discussions • Ask questions and record answers • Present information to the group	• Work in pairs and groups • Meet new people • Prepare self for work • Develop confidence • Develop self esteem • Recognise own learning needs	• Learn about vocational skills • Learn about what employers are looking for • Learn about health and safety • Learn about rights and responsibilities • Learn about training for specific jobs

You and your colleagues can plan activities that maximise learning opportunities. Teaching strategies should focus on active learning, where learners are involved in activities such as investigating, discussing, planning and presenting. Examples include:

Using business-based materials	**Using case studies**	**Role-play job interviews**
Discussion groups	**ICT based activities**	**Analysing local labour market information**
Presentation from employers	**Using materials from trade magazines**	**Problem-solving activities**
Focused visits to industry	**Individual focused research**	**Work shadowing**
Team tasks	**Investigating training opportunities**	**Decision-making activities**
Interviewing family members and friends	**Interviewing E2E graduates and apprentices**	**Creating a poster presentation**
Collecting job advertisements and analysis	**Create job descriptions**	**Role-play getting ready for work**

To get the most out of this phase you need to work with colleagues who are responsible for the different elements of the E2E programme. There are ideas to help you develop a whole organisation approach in **Section 5, Messages for Subject Learning Coaches**.

2C Ltd: case study

2C Ltd prepared an interactive CPD session with staff from two branches. The aim of the session was to encourage staff to undertake a range of roles to organise and support the work placements. Ideas from the Standards Unit pilot resources stimulated a whole team approach to maximise learning outcomes from work experience from the perspective of the learner, the employer and the training team. The team produced a learner resource pack containing a range of information to support effective work experience and offer learning opportunities for their young people. The approach within the session promoted ownership by all staff and broke down barriers between different branches. Instead of resistance and defensiveness there was very positive feedback around the whole process. The staff is now planning further resources which will include a vacancy board for placements and an introductory pack for employers.

Recording learning

Work experience preparation activities will help your learners develop skills across the E2E curriculum, and they should be aware of this. You also need to think about how your learners can record their learning while preparing for work experience, for example:

- keep portfolios of evidence that lead to accreditation;
- set up and keep personal folders on PC;
- record specific learning in relation to learners' *Skills for Life* or Key Skills objectives;
- adapt and extend the Placement Learning Plan in this resource;
- record evidence in the learners' RARPA portfolio.

The next page shows an example of Gemma's (the learner who is 'ready to find a focus') Placement Learning Plan, Step 2.

Step 2: Skills and knowledge I can develop as I find out more about the world of work			
E2E curriculum	***Skills for Life***	**Personal and social skills**	**Vocational skills**
About the world of work	Use the Internet to read and obtain information Analyse and summarise information Prepare questions and talk to people Take part in one-to-one and group discussion	Work with partner Present ideas to the whole group Understand my own values	Manage my time to complete the tasks Think about the type of work I'd like to try Find out about working in large stores
Getting ready for work			Find out about and see if I can begin NVQ in customer service

3.2 Finding out about work

The next four activities give your learners the opportunity to find out about the world of work and consider their vocational objectives. The aim, at this stage, is that they have an open mind, are optimistic about what they can do and achieve, and begin to make choices based on an understanding of what is important to them in their lives.

Notes for tutors

All these activities can be adapted to suit the needs of your individual learners and your own strengths as a tutor. The CD-ROM contains footage of E2E learners that will provide stimuli for many different activities and we encourage you to explore the possibilities.

In this section there are overviews of the sorts of activities that can help learners decide their vocational objectives and prepare for their work placements. There are session plans that you can download and adapt on the **Tutor resource** CD-ROM.

Most of these activities are enriched by well-managed group discussion. To prepare for discussion the activities encourage learners to explore ideas and information and present to the rest of the group. Try to avoid 'telling' learners what is best for them or giving them too much information before they have investigated areas for themselves. Working this way has the benefits of:

- encouraging the learner to find out things for themselves;
- using and developing their *Skills for Life* and Key Skills;
- developing confidence in articulating ideas;
- motivating learners to get the most out of their work placements.

Motivational dialogue[1] skills can be very useful with groups as well as in one-to-one sessions. You may wish to extend your own skills in open questioning, reflective listening and eliciting change talk by referring to the Standards Unit resource: Using motivational dialogue to help learners progress.[1]

Springboard Islington: case study

Tutors at Springboard found the skills and approaches of motivational dialogue particularly useful in supporting those learners lacking confidence in their ability, or those who were ambiguous about undertaking placements.

The organisation's work experience documentation has now been revised to provide 'prompt' questions for learners who need an additional stimulus to make their plans, set their targets and to approach work experience with confidence and enthusiasm.

[1] **Improving vocational learning in E2E programmes: Using motivational dialogue to help learners progress**, DfES Standards Unit, 2005. Prolog code T&LE2EMOTDIAL.

Learner Activity

Learner activity 3: What jobs are there?

This is a web-based research activity to help learners explore what jobs exist. It helps answer the question: 'I don't know what I want until I know what I can have!'

Notes for tutors

When learners have completed this activity, they will have:

- explored the wide range of jobs that exists;
- used the internet to find information;
- read, obtained and interpreted information;
- presented information to the whole group;
- thought about the types of work that interest them.

What you will need

The activity uses the *Connexionsdirect* **jobs4u**[3] database. You can make full use of the resources developed by *Connexions* and perhaps you can invite your *Connexions* Personal Advisers to work with your learners during this activity.

Running the session

Explain that the session is in two parts:

- researching the range of jobs that exist;
- starting personal research into specific areas of work.

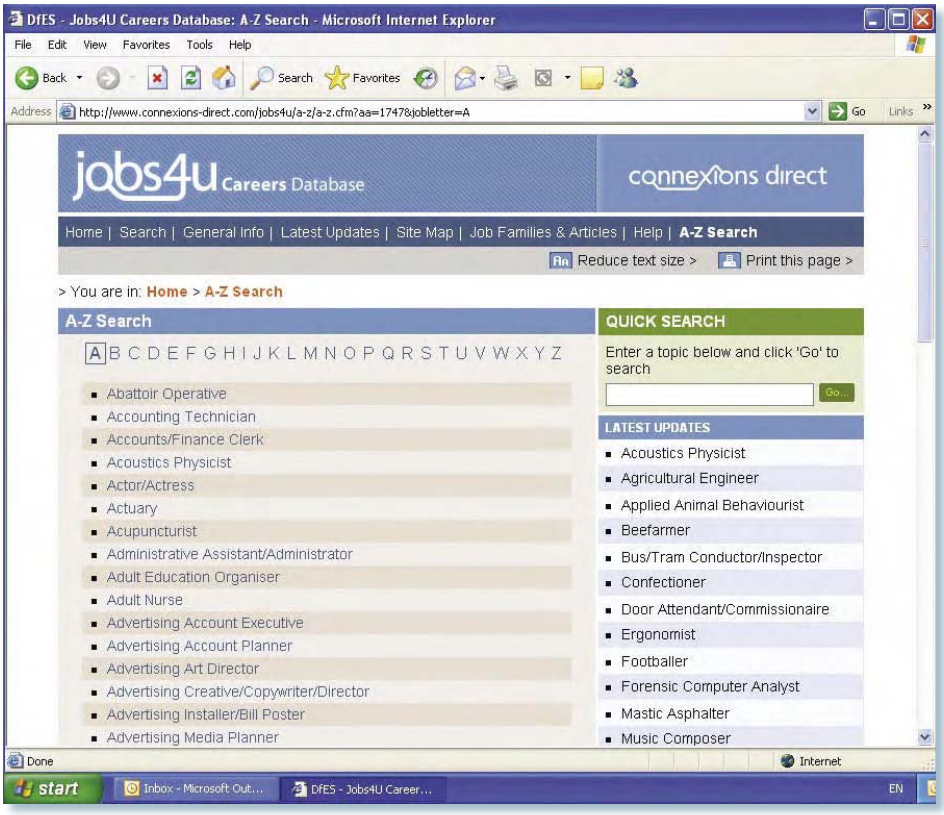
Introduce the session by reminding learners that there are many job opportunities that they may never have heard of. You can give some examples, arboriculturist, stage set designer, taxidermist. Before they can begin to really think about what they would like to do or what they would be good at, learners need to explore their possibilities.

Research the range of jobs that exist

Ask learners to work in pairs and set up the **jobs4u** homepage (pictured on the next page) on the PCs.

[3] www.connexions.gov.uk/jobs4u

http://www.connexions-direct.com/jobs4u/index.cfm



Start with the A-Z Search area at the top of the page.

Give each pair of learners a different letter and ask them to find up to three jobs beginning with that letter that they have never heard of or know very little about. The more obscure the better!

