



Leading learning and skills

The LSC East Midlands and EMSA

e2e Sharing Good Practice Event - 7 April 08

The Yew Lodge, Kegworth

Welcome



Leading learning and skills

Entry to Employment (e2e)

7 April 2008

Presented by Paul Williamson
Regional Director of Learning,
Planning & Performance
LSC East Midlands

Agenda



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Context

e2e Key Messages - Purpose and Aims

e2e Learning Cycle

Performance

Recent Developments/ Next Steps

Context



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Demand Led

14-19 Policy Developments

- ROCPA
- Diploma's
- Provider / College Collaboration
- September Guarantee

Identifying Underperformance

- Minimum Levels of Performance
- Inspection Grades

Connection of Qualifications to Work

Context



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Targets

- Participation in education and training by 19
- NEET reductions
- Level 2 achievements
- Level 3 achievements
- Skills for Life – literacy and numeracy
- Apprenticeship starts
- Improved quality of provision

Key messages in e2e



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Encourage 16-18 year olds to undertake a short programme of work based learning that is learner centred

Encourage young people into education, employment or training

Assist learners without formal qualifications or work experience to gain confidence and progress

Purpose



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Learning programme for young people who are not yet ready or able to enter an apprenticeship programme, FE or employment

Achievement towards Level 1 (and to progress further). Learners work towards some form of qualification.

Introducing young people to learning by improving

- Motivation
- Confidence
- Vocational knowledge
- Skills

e2e Learning Cycle



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Referral and Recruitment

Initial Assessment and Induction

Entitlement curriculum of 3 core strands

- Basic and Key Skills
- Personal and Social Development
- Vocational Development

Accreditation of Learning

Reviewing Learners Progress

Progression and Aftercare

Aims



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Progression into appropriate pathways

- Level 1
- Level 2
 - Apprenticeships
 - FE
 - Employment with training
 - (Employment without training)

Any method of recognising achievement on e2e programmes must not be burdensome or prove to be a barrier to young people on e2e

- e2e passport
- Entitlement curriculum

Performance



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e2e trends in Starts, AiL and average length of stay

<i>2005/06 and 2006/07 Summary</i>	2005/06 Starts	2006/07 Starts	2007/08 Starts P6	2005/06 AiL	2006/07 AiL	2007/08 AiL P6	2005/06 Av stay (wks)	2006/07 Av stay (wks)	2007/08 Av stay (wks) P6
Derbys	1,630	1,399	776	495	487	593	12.5	14.7	14.5
Notts	922	1,005	492	483	486	593	23.8	21.6	23.7
Lincs & Rutland	469	622	311	249	271	305	21.1	21.1	16.9
Leics	812	699	460	275	272	350	13.6	15.8	13.4
Northants	685	757	392	321	288	365	19.8	17.2	16.3
East Midlands	4,518	4,482	2,431	1,822	1,805	2,205	17.5	17.7	16.5

Performance



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e2e trend in positive outcomes

<i>2005/06 and 2006/07 Summary</i>	2005/06 % Positive Outcomes	2006/07 % Positive Outcomes	2006/07 % Positive Outcomes into FE	2006/07 % Positive Outcomes into WBL	2007/08 % Positive Outcomes P3	2007/08 % Positive Outcomes P6	2007/08 % Positive Outcomes into FE P6	2007/08 % Positive Outcomes into WBL P6
Derbys	43.5%	46.3%	18.6%	8.7%	62.3%	56.6%	34.6%	8.3%
Notts	36.0%	43.8%	17.2%	6.9%	63%	51.1%	29.2%	5.5%
Lincs & Rutland	52.2%	53.3%	14.1%	5.4%	55.9%	53.5%	29.0%	4.4%
Leics	39.2%	48.7%	14.5%	10.0%	48.6%	52.7%	20.4%	12.8%
Northants	41.6%	47.4%	15.8%	6.0%	48.6%	42.1%	17.0%	5.1%
East Midlands	41.7%	47.2%	16.6%	7.6%	56.4%	51.9%	27.3%	7.4%

