

Learning+Skills Council

e2e

**THE E2E ENTITLEMENT
CURRICULUM**

***GUIDANCE FOR LOCAL LSCs AND
PROVIDERS***

***Final Release Version 1
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Executive Summary

The E2E entitlement curriculum has been produced to offer guidance to E2E partnerships (and local LSCs and providers in particular) in respect of both accredited and non-accredited components of the learning cycle within E2E programmes. It is published to coincide with the issue of the revised E2E Passport and forms part of the revision and refinement of the E2E Prospectus. It is intended that the entitlement curriculum guidance will be updated over the next twelve months in order to take account of:

- *current developments in respect of the application of credit to E2E and the reviews of the National Qualifications Framework, Vocational Qualifications and Entry Level provision*
- *the outcomes of the Working Group for 14 – 19 Reform and in particular developments around Entry and Foundation Level Diplomas*
- *the LSC's own work on recognising and recording achievement and progression in non-accredited learning and measuring distance travelled*
- *the review of the existing guidance on progression and qualification bonuses in E2E (specifically local level 1 equivalents as a result of the LSC's work with the Network for Accrediting Young People's Achievement).*

The E2E Prospectus

The E2E Prospectus was published in January 2003 and outlines the E2E learning framework and provides advice and guidance in respect of the implementation of E2E. This guidance on the E2E entitlement curriculum is part of the refinement and expansion of the Prospectus and offers more detailed information on the nature of the E2E curriculum, which must underpin any individualised E2E programme. This guidance supersedes section 5 of the current E2E Prospectus. The E2E Prospectus is available at www.lsc.gov.uk

The E2E Learning Framework

The E2E learning framework provides guidance on implementing E2E programmes (refer to Annex Three). The E2E learning framework defines the ethos and core values of E2E, the design principles and learning objectives, which need to be adopted for any E2E programme and an overview of the E2E curriculum offer. The E2E entitlement curriculum adds detail to the overview contained in the learning framework.

The E2E Learning Cycle

The E2E learning cycle identifies the six mandatory components of any E2E programme. These components are interdependent and reflected through the process of the E2E Passport.

Referral and Recruitment
Initial Assessment and Induction
Entitlement Curriculum of Three Core Strands – Basic and/or key skills, personal and Social Development, Vocational Development
Accreditation of Learning
Reviewing Learner's progress
Progression and Aftercare

The entitlement curriculum is intended to support E2E partnerships applying the learning cycle and scoping individualised E2E programmes (the E2E Framework and the E2E Passport require providers to have an individualised E2E programme in place for each E2E learner). It has been developed in response to the GHK independent evaluation of the pathfinder phase and the Adult Learning Inspectorate interim report on the pathfinder phase, which both highlighted issues around the range and suitability of E2E programmes in respect of the curriculum offer.

Whilst all learning programmes must have learning outcomes, there is no requirement that all aspects of the E2E curriculum should be accredited or involve specific types of assessment. Many of the most valuable learning outcomes can be gained through learning experiences in non-formal educational settings (such as youth work, or through provision such as Fairbridge, Getting Connected, the Princes Trust or Youthtrain). The parameters of the entitlement curriculum emphasise the need for fit for purpose programmes balanced with the opportunity to work towards national standards where appropriate and when the learner is ready.

Within the E2E entitlement curriculum there must be a balanced approach with a range of formal and non-formal learning experiences, which have a sound rationale in terms of meeting the needs of the learner as well as providing the opportunity to develop a profile of achievement that is suited to the individual progression route. This must be agreed with the young person as part of the process of the E2E Passport. Achievement aims may alter during the programme as the young person decides to change direction. In this respect the starting point for the entitlement curriculum and programme must be the identification of the learner's most likely positive progression route.