They should note down the three they have chosen and read some of the information on the page.

Ask learners to:

- note the names of the jobs they have chosen;
- write a brief summary to explain what the job involves;
- note what other information is available about the job they have explored, for example training requirements, pay and related areas of work.

In the whole group ask the pairs to take turns to tell each other about the jobs they have researched. Encourage discussion about the wide range of possibilities their research has uncovered.

Start personal research into specific areas of work

Reinforce the point of the exercise – that sometimes the work we choose to do is limited by what we know about. With this in mind, individual learners use the **jobs4U** website and identify areas of work they would like to explore further during their E2E programme.

Learners should save information in a personal folder on the PC or write some notes for their portfolios. Encourage them to summarise what they have learnt so far so that they can discuss their ideas with you during their reviews. Stress that this is the **start** of their personal research. The internet provides a wealth of information, and there are other sources they can explore, local newspapers and trade journals for example. There are also people they can talk to, their *Connexions* Personal Adviser, employers, family and friends.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

Learner Activity

Learner activity 4: Could I do that job?

This activity introduces an equal opportunities dimension to finding out about the world of work. It helps learners recognise how gender and racial stereotyping and attitudes to disability can influence the choices we make about work. This will help your learners gain a more in depth understanding of the effects of stereotyping.

Learning objectives

When they have completed this activity, learners will be able to:

- recognise that they can consider occupations that have traditionally been dominated by one gender or race;
- find out information about a range of occupations;
- develop thinking skills;
- take part in discussion;
- reflect on learning.

What you will need

- Set of Could I do that job? cards;
- access to the *Connexions* site, **jobs4u**;
- flipchart.

Running the session

There are two types of cards in the set:

- photographs of individuals;
- occupation cards.

Task one

Learners sit as a group around a table. Display the cards and ask the group to match the pictures to occupations. Learners might decide that the young woman is a nurse, for example, or that a middle-aged man is a mechanic. This activity will generate discussion about the perceptions we have about people and their occupations. Try to handle the conversation in a non-judgemental way. Convey to the group that you are exploring ideas, not trying to 'catch people out' or prove them wrong.

Task two

Place the cards face down in their sets. Individual learners pick up a card from the images pile and a card from the occupations pile. They should not show their cards to each other. The object of the exercise is for them to find information about the occupation and compose at least five clues about it so that others can guess what the occupation is.

If you are able to provide the learners with access to the **jobs4u** website they can now look up their chosen occupation to construct their clues, for example, salary range, training, special equipment or clothing, essential skills and personal qualities required.

If you cannot provide access to the website you need to make sure you can help the learners construct their clues. You could do this by generating a list of examples on a flipchart before starting this part of the activity to stimulate their ideas, for example:

- level of responsibility;
- working indoors or outdoors;
- travels a lot in the job;
- wears a uniform or special clothing;
- needs qualifications;
- personal qualities;
- interacts with the general public.

When the learners are ready, put them into pairs or small groups. In turns they show the photograph they have chosen and give the first clue. The others have to try to guess the occupation – only one guess per clue until all five clues have been given.

Complete the task by asking the group to think about the learning points and note them on a flipchart. Ask learners to think about how the learning points might influence their choices about occupations to explore through work experience.

Resources to support this topic

Gather examples of people working in non-traditional roles from magazines, newspapers and journals. For example, you might collect illustrations of case studies of disabled people doing a range of different jobs; men and women in non-traditional occupations; people from ethnic minority groups in positions of influence; people from different countries where roles are stereotyped differently.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

Learner Activity

Learner activity 5: My dream job

This activity helps learners think about the sort of work that will suit them by understanding their own values or what is important to them. You can use the outcome to help learners see that what is important to them should influence their choice of occupation. Learners analyse, discuss and create an outline of a 'dream job' in pictures or written words.

If you use open questions and reflective statements effectively you can use this activity in one-to-one meetings with learners who find it difficult to open up and talk about themselves or to explore what they want to do[4].

There are three parts to this activity and you may wish to deliver it over more than one session.

Learning objectives

By the end of this activity, learners should be able to:

- understand how their values influence the choices they make in their lives;
- identify and prioritise their own values, and explain these to each other and/or their tutor;
- recognise how work can relate to or support their values;
- discuss ideas with peers and the tutor.

What you will need

- 'What's important to me?' cards. The cards contain written statements or images and some are blank. You will need the header cards, **'Important' 'Unimportant', 'Not sure'** and choose up to 30 mixed cards, including blanks.
- Dry-wipe pen.
- 'What's important to me?' customisable template from the **Tutor resource** CD-ROM.
- Pen or pencil.

[4] This activity is illustrated in the Standards Unit resource pack: **Using motivational dialogue to help E2E learners progress**. You can see footage of a tutor using this technique with a learner. The skills of using open questions and reflective statements are also exemplified in this resource.

Running the session

Part 1

Learners use the cards with statements and/or images to help to talk about the things that are most important to them.

Place the 'Important' 'Unimportant', 'Not sure' header cards in a row.

Spread out the chosen cards and ask the learner to place the cards underneath the headings of their choice.

Ask if there is anything the learner would like to add on the blank cards.

Ask the learner to select the three to five most Important cards. You can also ask them to explain which of the Unimportant cards is the least important.

You now have choices about where to go next. The information your learner gives you should help encourage them to explore and articulate what is important to them.

You can relate the choices to work experience. For example, "Look at the cards you've said are important and unimportant. Which cards help describe the sort of work you would like to do? Which cards help to describe the sort of work experience you would like?"

Part 2

The learner now considers what's important to them using the template illustrated below. They can print the template from the **Tutor resource** CD-ROM or complete it on the PC. They can add statements of their own in the left-hand column. In the right-hand column they can tick the statements that matter to them and add more information as appropriate. They can keep the completed templates for their portfolios.

What's important to me?	My dream job
Flat of my own	
Money	
Training	
Prospects	
Family	
Friends	
Responsibility	
Outdoors	
Being challenged	
Smart office	
No responsibility	
Social life with friends from work	
Part of a team	
Small company	
Work alone	
People you get on with	
Large company with lots of departments	
Creative work	
Wear smart clothes	
Wear fashionable clothes	
Wear uniform	
Doing something useful	
Making something useful	
Helping other people	
Etc	

When the learner has fully explored what's important to them you can ask them to create their 'dream job' working in pairs or small groups. You could also run a group discussion where you draw out good examples of where jobs and values match.

When learners have discussed their analysis they will be ready to describe their dream job. You should ask them to describe the job in general terms, for example:

I'd like to work in a big company. In my dream job I'll be working in a large, bright, airy building. I'll be a member of a team of people and we'll have responsibility for getting things done. There will be opportunities for me to work my way up and move through different departments. I'll get training and I'll be praised when I've done things well. I'll wear smart clothes. I'll make lots of friends at work, we'll have a laugh and with some of them I'll have a social life too. I might meet members of the general public as well, but that is not particularly important to me.

or

In my dream job I'll work with a small number of people, mainly outside. My job will involve animals or growing things in the countryside. I'll be told what I have to do but I'll also be left to get on with it on my own. I'll wear comfortable work clothes. I won't be under a lot of pressure and at the end of the day I'll be able to see what I've achieved. I expect I'll make some friends at work but I'd also like to spend time with my girlfriend and our baby and earn enough money to get our own house.

Learners can describe their dream jobs is several ways, for example they can:

- create a poster using words and images from magazines or the internet;
- prepare a brief written summary of what the dream job would look like;
- interview each other about their dream job using a video camera.

NB

The purpose of this activity is to help learners think about their working lives in a broad sense and to realise that their values are important when they are making decisions about what to do with their lives. You should now help your learner to focus on more specific areas of work. The learner's *Connexions* Personal Adviser should be able to help and you may also wish to follow up this activity with diagnostic tools that help learners decide the focus for their vocational objectives.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

Learner Activity

Learner activity 6: Meet the experts

Now that learners have thought about the areas of work they wish to explore they can start to find out more about what the job actually entails. The people who know best what a job is like are the people who do it.

Learning objectives

By the end of the activity learners should be able to:

- define key questions that will give information about what the job is like;
- prepare a question and response sheet;
- plan and prepare an interview;
- ask questions clearly and record answers;
- ask for clarification where appropriate;
- summarise information.

What you will need

For this activity you will need to help arrange people for your learners to interview.

These might include:

- a meeting with a potential work placement employer or fellow employee;
- an interview with a member of the family or a family friend;
- an interview with someone who works in the provider organisation.
- Ask learners to plan how they will record the answers to the questions they ask:
  - Will they take notes themselves?
  - Will they ask a partner to take the notes while they concentrate on asking the questions?
  - Could they tape record the interview with the subject's permission?
  - Could they video the interview with the subject's permission?