Recent Developments



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Next Steps

Pre e2e

**Impact of using ESF to extend the Programme
Peer Review – sharing best practice and
improving regional consistency**

**Impact of Foundation Learning Tiers
Other progression routes**

- Voluntary work
- Work tasters – broadening choice



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Good Practice Presentations

Paul Shepherd

Age Concern Training

From School to E2E

E2E sharing good practice event

7th April 2008

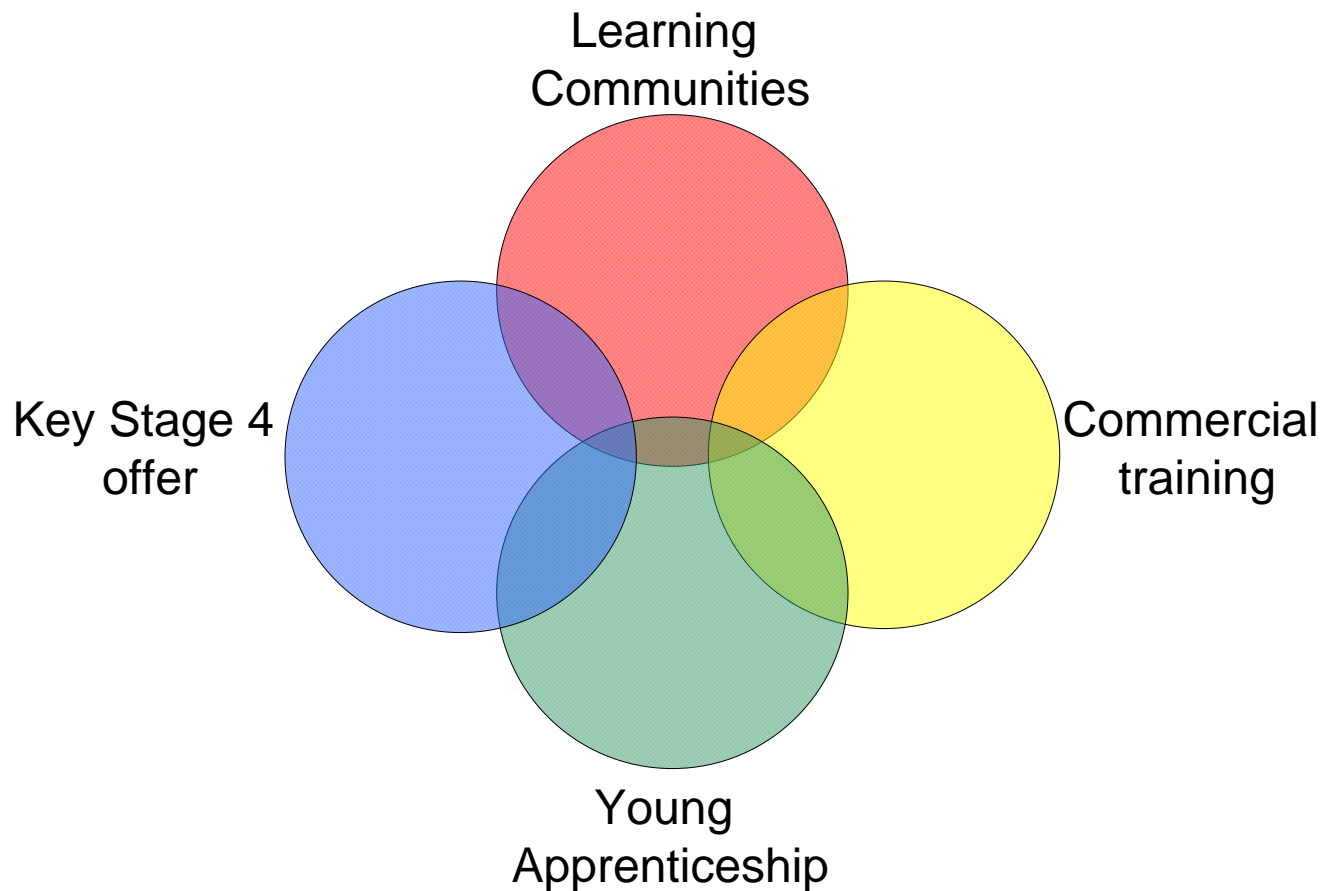
Why Us ?

- **Entry to Employment**
 - **Good: Grade 2**
- **Strengths**
 - Good learner achievement
 - Good teaching and learning
 - Particularly effective personal and vocational support
 - Effective programme management
- **Areas for improvement**
 - None identified
- *Ofsted August 2007*
- *Inspection number 301563*

A Brief History

- Involved in specific school projects since the late 90's. Vocational Access certificate. Standards funding.
- Increased Flexibility project, one of only two providers invited to deliver the programme in partnership with Chesterfield College with 90% achievement rate for the past 5 years.
- Ran an E2E pilot managed originally by Connexions through to the LSC managed provision we run today.
- Currently only one of 3 providers invited to join the Strategic and Curriculum Groups of the new Learning Communities.