As part of developing and delivering E2E all E2E partnerships **must**:

- ensure that E2E programmes are based on the E2E framework and within that the learning cycle

- *ensure that the entitlement curriculum within the learning cycle provides a fit for purpose menu of learning outcomes and activities capable of responding to the needs of a diverse group of individuals*
- *ensure that the entitlement curriculum provides programmes with a range of innovative, integrated and fit for purpose learning and assessment opportunities which will enable learners to work towards both national qualifications and awards in non-formal educational settings along with more individualised activities that reflect the training and employment opportunities within the local LSC area*
- *ensure that the entitlement offer will facilitate the generation of evidence to support achievement and progress across the three curriculum strands and reflect the identified positive progression route for the young person*
- *ensure that there is an entitlement for every young person to work towards a qualification within E2E, bearing in mind that the purpose of the qualification must always be considered alongside the likely progression routes that the qualification would offer the young person*
- *ensure the portfolio of qualifications offered are learner driven and not a standardised offer*
- *ensure that the scope of achievement for the young person entering and progressing through E2E is from entry to level 1 of the National Qualifications Framework (with accumulation of units working towards level 2 where appropriate) and within this ensure that all learners have appropriate opportunities for achievement and progression (this might be to the next level and/or by broadening their skills at the same level)*
- *ensure that all learners on E2E have an entitlement to improve their basic and key skills by at least one level above that identified in their initial assessment, with the ideal being that the majority of learners will work towards to the key skills of Communication and Application of Number at level 1*
- *ensure that the full range of the young person's achievement and progress is recorded and recognised through an appropriate package of evidence and assessed through appropriate means*
- *ensure that all learners have the support and opportunity to progress from E2E to positive outcomes, particularly a Foundation Modern Apprenticeship or other level 2 vocationally related programmes, or sustainable employment (preferably with training).*

All learners on E2E are entitled to:

- *appropriate and fit for purpose initial and ongoing assessment*
- *an innovative programme designed to meet identified needs and mapped against each learner's profile and identified positive progression route*
- *learning activities that will extend their vocational knowledge and prepare them to enter the world of work*
- *the opportunity to work towards qualifications where and when appropriate, but to have all achievement valued and recognised*
- *support to ensure personal barriers to learning are removed and personal and social development enhanced*
- *fit for purpose, but robust agreed targets and learning outcomes which will be achievable over a realistic period of time.*

During 2004 it is intended to produce a 'learner's charter' for E2E against which the expectations of the learner's experience, progress and achievements, and the quality of multi agency working and delivery of E2E can be further enhanced.

THE E2E ENTITLEMENT CURRICULUM - GUIDANCE

1. Introduction

- 1.1. This guidance outlines the E2E entitlement curriculum and must be used alongside the E2E Framework and learning cycle and the revised E2E Passport by partnerships in developing and delivering E2E programmes.
- 1.2. Local LSCs, Connexions partnerships, providers, key stakeholders and those organisations with an interest and involvement in E2E must be aware of and work within the parameters of the E2E entitlement curriculum and learning cycle.
- 1.3. The E2E entitlement curriculum for young people includes:
 - approved external qualifications accredited by QCA and approved by the Secretary of State
 - awards that recognise young people's achievements and learning in non-formal educational settings (such as Getting Connected, Duke of Edinburgh),
 - 'other provision' – learning aims with external certificates of attainment (OCN), learning aims with internal certificates of attainment, learning aims with attainment but no certification¹.
- 1.4. In accordance with the *Learning and Skills Act 2000*, the E2E entitlement curriculum may encompass:
 - external qualifications – accredited by the Qualifications and Curriculum Authority (QCA) leading to inclusion on the National Qualifications Framework (NQF) and subsequently approved by the Secretary of State under Section 96 (under 19) of the Learning and Skills Act 2000
 - other provision – these are learning aims, which do not lead to approved external qualifications as defined above.
- 1.5. Other provision may comprise:
 - an external qualification certificated or authenticated by an awarding body or other external (to the provider) agency, body or organisation, but which is not accredited by the Secretary of State

¹ OCNs have special dispensation at the moment whilst the LSC undertakes research into usage of their awards as a result of the work the LSC is taking forward in respect of credit.