- Show learners how to prepare a question and answer sheet. They can use their ICT skills to design a template leaving enough space for hand-written notes.
- Help learners think about the questions they need to ask. Show them the difference between open questions, for example, 'Please describe a typical day at work'; and closed questions: 'How many people work in your department?' See below for examples of appropriate questions to ask.
- Set up role-plays so that learners can practise their questions on each other. They need to think about how they can adapt the way they speak to suit the situation and how they can politely begin the interview.
- Carry out some preliminary research if appropriate, for example by collecting relevant job advertisements, referring to earlier research from Activity 3.

Examples of appropriate questions might include:

- What is your job title?
- How long have you worked for X?
- Please describe a typical day at work.
- How many people do you work with directly?
- What sort of contact do you have with the public?
- Who is your boss and what do they do?
- What is the best thing about your job?
- What is the worst thing about your job?
- Have you had training at work to do your job?
- What are the opportunities for promotion?

At the end of this activity each learner should make a record of what they have learnt and what it means for them.

Extension activities

The *Skills for Life* Embedded materials for E2E provide you with plenty of well-resourced opportunities to extend this activity and provide *Skills for Life* development opportunities for your learners. The modules cover:

The office and business environment;

Customer service;

Engineering and mechanical;

Outdoor and practical;

Module 4.7 in the *Skills for Life* materials contains a worksheet you can use or adapt to help learners ask questions.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

3.3 Employment Responsibilities and Rights (ERR)

Outline of the ERR framework

Unlike the Apprenticeship programmes, ERR is not a mandatory part of E2E programmes. However, all E2E learners will need to know the essentials from the ERR framework to work safely and successfully on their placements. Many will also progress directly from E2E to work and this is why many providers now cover ERR essentials with their E2E learners.

All apprenticeship frameworks must include:

- responsibilities and rights of workers (including equal opportunities legislation);
- organisation, disciplines and representative structures of the industries concerned;
- the impact on the sector of public law and policies.

There are the nine targets for ERR to help employees:

- understand that employers and employees have a range of statutory rights and responsibilities under employment law and that employment can be affected by other legislation as well;
- understand that there are procedures and documentation in organisations which recognise and protect an employee's relationship with their employer;
- understand that there are a range of sources of information and advice available to employees on their employment rights and responsibilities;
- understand the employee's role within the organisation and industry;
- give an informed view of the types of career pathways available;
- understand the types of representative bodies relevant to the industry and organisation, and their main roles and responsibilities;
- understand where and how to get information and advice on the industry, occupation, training and career;
- describe the organisation's principles and codes of practice and work within them;
- recognise and form a view on issues of public concern that effect the organisation and industry.

Everyone has rights and we acquire responsibilities as we get older. It is important for young people to understand the difference between rights and responsibilities. As part of preparing for work you need to ensure that you cover these areas.

Equal and diversity

There should be an equality and diversity policy in the workplaces you use. Your learners should understand their rights and responsibilities in respect of equality of opportunity. To prepare yourself for helping your learners understand this important area you need to ensure that you yourself are aware of and understand rights and responsibilities regarding equality and diversity issues.

As you know, many E2E learners are vulnerable and may need extra help to deal with discriminating behaviour they themselves may encounter, as well as become more aware of their own behaviour that may inadvertently discriminate against others. It is vital that you ensure that your work experience documentation includes clear information about what learners should do if they experience any form of discriminating behaviour. You will need to explore this with your learners individually in the learner review session. See **Section 4.4, Learning in work placements: Supporting the learner through the first few days** for ideas about how to support learners during the first few days in a work placement.

All providers should have well-developed policies around equality and diversity, including how they will work with work placement providers. You should be familiar with your own policies and why they exist so that you can adapt the next activity to meet the needs of your learners.

You will find useful resources and guidance on the Learning and Skills Development Agency website: www.citizenshippost-16.lsda.org.uk. The *Skills for Life* E2E Materials for Embedded Learning also include activities in **Module 2 – making my own way, Responsibilities and rights**.

Learner activity 4 introduces your learners to issues around stereotyping. Learner activities 7 and 8 will help your learners understand their rights and responsibilities in relation to **health and safety** and **equality and diversity** in the workplace.

Learner Activity

Who's responsible – Health and Safety

Learner activity 7: Who's responsible?

This activity is from a Standard's Unit resource[5] 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 activity supports the development of *Skills for Life* and offers you practical guidance on how to help learners develop these skills at Entry Level 3 and Level 1.

Who's responsible? encourages learners to analyse and think through who is responsible for preventing accidents at work, using brief scenarios to prompt group discussion to develop opinions. It encourages a positive attitude towards personal responsibility in accident prevention.

Learning objectives

By the end of this activity learners should be able to:

- explain some reasons why accidents happen at work;
- decide what responsibility means for the individual and the employer;
- describe some ways to prevent accidents at work.

What you will need

- A set of **Who's responsible?** cards and/or the **Who's responsible?** activity on the **Tutor resource** CD-ROM. The CD-ROM uses short scenarios from four occupational areas: construction, business, catering and hair and beauty to identify hazards. If you have access to a computer and data projector, you can use it as an interactive, whole class activity, with moderated discussion.
- You can download and print copies of the checklist **Hazards that can lead to accidents at work** from the **Tutor resource** CD-ROM.

Running the session

You might introduce this session by exploring learners' understanding of the consequences and then the causes of accidents.

[5] Department for Education and Skills Standards Unit, **Be a safe learner. Aspects of health and safety. Supporting learners at Entry 3 – Level 1, 2005.**

Key messages are:

- an accident is an unplanned and uncontrolled event;
- accidents often cause injuries to people;
- accidents can cause damage to machinery and equipment;
- accidents can lead to loss of income for individuals or companies;
- every accident has a cause and someone is always responsible.

Distribute the cards equally to pairs or small groups to make sure everyone joins in. You may find that half the set of cards is enough for a group to work with if discussion is in depth.

Identify and lay out the header cards: **My responsibility**, **My employer's responsibility**, **No-one's responsibility**. The remaining cards should be laid out tidily so they can be read.

Ask learners to discuss each of the hazards in turn and to decide who is responsible for health and safety. It aids understanding if learners illustrate each with an example from real life.

Learners should be able to explain why they have classified the hazards under each heading. This will help you expose the reasoning and degree of understanding.

After groups have agreed and arranged their own cards, you can maintain the pace of the session and the discussion by moving the groups around to view the other groups' decisions. Learners can then consider all the hazards and critique each other's classifications. Learners should be invited to suggest changes, although they must justify their suggestion.

The session summary is important and should tease out the consequences of different decisions using workplace examples. You should highlight that there is no right or wrong 'solution' to this activity. The value lies in the discussion and reasoning, and the realisation that all accidents are someone's responsibility, often jointly.

The activity is valuable in monitoring attitude change over time. As learners acquire experience of work their perception of responsibility changes. It is useful to organise your groups to include a mix of those who have and do not have work experience so that they can share opinions and exchange knowledge.

Finally, you can ask learners to check their understanding by completing the checklist to show who is responsible for each hazard, adding their own hazards below and then explaining how they could prevent an accident in three different situations. These can be stored in learners' portfolios.

Hazards that can lead to accidents at work: Checklist

	Who's responsible?		
	Me	Employer	Nobody
Untidy workplace			
Poor storage of equipment			
Violence at work			
Poor judgement, making mistakes			
Not understanding instructions			
Not following instructions			
Poor light			
Poor supervision			
Not concentrating			
Using faulty equipment			
Messing about			
Careless handling or lifting			
Having a hangover			
Unsuitable hair style, clothing or jewellery for the job			
Too much noise			
Under the influence of drugs			
Not enough training			
Poor health			
Not enough space to work			
Wear uniform			
Criminal damage/vandalism			
Personal protective equipment or clothing (PPE) not used or not worn			

How I can prevent an accident

Hazard	Action I can take

There is a full session plan for the activity on the **Tutor resource** CD-ROM.

Learner Activity

Who's responsible – Equality and Diversity

Learner activity 8: Equality and diversity: Who's responsible?

This activity can help stimulate discussion – providing you with a vehicle to explore how your learners perceive equality and diversity. You need to plan the session so that you can:

- manage discussion that allows young people to explore their perceptions;
- manage discussion that can challenge perceptions in a positive way;
- provide information, for example, about legislation - case studies, facts.

It goes without saying that you need to be well prepared yourself and have up-to-date and accurate information about aspects of equal opportunities in the workplace. A useful source is the Advisory, Conciliation and Advisory Service (ACAS): www.acas.org.uk. There is also a brief checklist for learners on the **Tutor resource** CD-ROM adapted from the Durham County Council website www.durham.gov.uk.

