

Stages of learner journey	Evidence
Recruitment	Outreach locations and advertising Application process Marketing and networking Recruitment following an organisational needs analysis Monitoring using gender and ethnicity data Application of eligibility criteria Marketing strategy Links with employers – contract Employer recruitment policy + EO Training newsletters Analysis of enquiries IAG + pre course Web pages – analysis of ‘hits’
Initial assessment	Skill scan – vocational/personal (qualifications and experience) Subject specific diagnostic testing Literacy, language and numeracy – different types available, should be fit for purpose Job descriptions Training needs questionnaires Learning styles questionnaires ( use with caution) On line testing IT skills testing Identification of barriers to learning
Induction	Pre-set materials and presentations – checklist? Organisational and qualification/programme inductions Observation of induction as part of quality procedures Peer/mentor matching Evaluation and analysis with individual and organisational follow-up Follow up questioning of individual learners Reinforcement of key issues such as H&S and EO
Individual learning plans	Plan individual learning monitored and reinforced through progress reviews Updated throughout programme Audit process to monitor Some level of standardisation, amended to suit individual Using results of initial assessment to inform learning goals Personalised short, medium and long term goal setting Records of appraisals, performance reviews, Learning logs
Teaching and learning	Lesson plans and schemes of work Teaching observations – on- and off-the-job-training Can be measured by attendance levels, success rates Staff qualifications and CPD Analysis and use of learner evaluations Differentiated activity to meet individual needs Use of support workers/assistants Physical resources and room/equipment accessibility Learner feedback + levels of enjoyment Employer feedback +completed work
Progress reviews	Review documents and observations of process Records of employer involvement Reinforcement of equal opportunities and health and safety possibly by use of question banks Assessment feedback Challenging targets - not constantly carried forward Timely progress recorded ILP records – recent training Support arrangements
	IV and EV reports, standardisation meeting

Assessment	Support for unqualified assessors and CPD Evidence used in paper portfolio, use of e-portfolios Assessor caseloads Learner feedback – understanding of and fairness of assessment process Evidence of formative assessment Red, Amber, Green system
Achievement	Certificates and awards, additional qualifications Overall and timely success rates – Provider Gateway Retention and achievement figures - timeliness Quality of work produced in the workplace Added value – additional qualifications Trend analysis and analysis of sub-group performance Use of RARPA* systems to record “soft-skill” achievements
Progression	Exit reviews and interviews, IAG – learner and employer Increased responsibilities and promotions at work L1 to L2/L2 to L3 qualifications Increased confidence Gaining employment Awards events – celebrating success Data

\* Recognising and recording progress and achievement (in non-accredited learning)