- a certificate of achievement awarded solely by the provider of the learning
 - achievement not formally recorded by any form of internal or external certification.
- 1.6. Although Section 96 of the *Learning and Skills Act 2000* limits the LSC's powers to fund learning aims defined in the first bullet point of 1.4 above, it should be noted that presently E2E is not formula funded and not qualification driven. The LSC is currently undertaking a review of 'Other Provision' across the further education sector and the result of this review will feed into revisions to the E2E entitlement curriculum.
- 1.7. In respect of E2E, the LSC recognises that the immediate needs of a significant number of E2E learners may not be met through approved qualifications. In this case, awards in non-formal educational settings or other non-accredited qualifications (where appropriate) may best suit the needs of these learners provided this is agreed through the E2E partnership² and meets the demands of the E2E learning cycle.
- 1.8. In order to offer a programme capable of engaging, sustaining interest and motivating E2E learners, the entitlement curriculum will need to come from the E2E partnerships themselves rather than individual providers (this will allow individual providers to maximise their strengths and offer these to all E2E learners in the local area).
- 1.9. Providers must offer meaningful learning outcomes and experiences, agreed with the young person through the target setting process of the E2E Passport and set in the context of local and regional needs. Local LSCs must support partnership working by monitoring and ensuring that all providers participate in learner movement and exchange within and across the partnership in an open and transparent way.
- 1.10. In order to deliver this, E2E partnerships must work collaboratively, pooling resources and involving others where necessary (including voluntary sector organisations) who may be better placed to deliver certain components of the E2E programme.

2. The E2E Entitlement Curriculum

- 2.1 The scope of achievement for the young person entering and progressing through E2E is from entry to level 1 of the National Qualifications Framework (NQF) and, where appropriate, working towards level 2 achievement through the accumulation of unit achievement.

² External qualifications should be approved in order to receive funding (accredited for inclusion in the National Qualifications Framework) and approved by the Secretary of State.

- 2.2 Some young people may enter E2E with learning difficulties and disabilities or may come into E2E at below entry level. The role of E2E for these learners, and their progress and achievement through the programme will need to be carefully negotiated. Every consideration should be taken to ensure that young people are not placed permissively on E2E because their behaviour or needs may prohibit them being placed elsewhere.
- 2.3 Some young people may seek to enter E2E solely to achieve a level 1 qualification. The applicability of E2E for these learners should be challenged where it is evident that there are no significant learning barriers or disabilities preventing that achievement and providing that that the young person can access level 1 provision elsewhere in the Partnership area³.
- 2.4 Where available, previous profiles of achievement and secondary school records (where applicable) may be useful indicators of a learner's starting point.
- 2.5 Pathways through E2E will need to reflect the abilities and aspirations of individual learners and be negotiated with them. Some learners may need to follow pre-entry curricula allowing them to work towards entry level qualifications.
- 2.6 Progression within and across E2E programmes may be measured in terms of 'distance travelled', allowing each individual to work at a comfortable pace. This may initially focus on working to remove personal barriers to learning and be more important than measuring progress against standards. For instance, progress towards achievement could encompass awards which enable the learner to demonstrate their abilities and skills and achieve without the immediate need to be able to demonstrate literacy in a formal or traditional sense. Where this is the case, clear targets should be set and progress towards them measured, however small the steps⁴.
- 2.7 Over time progress can be measured in less individual terms and instead be measured against national standards.
- 2.8 Within E2E it is the intention that there should be a progression requirement towards achievement at level 1. However it is recognised that the level of achievement and scope of a young person's progression on E2E will ultimately depend both on their learning

³ The LSC is aware of concerns raised by some providers in relation to access to and delivery of level 1 provision in a consistent way across all learning and skills sectors. Further work is underway in respect of the relationship of E2E and level 1 provision and in relation to progression to FMAs on the work based learning route.

⁴ Some local LSCs may support specialist provision funded through ESF to support young people moving into E2E and Connexions also provide developmental activities – the role and nature of such provision, along with a range of other co-terminus initiatives, such as Neighbourhood Support Fund, and youth work and voluntary and community provision does need to be more fully examined and addressed.

capacity and the point at which they enter E2E. So, a minimum expectation must be that all learners progress within and across E2E programmes. This might be to the next level and/or by broadening their skills at the same level. Achievement at entry level is valid and should be recognised.