Learning objectives

When learners have completed this activity they will have:

- gained an insight into what 'equal opportunities in the workplace' means;
- practised thinking skills;
- practised posing an argument and providing evidence for their position;
- listened to the views of others;
- reflected on their own learning.

What you will need

- The title resource from the CD-ROM installed on individual learners' PCs or to use as a whole class stimulus for discussion

Running the session

You need to plan this session to achieve the above objectives for your learners. Below is a suggestion about how you might use the resources in this pack to stimulate discussion and deepen understanding.

On the **Tutor resource** CD-ROM there is a PowerPoint presentation with five scenarios to simulate discussion. They depict situations in which equality and diversity issues are important. At the end of each scenario learners are asked:

- What is going on here? How many points can you spot?
- What options does the character have?
- What would you advise the character to do?

The resource explains the options open to the character – but you should be careful about how you handle feedback to the learners in your group. You need to be sure that:

- learners have a had a chance to explore their own understanding of the issues illustrated in an open and positive atmosphere;
- learners are given relevant information about legislation;
- you are confident about managing group discussions around potentially sensitive areas.

Using the **Six Thinking Hats** approach is a very effective way of handling discussion in this area. It helps your learners understand the differences between facts, opinions and emotions.

There is a full session plan for the activity on the **Tutor resource** CD-ROM.

3.4 Using the employability framework to help you and your learners create the Placement Learning Plan

We have emphasised the importance of planning an integrated learning experience across the three core curriculum areas. The preparation activities will help your learners understand the importance and relevance of skills in all three areas:

- *Skills for Life* and Key skills;
- personal and social skills;
- vocational and employability skills.

They also need to think about the type of work experience programme that will suit them: a taster programme, short work placements or extended work placements, including beginning an NVQ for example. You may want to look back at Section 2.5 where learner profiles are introduced.

Using the employability framework we introduced in **Section 2, Planning and providing work experience for your learners**, your learners will now be at the stage of **Getting ready for work**.

The next two activities help your learners think about the type of placements that will work best for them, and the skills they will use and need to develop during the placement.

The **Tutor resource** CD-ROM contains video footage to use as a stimulus for the activities.

Learner Activity

Learner activity 9: The right programme for me

This activity helps you and your learners consider what sort of work placement programme will suit them. The decisions you both make will depend on:

- the young person's vocational focus;
- the young person's support needs;
- the availability of relevant high quality work experience.

You will need to be able to offer your learners a range of different types of work placements.

Learning objectives

Learning objectives will be differentiated according to the different needs of individual learners in the group, for example, the activity will:

- help some learners recognise that work placements and tasters can help them to find their vocational focus;
- help learners recognise when they are ready to undertake an extended placement;
- help learners to think through complex issues and make decisions;
- prepare for a learner review to decide on the work placement programme.

What you will need

PowerPoint presentation in the **Tutor resource** CD-ROM.

Running the session

There are two parts to this session:

The video footage in the PowerPoint provides you with a stimulus to get your learners thinking about the pattern of work placement that will best suit them. It shows learners who have undertaken work placements reflecting on what they have learnt and how they are preparing themselves for the next placement.

Part 1

Introduce the purpose of the session and explain that some learners will benefit from short placements or a taster programme, while others will be ready to undertake an extended placement. Examples you might give are:

- Adam, who has chosen short work placements to explore which parts of the sport and fitness industry interest him most before he decides which specialist area he wants to focus on;
- Shula, who is using short placements to find out whether she prefers to work in retail or business administration;
- Paul, who used taster placements to find out more about a job he thought he really wanted to do (computers), but discovered that he actually preferred an occupational area that he previously knew little about (care).

Break the group into smaller groups or pairs. Ask them to watch the video clips and listen to what each learner says about what they have learnt from their last work placements. (You can either show one clip at a time to the whole class or get the small groups or pairs to look at one clip each using PCs).

Take feedback. Re-run the footage and check that the whole group has recognised the key learning points and ask them to think about what sort of placements will suit the featured learners next.

Tell the groups or pairs that they now have ten minutes to discuss the needs of each learner and make recommendations. Ask them to give clear reasons for their recommendations.

Take feedback.

Part 2

Learners now need to reflect on the work experience programme that will best suit them. This will be most effective if you have ensured that they have kept notes on their earlier activities, 1–8. At this stage they could have gathered evidence that can be used in the RARPA portfolio as well as for initial assessment.

Ask them to prepare for their learner review session with you by listing:

- the area(s) of work they are interested in exploring;
- some things they know about the area of work including some of the skills they'll need to develop.

They can discuss their ideas in the review session with you and, where possible, their *Connexions* Personal Adviser. Remember that although you and the *Connexions* Personal Adviser may have a good idea about what will suit the learner best, the learner will be more motivated to get the most out of the work placement if they are able to have a leading, or at least equal, part in the decision-making process.

Learner review point LR

At this stage you can ask your learner to prepare for a learner review. They can use the Learner Review template provided on the CD ROM. Ask them to reflect on what they have learnt about:

- the broad world of work and their place in it;
- the area of work that will suit their aims and aspirations;
- the type of placement programme that will suit them;
- their own existing skills and knowledge that they have used and developed in the preparation phase;
- the skills and knowledge they can develop as they prepare for work experience.

The outcome of the review might be to:

- plan to explore work placements that will suit the learner's needs;
- plan to develop skills for work such as CV writing, completing application forms, telephone skills, practising interview skills, how to ask for help.
- plan to address essential workplace knowledge covered by employment responsibilities and rights.

The focus of the agenda for this review would be to begin preparing steps 3 and 4 of the Placement Learning Plan.

Learner Activity

Learner activity 10: Spot the skills

This activity uses the video footage on the CD-ROM showing current and graduate E2E young people from the pilot centres at work. The footage is edited so that your learners can spot the skills each young person is using. They will also be able to listen to learners reflecting on their own learning. The young people show a remarkable awareness of the different skills they have learnt in their work placements and you can use this to show your learners how important it is to be aware of their own learning.

Learning objectives

By the end of this activity learners should:

- recognise that a variety of skills are essential for work;
- understand the value of building a placement learning plan for themselves;
- understand the value of reflecting upon their own skills and their learning.

What you will need

- PowerPoint presentation in the **Tutor resource** CD-ROM;
- flipchart sheets;
- sticky notes;
- pens.

Running the session

Explain to your learners that they will be watching video footage of real E2E young people. Some of them were still on the programme at the time of filming, and some had just left. The learners you will see are:

Taj and Nigel	Rossendale Vulcanising
Dalton	Leyton Orient Football Club
Bridie	Karen and Co. Barbers
Hysen	Putney Car Services
Ryan	Valley Aquatics

The task is to spot the skills they are using.

Head up the flipchart sheets like this but don't show or explain this yet to your group:

Young person	*Skills for Life*	Personal and social skills	Vocational skills
X			
Y			
Z			

Give each learner some sticky notes and ask them to note each skill they spot as they watch the first sequence. At the end take some quick feedback – one or two points from each table to check that individuals have understood the task.

Show the same sequence again and ask them to note any more skills they spot.

Now show one flipchart sheet as above. Ask a learner to read out one of the skills they have spotted. Discuss with the whole group which skill area it belongs to. Be prepared for overlap as you can show a skill in more than one area, for example, some aspects of customer service, a vocational skill area, also draw on personal and social skills. Continue the exercise until all the skills that the learners have spotted have been placed on the flipchart. Add any examples that they have missed.

Now set up pairs or small groups and explain that learners will go through the same process again only this time they will complete the flipcharts themselves. They should spot the skills and write them on the sticky notes first and then discuss which skills area each skill belongs in.

You can either continue to run this as a whole class session and show the next sequence, or get small groups to look at different sequences around a PC.

When the flipchart is completed take feedback from the pairs or groups. You can make the task more challenging if groups have looked at different sequences. You can ask them to show the video they analysed to the whole class and then talk through their flipchart.

This is a challenging task that you can also use as a Continuing Professional Development (CPD) session, but don't underestimate the abilities of your learners to carry this out. The video footage is a testament to the intelligent insights learners acquire through the E2E programme. There is a PPT version of this activity for us in CPD on the **Tutor resource** CD-ROM.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

3.5 Getting ready for work

The third template (Step 3) in the PLP can be personalised by the learner to find out essential information about their work placement. You should arrange for the learner to visit the work placement and help them prepare questions to find out what they will be doing. You can remind them about how they developed questions in Learner activity 6 'Meet the experts'.