School Engagement 14-16

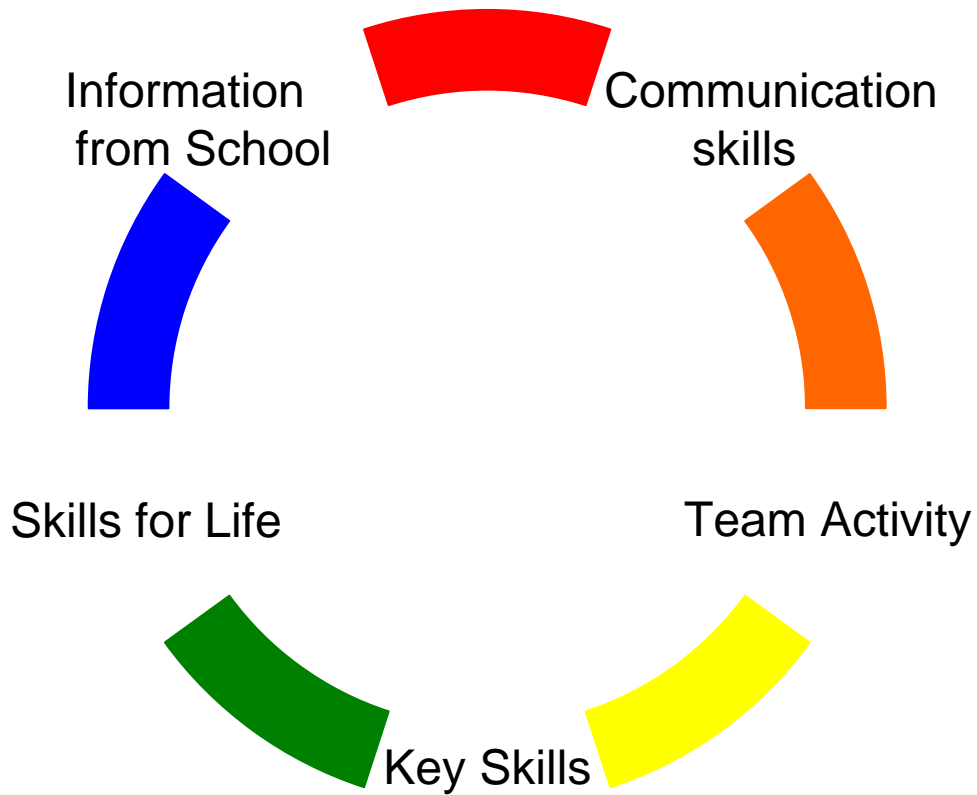


Engagement with Learners 14-16



- Skills festival
- Careers events
- Taster days
- Interview days
- Industry days