- 2.9 It is important that positive progression outcomes beyond E2E are identified and supported from initial assessment onwards. Every effort must be made to support the young person on E2E to successfully move on, with a particular emphasis on supporting the transition to Foundation Modern Apprenticeships (FMAs) or other level 2 provision.
- 2.10 Although not qualification driven E2E programmes must provide all learners with an entitlement to work towards external qualifications (or units of) and awards, appropriate to their ability, potential and aspirations across all three strands of the curriculum. Central to this is the provision of flexible, user-friendly assessment opportunities, including on-screen and on-line techniques wherever possible. All learners must have the opportunity to have the full range of their achievement recognised, recorded and valued.
- 2.11 The full range of the young person's achievement and progress must be recognised through a package of evidence. This may be the E2E Passport alongside the Progress File, and a portfolio including award or qualification certificates, evidence of incremental achievement, and/or distance travelled. The value of ongoing and sustained positive outcomes and progression through aftercare and engagement even when the young person has finished their E2E programme also needs to be recognised and appropriately recorded.
- 2.12 The LSC is currently working on a national system for recognising and recording progress and achievement in non-accredited learning and E2E providers are involved in this work. Projects currently underway will be concluded and reported upon by July 2004. It is intended that guidelines and exemplar materials will be available from December 2004 with national implementation from August 2005.
- 2.13 This work involves the testing of a process (mapped against the requirements of the *Common Inspection Framework*) encompassing five elements:
- clearly stated learning aims for all programmes
 - initial assessment to establish learner's starting points
 - identification of appropriately challenging learning objectives
 - recording of learner's progress and achievements during the programme

- end-of-programme assessment and review of the learner's overall progress and achievement.
- 2.14 Any method of recognising achievement on E2E programmes must not be burdensome to implement or prove a barrier to young people on E2E.

3. Basic and Key Skills

- 3.1 It is recognised that the key building blocks for learning and progression in life are the ability to read, write, to be numerate and to use computers at least to a basic level. Young people on E2E programmes have an entitlement to access the National Tests in literacy and numeracy wherever this is a realistic option for them, and should be encouraged to consider the benefits of gaining national qualifications. It is expected that, whether or not they are working towards a qualification outcome, they will improve their basic literacy and numeracy skills by at least one level. Those who achieve this should then work towards achievement at level 1 in key skills in Communication and Application of Number, with the opportunity to gain external qualifications in recognition of their achievements. They should also have the opportunity to progress in IT and the wider key skills as appropriate in order to enhance the prospects of a positive progression route from E2E. Those learners who are working towards level 1, but who are more confident at entry level, should be encouraged to take literacy, language or numeracy assessment at the entry level they feel is appropriate.
- 3.2 An identified deficit in literacy and numeric skills will often trigger a referral to E2E programmes. This may be evidenced through initial assessments or signposted by GCSE results. Many E2E learners will come to the programme with an antipathy towards 'Maths' and 'English'. This may be based on frustration at their lack of achievement, difficult social situations or prior bad experiences of teaching and learning. Learners will often be resistant to formal teaching of basic skills and E2E partnerships will need to identify innovative strategies to re-engage such learners. The emphasis on literacy and numeracy development must be application based, where learners develop their skills in a variety of different contexts such as real-life situations and in different work scenarios or where they use their literacy and numeracy skills to explore a topic that interests them.
- 3.3 Learners with low achievement in basic skills should not be able to 'opt out' of basic skills programmes in favour of other options that neglect their literacy and numeracy skills development. Ideally there will be integration of basic skills in the vocational and personal development strands but inevitably there is likely to be a need for some supplementary support in literacy and numeracy. To gain these foundation skills, learners will need to acquire the underpinning

knowledge and skills necessary for progression within their own programme of personal and vocational development.

- 3.4 There are a variety of learning opportunities, which lead to both nationally accredited and non-nationally accredited qualifications at entry level. These awards are specifically designed as progression opportunities to level 1. They offer basic skills learning opportunities and vocational and life skills learning opportunities; sometimes integrated.
- 3.5 It is also important to recognise the importance of the wider key skills in respect of both E2E and the learners themselves. It is an expectation that the E2E entitlement curriculum will contain access to the wider key skills of Improving Own Learning and Performance, Problem Solving and Working with Others (particularly when the wider key skills become part of the National Qualification Framework from September 2004).
- 3.6 It is critical that there is appropriate assessment of all six key skills and basic skills through robust screening and initial assessment processes, followed by diagnostic assessment as appropriate. This will help to balance support in basic and key skills with young person's starting point and identified progression route.
- 3.7 It is a mandatory requirement for providers to assess progress towards the achievement of basic and key skills and to record it in the appropriate components of the E2E Passport (the E2E Programme and Activity Plan).