Other activities that help prepare the learner are:

- creating a C.V;
- writing letters of application to the work placement;
- looking at job descriptions and creating a job description for the tasks or job the learner will be doing on the placement.

There are numerous publications and software to help support these essential skills, some of which are listed in the Standards Unit Resources Directory.

Many E2E providers have logbooks or diaries for their learners to record information, such as essential telephone numbers, who to telephone if sick or late, etc. You need to ensure that this sort of important information is adequately covered and documented and that learners feel really secure about what is expected of them.

The first meeting with the employer and workmates at the placement is the time to begin gathering this essential information and entering it into a personal log book or placement diary. There is a checklist of questions and prompts for learners to use on the **Tutor resource** CD-ROM. The *Skills for Life* Embedded Learning Materials: E2E, Integrated Assignment 2: A good job, provides useful prompts and activities.

Recording a placement visit

This is Darren's record of his placement visit. He prepared questions for Jack Smith and the answers are recorded below. As well as essential information such as working hours and where to report for work, his tutor helped Darren prepare questions about the work itself so that they could work on the Placement Learning Plan.

GETTING READY FOR WORK

Step 3: My placement:
Jack Smiths, Joiners, 342 Vincent Road, Sheffield S11 2 BJ
Tel no: 07265 430791 Email: jacksmith@server.com

What do I already know about the placement?

It's a small firm near the city centre.

They are working on a new building site for student flats.

I know one of the joiners who is a mate of my brothers.

They have apprentices sometimes.

Health and safety factors

I'll have to do a health and safety induction on the first day. I'll need some boots with steel toecaps. Mr Smith says he'll provide a hard hat and high vis vest. Before I start I should do some work on health and safety on building sites. I may be working up ladders and on roofs so I need to know how to work safely at heights. Mr Smith says that's the most dangerous part of the job. If I go into building work after E2E I'll have to pass a health and safety test.

What will I be doing?

I'll be working on the student flats in Brown Street in a team of three, Mr Smith, the boss, Ronnie Harris, a second year apprentice and me.

I'll be working as a mate and will have to:

- Get wood from the stores;
- Check measurements of cut pieces and pass them to Mr Smith or Ronnie;
- Mr Smith will show me the plans he is working to and will teach me how to understand them;
- I'll have to go to the office every morning and check that we have the tools and materials we need. Mr Smith will give me a checklist to do this.
- Put the tools away at the end of the day.

I don't know much about apprenticeship training but I can find out more about that from Ronnie and Mr Smith.

I'll start work at 8am, have breaks at 10am, 12.30pm and 2.30pm. I'll finish work at 4pm.

Equality and Diversity factors

Mr Smith is strict about equal opportunities. He says no one will know about my conviction. We must not make sexist or racist comments on the sites.
There are female electricians working with us.

4: Learning in work placements

What's in this section?

4.1 Drafting the Placement Learning Plan (PLP) with the learner and partners.

4.2 Using the learner profile flowchart to help design the PLP.

4.3 Using the PLP to agree SMART targets and complete the E2E Passport Activities Plan.

4.4 Supporting the learner through the first few days.

4.5 Supporting learners and assessing learning during the work placement.

4.1 Drafting the Placement Learning Plan with the learner and partners

Your learners now have most of the important information they need to plan their work experience programme:

- a self-assessment of the skills they have and those they need to develop;
- an idea of the kind of work experience programme that will benefit them based on their research;
- an understanding of their rights and responsibilities in relation to health and safety and equality and diversity;
- key objectives for the E2E programme confirmed and ready to draft SMART[1] targets for the next steps.

The next stage is to draft the PLP. The template in this resource is based around the employability framework we introduced in **Planning and providing work experience for your learners**. It also indicates who is involved in supporting and assessing the learning.

The PLP on the next page shows Step 4 for Darren. He would like to work in construction but is not yet completely sure about which craft area he prefers. His learner profile is one of a clear vocational interest, or 'narrow focus'.

Darren's work tasks have been broken down clearly to identify specific tasks, *Skills for Life* and Key Skills, personal and social skills, and vocational and employability skills learning components. He is also thinking about his progression route after E2E. Remember that the PLP is a working document that can be added to and amended as necessary.

Notice that the level of detail here is now sufficient to develop SMART learning targets for Darren's Activity Plan at his learner review, which we cover in **Getting the most out of learner reviews** in this ring binder.

[1] Specific, Measurable, Achievable, Realistic, Time-related.

Darren's PLP: Step 4

GOING TO WORK			
Step 4: My Placement Learning Plan.			
What I will be doing	***Skills for Life***	**Personal and social skills**	**Vocational and employability skills**
Ordering wood from the stores.	Writing the order down, asking for the lengths of wood needed (for example 20 lengths of 6 metres of 4x4) and checking the lengths are right.	Listening carefully to instructions, concentrating on the job and asking the storekeeper politely for what is needed.	Learning the types and sizes of wood needed for different jobs and judging how to use it so there is little waste.
Who will be responsible for providing and monitoring the learning?	*Mr Smith and Ronnie will show me how to write down the orders and help me check the lengths.*	*Mr Smith will give me feedback every day so that I can check I'm concentrating and working well as part of the team.*	*Ronnie will go through the types and sizes of wood they use most often and explain what they're used for.*
Checking tools and materials each morning.	Make a list of the tools needed each day and fetch them from the stores.	Using my initiative and helping people. I'll clean and return the tools safely at the end of the day without being asked.	Learn the names of the woodworking tools and what they're used for.

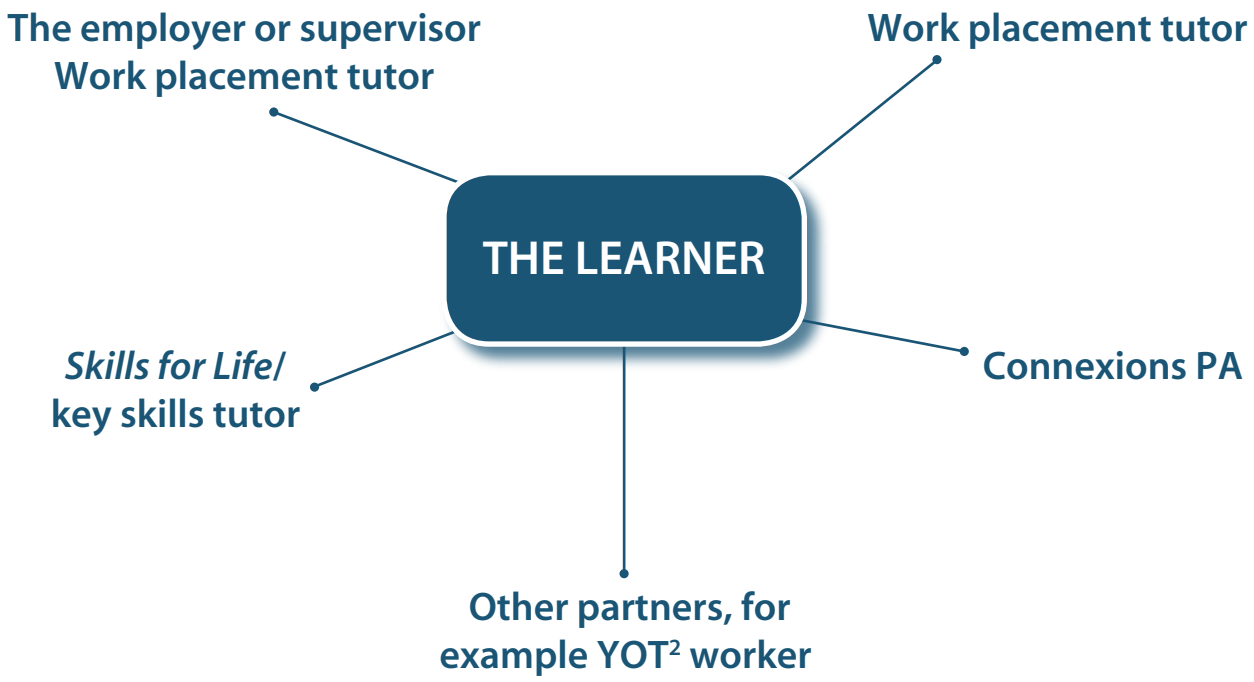
What I will be doing	*Skills for Life*	Personal and social skills	Vocational and employability skills
Who will be responsible for providing and monitoring the learning?	*Ronnie will help me make a list of all the tools we'll use and show me how to spell them.*	*Mr Smith will give me feedback every day on how I'm doing.*	*Ronnie will check that I know the names of the tools we use most often.*
Find out about training as an Apprentice in joinery.	Read leaflets about Apprenticeship training from Connexions. Ask Mr Smith questions about Apprenticeship. How long does it take? Is it mostly practical? Does he do the training on the job or would I go to college?	Shadow Ronnie as he works and ask him about his training. What were the best parts? The hardest parts? Is there a lot of paperwork? What jobs will be open to him at the end?	Learn about the types of job a joiner does and the qualifications I would need to do the work.
Who will be responsible for providing and monitoring the learning?	*Connexions Personal Adviser to supply information. Mr Smith to help with the questions.*	*Ronnie will give information and answer questions.*	*Mr Smith will describe the sort of jobs his company has done over the past 12 months and what skills were required.*

The benefits of a PLP

The PLP should support the E2E Passport, not replace it. It is useful because it:

- emphasises the need to devise learning experiences across the three E2E core curriculum areas;
- helps the learner to identify and talk about skills they will use on the job;
- helps to maximise all the learning opportunities available in work placements that may otherwise be overlooked;
- engages all partners in playing their part to support and assess learning so that the learner benefits from an enriching and integrated learning experience;
- records the shared understanding of all partners and helps communication;
- provides a structure for reviewing progress and helping the learner to develop the habit of reflecting upon skills learnt.