Initial Assessment

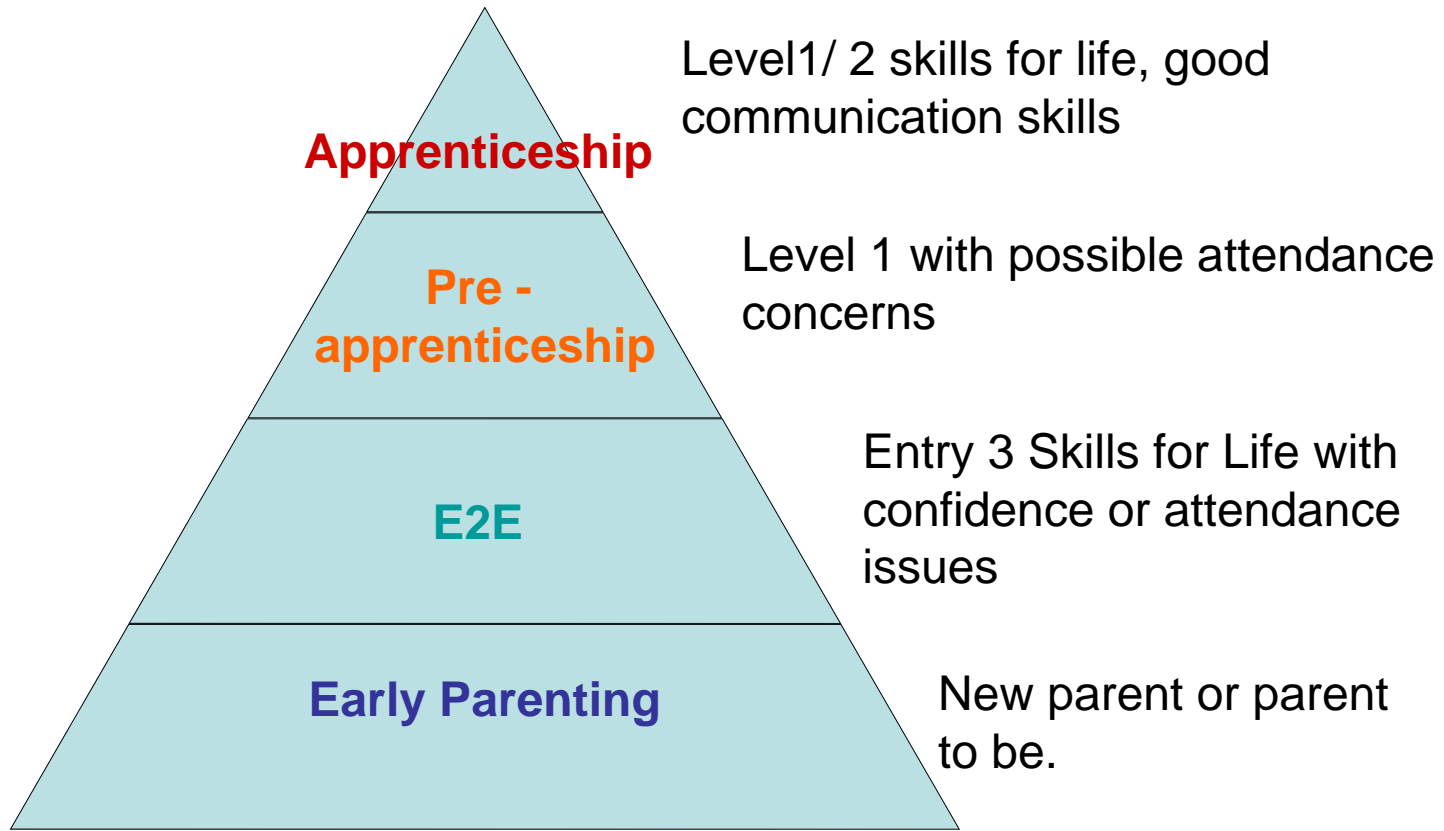


Pre 16 offer

- Ensure that the monitoring and reporting arrangements are in place and you can exceed the schools/learners expectations.



Post 16 options



Why does our provision work?

- We offer clear vocationally specific progression routes.
- Named key worker who is with the learner from initial assessment right through. Supporting social and personal needs
- Offers one to one and group support for Skills for Life
- Training Instructors work with learners on academic accredited qualifications including short courses
- Good well established employer relationships. We have the Em skills accreditation and have been working in Derbyshire for over 16 years.

Good Practice Summary

- Employ the right staff, support them and recognise how demanding the client group is.
- Build provision around the learners' needs.
- Maintain flexibility within delivery be non prescriptive and empower the learners
- Continually achieve learning outcomes to maintain motivation.
- Utilise external relationships to benefit the learner's experience

Good Practice Summary

- Establish a clear strategy with regard to your involvement in the 14 – 16 sector and communicate clearly within your organisation. Build provision around the learners' needs.
- Look at what you can offer schools that they will value and will also benefit your organisation.
- Ensure you have the right staff in learner engagement role. Recruit for attitude and then provide the skills, rather than the other way round.
- Recognise the importance of the assessment activities and allow adequate staff resources.
- Utilise external relationships to benefit the learner's experience have good relationships with other providers who you can sign post learners to/from.



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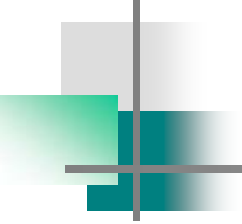


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Good Practice Presentations

Anju Virdee

Nottinghamshire Training Network

- 
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-
- **Breaking Barriers to Progression**
 - **Our E2E Strategy**
 - **Janet Charlton**
 - **General Manager**

E2E STRATEGY

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To deliver a one year long programme
which creates a framework for continuous
professional improvement for work based
learning sector providing Entry to
Employment provision

Anju Virdee
Learning Development Advisor

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Objectives of the E2E Strategy

- To create a good practice model framework (NTN Outcome)
- To have a framework of continuous development embedded within the work based learning sector (LSC Outcome)
- Young people to be inspired by their learning experience (Young people Outcome)
- To believe that each practioner can make a difference in their learners learning experience. (E2E practioner Outcome)
- To feel confident that they are making a difference in their learners learning experience (E2E practioner Outcome)
- To create a team of engaged and enthusiastic Managers who are committed to seeing the possibility of developing their staff and their E2E programmes (E2E Managers Outcome)

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Three stages of the E2E Strategy

- Capacity Building Programme – ‘Breaking Barriers to Progression’
- Aide Memoir - Checklist
- Peer Review Process

Capacity Building Programme

- One day workshop delivered to all E2E Managers in the network to present E2E strategy and create a team of Managers willing to support change
- Two cohorts of four day workshops 'Breaking Barriers to Progression' for e2e practioners, team leaders, tutors and other staffs attached to E2E
- Two cohorts of Coaching Skills workshop to develop practioner skills in Coaching

Capacity Building Programme - Outcomes

- As a result of the Breaking Barriers to Progression workshops the following has been achieved:
- 54 e2e practioners undertaken continual professional improvement training – totalling 1296 hours
- A further coaching skills workshop delivered to 25 e2e practioners totalling 288 hours
- The sectors first coaching circle of e2e practioners offering 121 coaching and peer coaching, led by practioners continuing the coaching model
- 4 best practicing sharing seminars and trouble shooting forums to support operational staff develop their understanding and use of the key e2e key processes, for example review procedures, initial assessments, tracking and monitoring