Remember to use the PLP template as a working document that you and the learner can develop as you discuss the learning opportunities the placement offers. Creating the plan should involve the key people responsible for providing the learning opportunities, and might include:



[2] Youth Offender Team.

An effective PLP

The learner should now be aware of the skills they need to develop across the three E2E core curriculum areas and these should be central to the planning conversation. However, it is your professional skills that will ensure the PLP is robust. An effective PLP will:

- set out the skills learners need to develop in order to progress in their placement and how they will do this;
- set out the new skills they will be expected to learn during the placement and how they will do this;
- indicate information about which professional person will support the development and assessment of the skills in the plan, for example, the *Skills for Life* tutor, the employer, the placement tutor or key worker.

A well-planned work experience will help the learner make step changes in their skills and abilities and so it is important to create a PLP that is both challenging and realistic.

Learner review point LR

At this stage you can ask your learner to prepare for a learner review. They can use the template, Preparing for my learner review, on the **Tutor resource** CD-ROM. Ask them to bring to the review their notes from the research activities they have done in this section. You can also use this review to check their understanding of their rights and responsibilities at work.

The E2E Passport

During this review you may:

- confirm the learner's key vocational objectives;
- draft or confirm SMART targets for work experience in the Activity Plan.

4.2 Using the learner profile flowchart to help design the PLP

In planning the PLP, we need to be aware of the particular characteristics of E2E learners who may:

- not yet be ready for a placement that involves a commitment of whole weeks of attendance;
- lack confidence and self-esteem and are concerned about relating to people in authority in the workplace;
- need to develop the communication skills necessary to function with confidence in the workplace;
- be working towards the development of functionality in literacy and/or numeracy;
- experience external pressures on their time that interfere with their commitments, such as housing issues or the need to liaise with external agencies;
- be working towards the development of employability skills that will enable them to cope with the demands of the workplace.

The characteristics and personal circumstances of each individual learner will help to shape and form the priorities they have on their placement. By identifying the particular needs of the learner through a robust process of initial assessment and planning and preparation, a learning plan can be prepared that enables the learner to:

- feel safe and secure on their work placement;
- be fully aware of their learning goals while on their placement;
- feel that they have a clear structure and purpose for their placement;
- be confident in relating to employers and fellow employees.

Designing the PLP is easier if you use a structured approach. You may want to remind yourself about the three learner profile case studies in **Section 2.5**. Look at the three example flowcharts that facilitate the learning journey for Naz (not yet focused), Gemma (ready to find a focus) and Darren (narrow focus).

The flowcharts suggest prompts and questions, and support ideas that need to be considered at different stages in the journey for learners who fit these profiles. It is important to remember that we must not categorise learners or lose sight of their individual needs. However, using planning tools such as flowcharts or checklists ensures we do not forget important matters such as the need to offer choice, opportunities for 'quick wins' to build confidence, and the need to build breadth as well as depth to the work experience for each learner.

The PLP planned and negotiated by Naz with his tutor follows. Before you look at it, see how the tutor used the learner profile flowchart from **Section 2.5** to plan and design the route for Naz.

Facilitating Naz's learning journey

Starting profile

- Entry Level 3 literacy skills, Level 1 numeracy skills.
- Would like to work outdoors – likes sports.
- No particular occupational interests yet.
- Lacks confidence in himself and others after difficult family life and finds relationships difficult.
- Needs to develop literacy and numeracy skills.
- Determined to succeed; he identified persistence as his main strength.

Stimulus

- An outdoor placement would be ideal. Could be sports centre, garden centre, construction, ground maintenance?
- Numeracy is strong, so a chance to apply this skill would build confidence and self-respect.
- Working in a well established, small team would be supportive.
- The right placement will motivate learning in literacy and numeracy.

Engagement

- Naz can research jobs with these specifications in the local paper and Job Centre.
- Check the jobs he finds on *Connexions* website to find out the sort of work he would be doing.
- Short list two or three of particular interest then rank them in order of interest. Initially consider the first choice job, keep the others for second or alternative placements to widen experience later.

Skills development

- Naz will plot the skills needed for his first choice job using centre tutors as support. Use a grid to record them under the E2E curriculum headings: *Skills for Life*, personal and social skills, vocational skills.
- PLP will include learning targets relating to these skills needs.
- Practise job search skills: letter writing, telephone skills, interview skills, learning to analyse information and ask relevant questions.
- Use *Skills for Life* Embedded Learning Materials where context is relevant.
- Aim for Numeracy Level 1 National Test in two months.

Building self esteem

- Support Naz by checking out placement possibilities with the employer for his first choice job.
- Support Naz to write up a CV emphasising his achievements and personal qualities.
- Encourage Naz to write to his first choice employer, including information he has found out about the job he's interested in and his understanding of the skills he'll need for the job, matched with his own skill set and interests.

Focus

- Prepare for interview: prepare a list of questions for the employer at initial visit, including "What will I be doing?".
- Consider how he will relate to the people he'll be working with.
- Prepare PLP with learning targets for his first work placement including *Skills for Life*, personal and social skills and vocational/employability skills.
- With Naz, discuss learning targets with employer and establish how they can help him on his placement.

Bringing it all together

Now look at Naz's complete PLP. It relates to a two-week placement in the Parks and Leisure Department of the local council. Notice that not all the sections are totally complete. This is to allow Naz to add any other essential learning tasks that happen during the placement.

For guidance on how to manage this stage of the planning process look at CPD Activity 5, **Using learner profiles to develop Placement Learning Plans**, in **Section 5.2, Messages for Subject Learning Coaches: Developing tutors' skills**. There are templates on the **Tutor resource** CD-ROM to help you draft flowcharts and for the Placement Learning Plan.

Naz's Placement Learning Plan

On my placement:

I feel worried about having to turn up on time every day;
I want to get more support to plan my future;
I am keen to meet new people but concerned they won't like me or think I'm very good;
I want to find out more about what type of work I like best;
I want to become more self-disciplined;
I am keen to try out some new things;
I want to find out what it is I am good at.

ABOUT THE WORLD OF WORK		
Step 1: What will I get out of work experience? How do I feel about work experience?		
Skills for Life	**Personal and social skills**	**Vocational and employability skills**
No problem working out change and taking bookings using analogue or 24-hour clock.	Feel confident about working with young people and helping them become more confident in their sporting activities.	Football and basketball coaching will be no problem as I can play these quite well. But I need to learn how to coach.

Step 2

Step 2: Skills and knowledge I can develop as I find out about the world of work		
Skills for Life	**Personal and social skills**	**Vocational and employability skills**
Need to brush up on literacy skills by doing practice activities prepared by tutor.	Get to work on time each day by planning my time for getting ready and my journey to work.	Need to go through the Sports Leadership (*SfL* Embedded Learning) pack to find out more about what I might be doing and what I might want to learn on a placement.
Need to work hard to get the names right and record the correct information, especially when booking people onto courses and taking reservations.	Need to practice doing talks to people on the training sessions so that I don't come across as too shy.	Need to work on health and safety using the Standards Unit materials to make sure I know all the hazards in the workplace and the rules and regulations about fire extinguishers and fire drills.

GETTING READY FOR WORK

Step 3: My placement

What do I already know about the placement?	What will I be doing?
The placement will be with the Leisure, Parks and Gardens Department of the local council. I will have the chance to work on quite a few things during the two weeks I am on placement. I have already met the supervisor and she seems really nice, though I have not met any of the other workers. The placement will involve some work in the park and some work in the leisure centre – this should help me to decide which one of these I really like.	Need to know about lunch break and arrangements – do I need to take a packed lunch in every day or is there a shop nearby that I can use? I am supposed to work for 37 hours but I don't know how this is spread out – also will I be expected to work late or evenings and is this part of my 37 hours? Need to know what I will be doing for each week so that I can be prepared – especially for working on the booking desk. I may need to get some help from the *Skills for Life* tutor before I do this.
Health and safety issues	**Equality and diversity issues**
Fire hazards – need to know about this. Using equipment – need to know about this. Checking the safety of equipment – need to know how to do this if I am expected to fill out the forms.	Find out about special arrangements for people with disabilities to use the centre and how I can help.

GOING TO WORK			
Step 4: My Placement Learning PLan			
What I will be doing – week 1	***Skills for Life***	**Personal and social skills**	**Vocational and employability skills**
	Taking payments, issuing tickets and taking reservations.	Getting used to the discipline of work by turning up on time when people might be relying on me.	Helping to ensure that all areas and facilities are clean and tidy.
Who will be responsible for providing and monitoring the learning?	*Key worker will help me to practice skills and my supervisor will arrange for me to shadow bookings staff.*	*Key worker will help me if there are any problems with transport or at home.*	*Will be working with another employee on this, shadowing at first and then trying out myself.*
What I will be doing – week 2	Complete the round daily for setting up and checking the equipment. Plan out two sessions for my sports coaching.	Run the training sessions with Gary for basketball and football for the under-15s on Wednesday and Thursday early evening sessions.	Plan coaching sessions. Find out where all the equipment is kept for the training sessions and make sure it is all put back in the correct place.
Who will be responsible for providing and monitoring the learning?	*I will be shadowing the setting up and checking of equipment on Tuesday and Wednesday. My tutor will help check the session plan on his visit so there are no spelling mistakes.*	*Gary will provide help with the training sessions, though I will be in charge.*	*Gary will help with coaching plans. Work with Gary to find out where the equipment is kept and ask him to check with me that everything is in the right place.*

4.3 Using the PLP to agree SMART targets and complete the E2E Passport Activities Plan

Setting SMART targets is an important and challenging final step when preparing the learner for the work place.

Effective targets are:

- 'bite-sized' steps that build up to achieve the learner's overall objectives;
- relevant and achievable to provide positive reinforcement and build confidence;
- sufficiently challenging to encourage the learner to move forward;
- decided, set and written down by the learner.

The last of these essential features is arguably the most critical to success. Learners need to decide and set their own targets to be fully motivated but it takes time and practice to be able to do this well, and many learners will need support. If you and your learners have been following the steps to creating a PLP, your learners should be engaged, well motivated, keen to do well in their work placement and ready to create and record their SMART targets in their E2E Passport Activity Plan.

Below you will find Activity Plans for the two weeks of Naz's placement, relating to the PLP in **Section 4.2** above. He has now recorded the learning targets that will structure and guide his learning at work. This is the document that Naz will take to work to remind himself and his employer or supervisor what he needs to cover each week. He can also use it to record and reflect daily on the learning outcomes and the staff supporting him can add feedback.

The PLP and the Activity Plans will form a structured and detailed record of what has been achieved on the placement, of which skills need practice or reinforcement and where attention needs to be focused in the next learning cycle. The learner will bring their completed PLP and their Activity Plans to their next learner review.

To help you and your learners develop SMART targets, see **Section 5.2, CPD Activity 6, Getting better at target setting**. This activity can be adapted to use with learners.

Activity Plan **Plan Number: Week 1**

Name: Naz		
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	Turn up for work every day at 9.00am. If there are any problems, phone my key worker first and then the placement by 9.30am. Get to know the routine for cleaning the areas and facilities and do two shifts on this by myself in the first week. Make a checklist to help me.	
Tuesday	Observe three afternoons of booking on Tuesday, Wednesday and Thursday. Includes taking payments, giving change, issuing tickets, taking reservations.	
Wednesday	Do a cleaning shift by myself to make sure all areas are clean and tidy. Use the checklist to help me. Ask supervisor to check my work and give me feedback.	
Thursday	Do a cleaning shift by myself to make sure all areas are clean and tidy. Use the checklist to help me. Ask supervisor to check my work and give me feedback.	
Friday	Run my own booking session with a colleague helping and checking my work on Friday afternoon.	
Comments from my Key Worker, trainer and employer		

Activity Plan **Plan Number: Week 2**

Name: Naz		
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	Complete at least one round of checking and setting up the equipment this week. Use the centre folder and make my own checklist of activities and equipment to help. Complete two session plans (basketball and football for under-15s) with no spelling mistakes using the template in the Sports Leadership (SfL Embedded Learning) materials.	
Tuesday	Find out where equipment is kept for training sessions and make sure it is put back in the correct place. Shadow the setting up and checking of equipment on Tuesday and Wednesday. Use my checklist.	
Wednesday	Run the two training sessions on Wednesday and Thursday and get feedback from Gary on at least one of the sessions. Check that under–15s are able to put equipment away properly.	
Thursday	Run training sessions and get feedback from Gary. Check that under-15s are able to put equipment away properly.	
Friday	Complete a round of checking and setting up the equipment on my own. Use my checklist of activities and equipment to help. Get feedback from Gary.	
Comments from my Key Worker, trainer and employer		

4.4 Supporting the learner through the first few days

Learners need to feel safe and secure at work before they can think about what they need to do next and how to be successful. The first few days of a placement can be an anxious time for many, particularly those who lack confidence or have experienced failure in previous placements or those who have set themselves particularly high aspirations.

Some of the Standards Unit pilot centres helped their learners overcome initial worries by creating work placement log books which included some simple but re-assuring 'what to do if …' information. You might adopt this idea to create a Frequently Asked Questions (FAQs) leaflet for your own organisation.

Section 5.5, Messages for Subject Learning Coaches: Working with employers, has more ideas for building communication between learner, employer and E2E provider, and maintaining a supportive environment in the workplace.

Here is some of the essential information your learners will need. You can probably add more.

Young person contact details	name, address, date of birth, emergency contact, telephone numbers. National Insurance number. Email address, E2E start date.
Key Worker contact details	Name, address, telephone number, email address.
Personal Adviser contact details.	Name, address, telephone number, email address.
Employer contact details	Name, address, telephone number, email address.
The workplace	Start date of placement. Days and dates to attend. Start and finish times. What to do if you can't go to work, or you are late. Break times. Eating arrangements.
People at work to support you (and their roles).	Supervisor or line manager – who to report to? Work colleagues in the team. Personal mentor or 'buddy'.
Health and safety	Work place health and safety rules. What to do if you notice something unsafe at work. What to do if you are asked to do something unsafe or for which you are not trained. First aid officer. First aid arrangements, for example first aid box or first aid room.
Equal opportunities	What to do if you: ● feel you have been unfairly treated or discriminated against; ● feel uncomfortable or upset; ● see others being unfairly treated.

4.5 Supporting learners and assessing learning during the work placement

Receiving and acting on feedback is an important part of the learning process and one that E2E learners sometime find difficult to cope with.

Research[3] shows that while learners with high self-esteem do not need praise to perform well, those with low self-esteem need to hear what they have done well in order to believe that they actually have.

There are some techniques that you can use to ensure your formative feedback is effective and shapes future learning behaviour:

- Be positive. Celebrate what the learner can do and has achieved, that is, what they know and understand.
- Describe what actually happened and do not be judgemental. Avoid words such as 'good,' 'bad,' 'right,' 'wrong'.
- Assess performance against specific learning or work targets. Use success criteria to judge and measure progress. This is easier to do if you have agreed well-structured targets with clear outcomes. **Section 5.2, CPD Activity 6, Getting better at target setting**, can help you with this.
- Involve learners and encourage them to reflect and assess themselves against their targets. Help them to identify how they can improve their performance in future. Self-assessment checklists are valuable tools.
- Focus on the benefits to the learner and not to the trainer, assessor or employer.

[3] Butler R., *Enhancing and undermining intrinsic motivation: effects of task-involving and ego-involving evaluation on interest and performance*, 1988, *British Journal of Educational Psychology*, 56, 51–63.

- Give feedback when the learner is likely to be most receptive to hearing it and in a quiet, private area. Privacy is particularly important if the feedback needs to focus on areas for development.
- Feedback should always be constructive, identifying strengths and achievements, and strategies for improving future performance.

Successful feedback relies on tutors having good coaching and communication skills. You can find more in-depth help and guidance to develop these skills in **Getting the most out of learner reviews** in this ring binder, and the Standards Unit resources Using motivational dialogue to help E2E learners progress, published separately.