Aide Memoir – A Checklist

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- A little idea from our local LSC!
- A simple list of key processes e2e providers follow as a guide to 'getting back on track'
- Issues out to e2e managers to inform their quality improvement strategy



Peer Review Process

- The first in WBL
- A QIA funded pilot peer review led by e2e providers.
- Informal processes
- Pre inspection preparation
- Action plan to follow through



Peer Review Process

- 2 e2e providers have been reviewed
- 5 e2e providers have been trained to be reviewers



Learning Support Service

- A Learning Support Service to support positive progressions directly to e2e learners; particularly supporting transitional support both pre and post e2e programme
- Literacy, Numeracy Skills, 121 coaching, LLDD specialist
- A person centred approach, individualised plan to compliment training providers programmes

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What Next? Phase Two

- Embedding continuous professional development training, staff inductions, reshaping e2e delivery
- Producing Quality Manual from The Checklist
- Rolling out Peer Review to the rest of the e2e providers AND WBL



What Next? Phase Two

- Handover to E2E Managers to implement E2E Strategy to their own Quality Improvement Strategies and self regulation
- Inspection ready!



Breaking Barriers to Progression – Our Strategy

- Any Questions
- Contacts:
- Janet Charlton General Manager
- Anju Virdee Learning and Development Advisor



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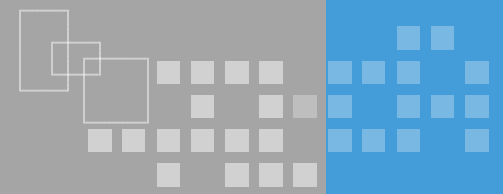
Good Practice Presentations

Richard Sharples

Education Relations

An Introduction to the Foundation Learning Tier and Progression Pathways

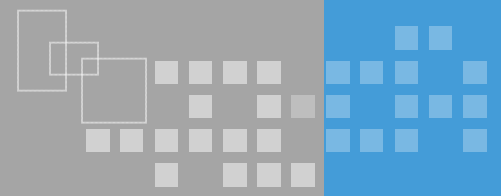
Richard Sharples



1. Improving the offer below Level 2
2. What is the FLT?
3. Why do I need to know about the QCF?
4. What are Progression Pathways?
5. Progression Pathways
6. When is it due to happen?
7. What do I/we do now?
8. How can I find out more?

Improving the offer below Level 2

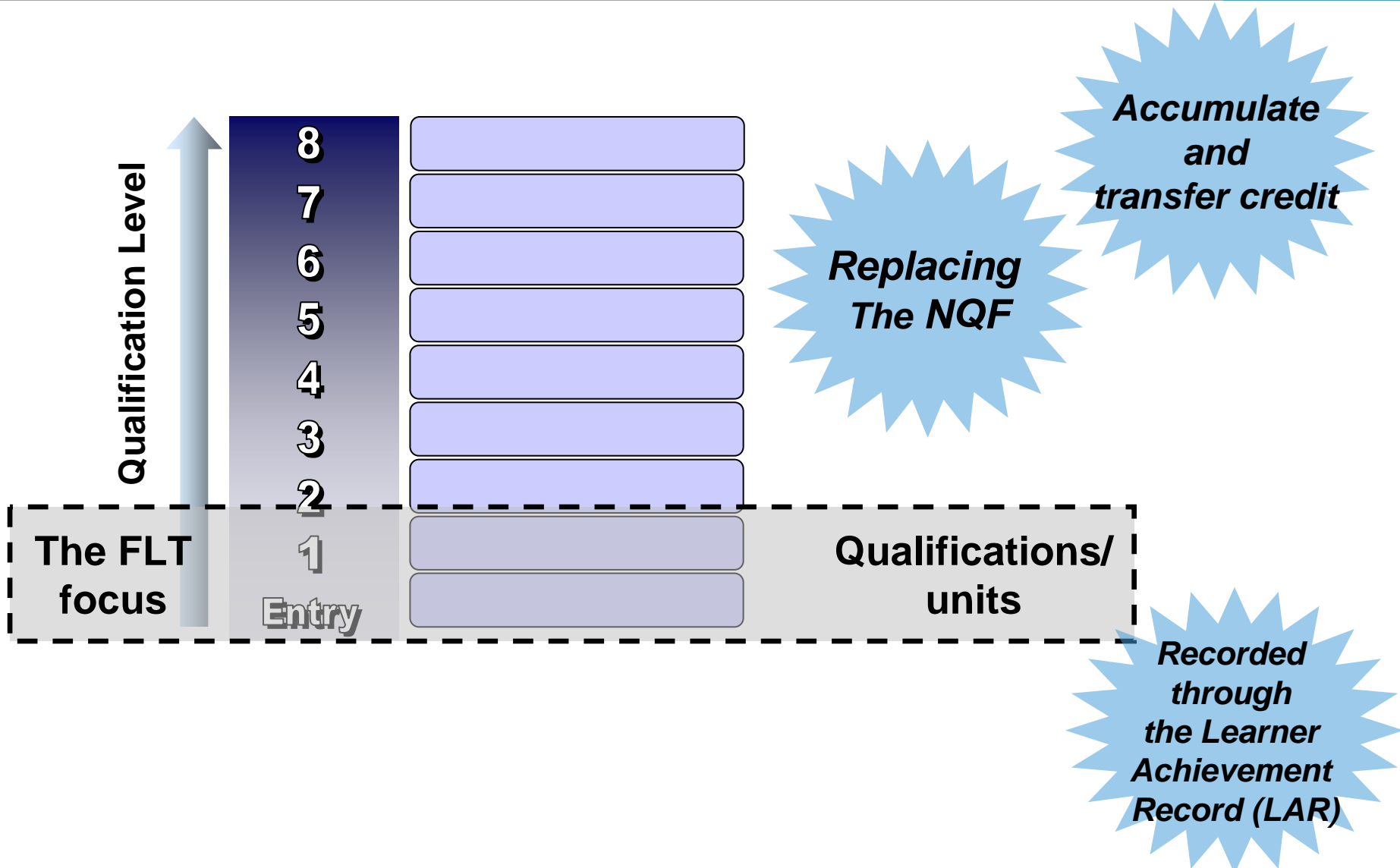
- ❖ Problem
- ❖ Complex qualification offer below Level 2
- ❖ Some qualifications and programmes not progressing learners
- ❖ Solution
- ❖ Identifying groups of qualifications which better support progression
- ❖ Prioritising these groups of qualifications for public funding