Remember that employers and others will be supporting your learners, assessing their performance and giving feedback in the work place. Their feedback will be most valuable to learners if it follows the good practice guidelines above. You could use these guidelines as a checklist to help employers help learners most effectively.

Employers and other professionals may also be in a position to provide evidence for, or to assess learners for, accreditation. They will need the skills and abilities described above, recording and tracking documentation and criteria against which to measure success. Your work placement records should take account of this assessment opportunity, particularly as your organisation begins to adopt the Recognising and Rewarding Progress and Achievement in Non-accredited Learning (RARPA) 'Staged process' to recognise and record soft skills.

Learner review point LR

At this stage you can ask your learner to prepare for a learner review. They can use the template, Preparing for my learner review, on the **Tutor resource** CD-ROM resource. You can ask them to bring to the review their PLP and their completed Activity Plans with their own reflections and feedback from employers and others in the work placement. You can also use this review to check their understanding of their rights and responsibilities at work.

The E2E Passport

During this review you may:

- confirm the learner's key vocational objective and plan for the Moving On phase of the programme, identifying and planning progression routes;
- revisit Steps 1–3 of the PLP and identify the next appropriate stage of the work-related learning programme for the learner.

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:

a) **CPD activity 8:** *Skills for Life* embedded materials for E2E;

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

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

d) Standards Unit E2E Resource directory;

e) Health and safety.

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

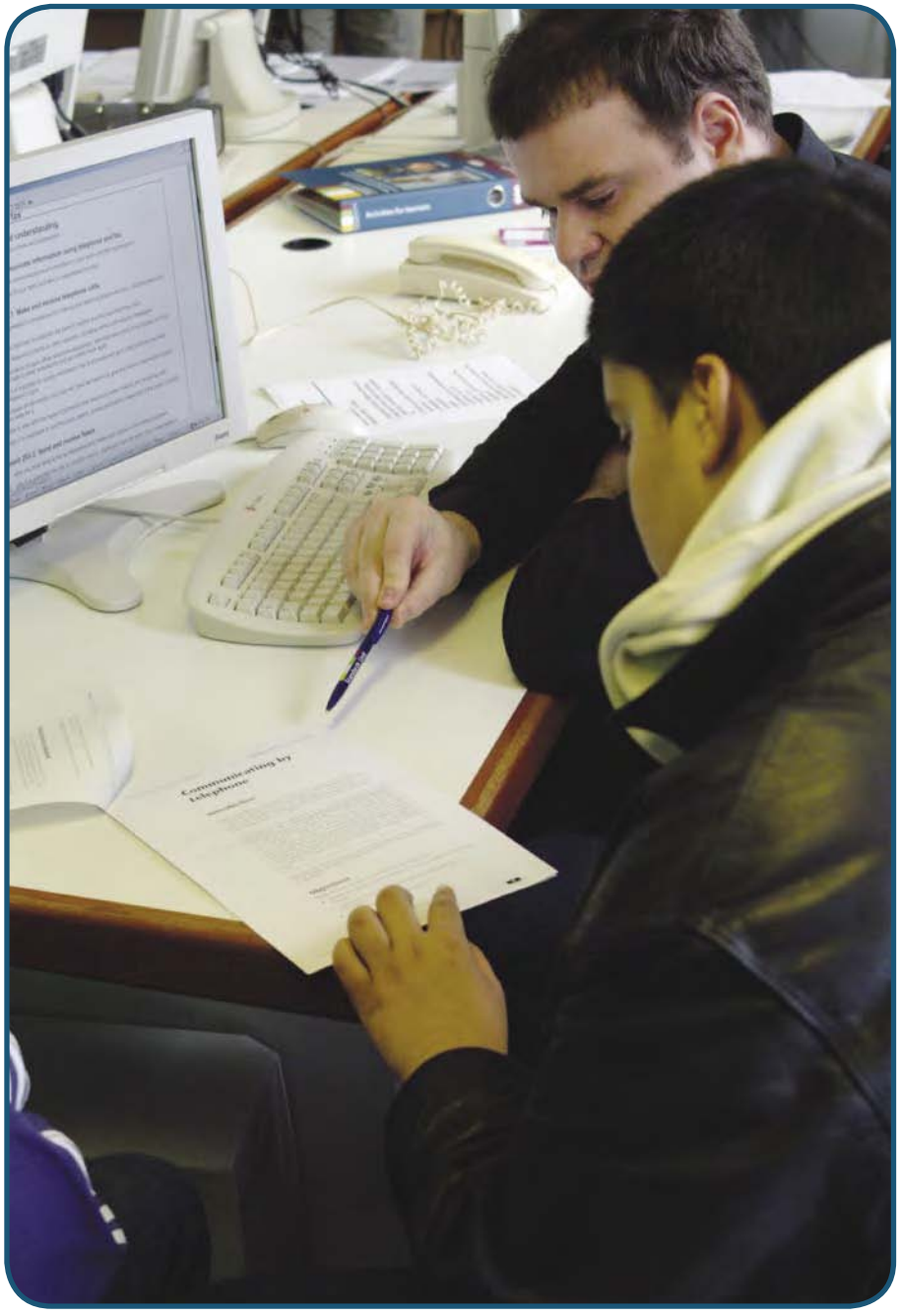
- Guidance notes for employers

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.

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.

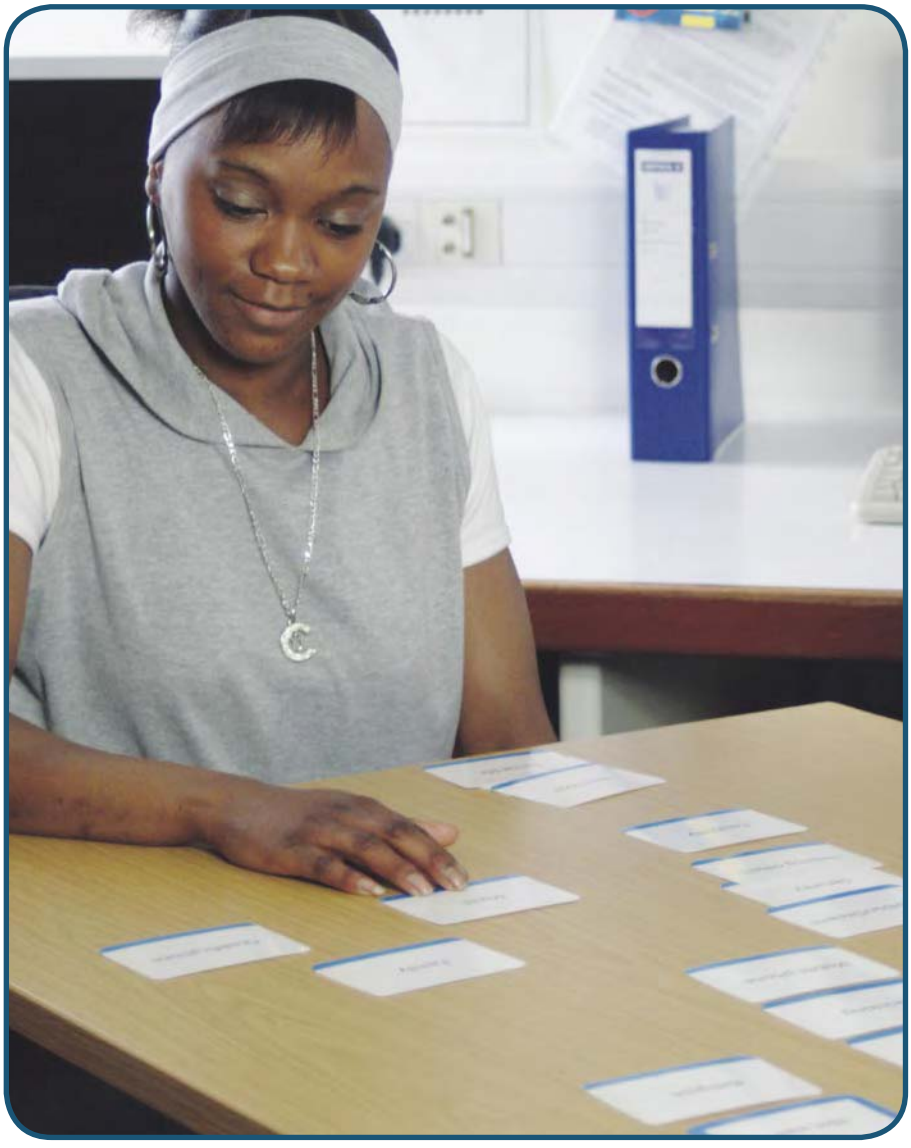
To adapt this activity to use with learners

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.

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.				

b) 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.

c) 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.

d) 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.

e) 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).