What is the FLT?

- ❖ LSC – Programme of work
- ❖ Progression Pathways main organising structure
- ❖ QCA – Part of the new Qualifications and Credit Framework (QCF)
- ❖ All qualifications within the QCF at Entry and Level 1
- ❖ FLT term much misused
- ❖ Progression Pathways (PP) are built from qualifications drawn from Entry and Level 1 of QCF
- ❖ Progression Pathways will impact on adult learners and young people

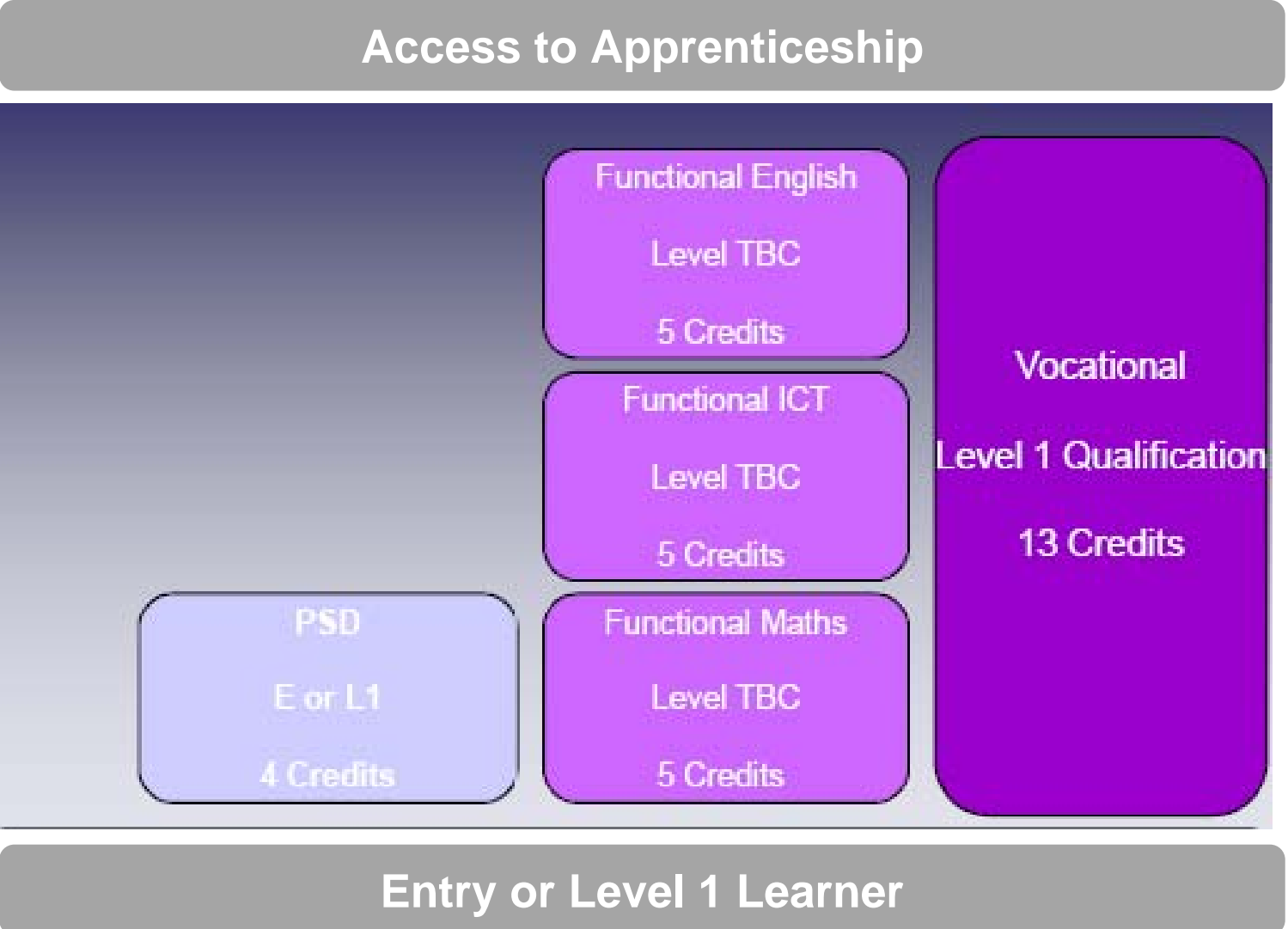
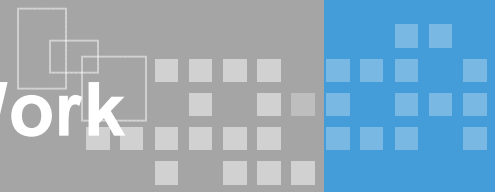
Why do I need to know about the Qualifications and Credit Framework (QCF)?



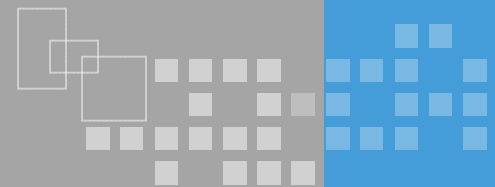
What are Progression Pathways?

- ❖ Each Progression Pathway has 3 core qualification strands
 - Vocational/subject based qualifications
 - Personal and social development (PSD)
 - Functional Skills (English/ICT/Maths)
- ❖ Four initial priority Progression Pathways, providing progression to:
 - a first full Level 2
 - Skilled work (including apprenticeship)
 - Independent living or supported employment
 - A Foundation (Level 1) Diploma or GCSEs (Supports NC and ECM)

Progression Pathway to Skilled Work



How might this work?

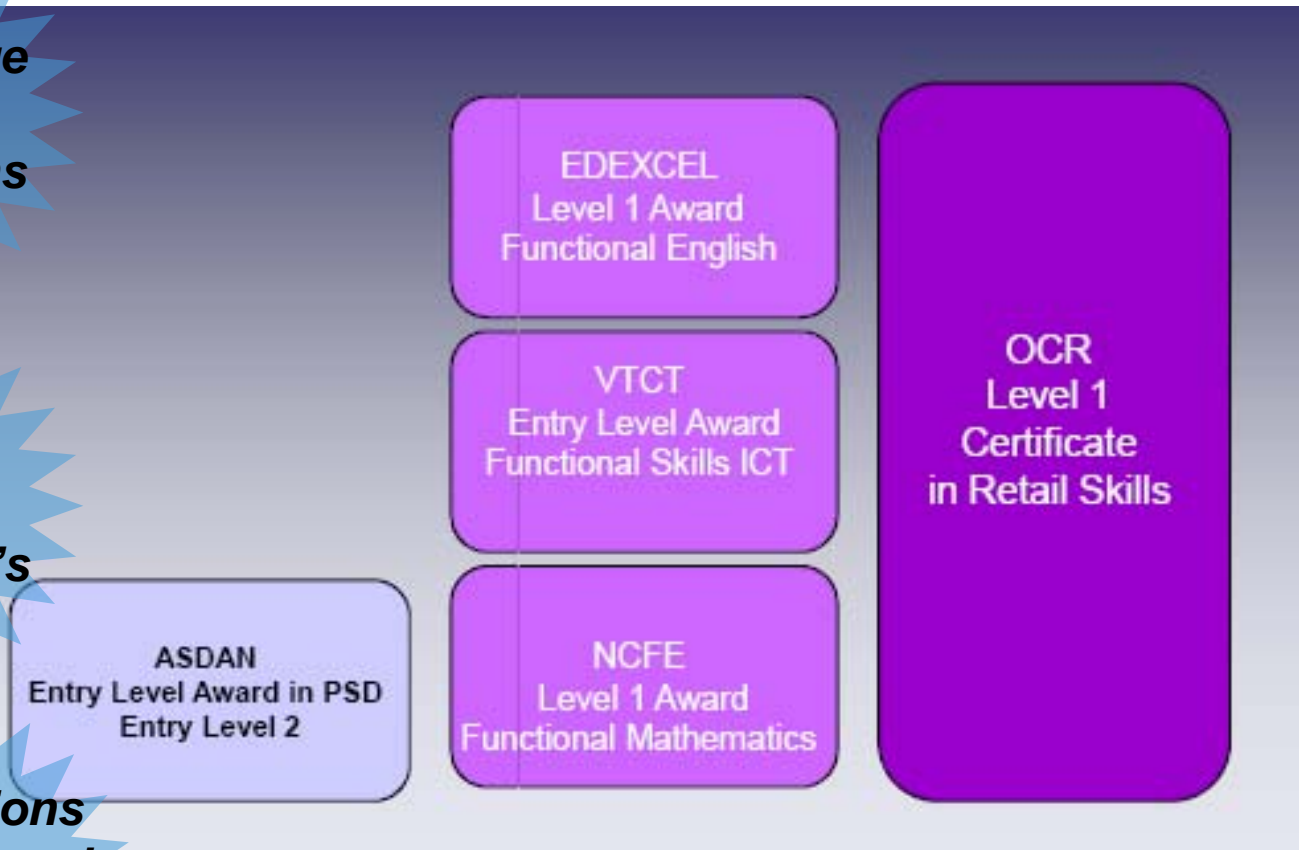


Access to Apprenticeship

PP is package of qualifications

Might be different AB's

Qualifications will be flagged on NDAQ as OK for PP



Entry or Level 1 Learner

The Prospectus for Progression Pathways

- ❖ Single authoritative source document
- ❖ Contains rational, purpose and key principles
- ❖ Minimum levels and content areas to be covered by each PP
- ❖ Expectations of delivery and provider requirements
- ❖ Useful to providers, AB's and Sector Skills Councils
- ❖ Revision due Summer 2008





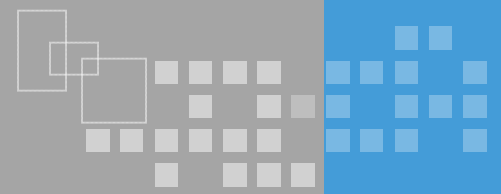
When is it due to happen?

- ❖ 2007/08 Development of Progression Pathways
- ❖ Qualifications start to populate QCF

- ❖ 2008/09 First Progression Pathways delivered
- ❖ Small scale/action research approach

- ❖ 2009/10 Dual running Progression Pathways
- ❖ alongside: E2E, First Steps, FE Foundation
- ❖ learning

- ❖ 2010/11 Progression Pathways and QCF



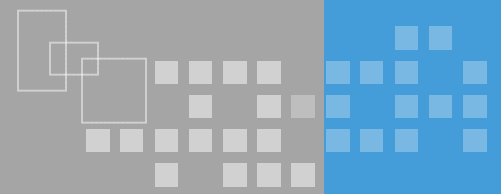
What do I do now?

- ❖ Must Read the Prospectus for Progression Pathways
- ❖ Begin to use the term FLT more carefully, PP is the key concept
- ❖ Identify qualifications that tend to support progression from e2e
- ❖ Should Plan to develop staff understanding of QCF, Progression Pathways, Functional Skills
- ❖ Prepare for using Learner Achievement Record and Unique Learner Number
- ❖ Could Consider trying to get involved in LSC small scale action research or QCA trial of PP to Foundation Diploma or GCSEs
- ❖ Identify the potential impact on all your foundation learning, not just E2E

How can I find out more?

- ❖ The Prospectus for Progression Pathways
- ❖ QCA website – www.qca.org.uk/flt
- ❖ LSC website – www.lsc.gov.uk/whatwedo/qfr.htm
- ❖ Other documents





Presenter

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❖ Office: 01772 611 472 or 077 11 118 407



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Good Practice Presentations

Matt Harvey and Ian Cooper

Education & Youth Services Ltd

Education and Youth Services

Ian Cooper

Matt Harvey

Education and Youth Services

- Who We Are
- What We Do
- Referral Sources

Group Information

- Learner Background
- Motivation, Relation and Measurable Goals
- Sessions
- Personal Touch – One to One

Moving On

- Networking
- Hall of Fame
- In Conclusion



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QIA Presentation

Karen Bell

QIA



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