4. Personal and Social Development

- 4.1 This area of the curriculum will meet the needs of the individual by supporting personal learning goals identified in initial assessment and induction. The focus must be on the whole young person – their aspirations, confidence and values. Activities should underpin the other two curriculum core strands and act as a catalyst to unblocking barriers to achievement in other areas. Appropriate behaviour, such as time keeping and interpersonal skills may need to be developed to underpin other strands, including work readiness or employability.
- 4.2 For some learners, programmes that seek to prevent offensive or abusive behaviour may be appropriate, whilst others may seek support to develop their assertiveness or levels of motivation. Personal and social development skills may also focus upon the wider notion of the young person as an active and effective citizen with rights and responsibilities. Application of citizenship skills may be developed either in a community setting or through employment related activities on work placements, or through the integration of citizenship programmes across stands and activities of the E2E learning cycle with

particular reference to the value of awards in non-formal educational settings.

- 4.3 The Learning and Skills Development Agency (LSDA) 16 – 19 Citizenship website (www.citizenshippost-16.LSDA.org.uk) contains information on and access to a range of materials linked to the 16 – 19 Citizenship Development Programme run by LSDA on behalf of the DfES. The programme encompasses a range of development projects looking at the best ways of encouraging young people to become active citizens and identifying different approaches to citizenship development. E2E partnerships will find the website beneficial in accessing guidance and information in relation to embedding citizenship across the E2E curriculum.
- 4.4 Measurement of progress may be through evidence from the Personal Adviser or Key Worker, including improvement in personal circumstances, and be documented in the E2E Passport. It is also the case that achievement relevant to the other two strands may be evidenced through the young person experiencing and progressing through a working environment.
- 4.5 Within this strand, it is anticipated that the use of qualifications and awards may be more limited than in the other two areas of the E2E curriculum. Where used the rationale for qualifications must be clear and reflect the learning cycle and programme, not determine it. Ideally personal and social development will involve a combination of bespoke learning activities and modules individualised to meet the needs of young people themselves, access to provision such as (for example) Princes Trust, Getting Connected or Fairbridge, together with a range of accredited awards focussing on life skills⁵.

5. Vocational Development

- 5.1 Within the vocational development strand there must be practical work related activity such as work experience or simulation in a realistic working environment. Every effort must be made to place learners in an actual workplace, where they can benefit from the example of co-workers who have values and behaviour sets compatible with employment. Placements should be structured, and appropriate methods used to recognise and record the learning, with objectives set and agreed with employers.
- 5.2 Vocational development may initially encompass a breadth of experience and may be formative across a range of sectors or offer

⁵ The LSC NO is working with a range of organisations, including the Princes Trust, Fairbridge and other voluntary and community organisations to see how their provision can be embedded across E2E and access to such provision, by E2E learners and providers, unblocked. This also forms part of the LSC's developing strategy for working with the voluntary and community sector.

breadth in the context of one vocational area. The aim is to help the young person to confirm their occupational preferences.

- 5.3 There will also be a significant number of learners who want to pursue vocational learning although they are not yet decided about which vocational area they wish to follow. For these learners, the E2E programme should offer a diagnostic experience of practical work related learning (usually through the early stages of the programme). This provision will involve the young person accessing different learning providers across the partnership as they seek to find an area they wish to pursue further.
- 5.4 Some E2E learners may already be vocationally focused on a particular area (such as Engineering or Hair and Beauty). For these learners, E2E programmes will enable them to pursue their vocational interest and progress to either a Foundation Modern Apprenticeship, or level 2 vocational programmes in further education or by gaining direct experience through the employment route. These learners will need to develop a wide range of complementary skills across the E2E curriculum in order to progress within their vocational area. The vocational learning undertaken on the E2E programme must not be delivered in isolation from the other skills that will be required such as employability skills, literacy and numeracy across all the curriculum strands.
- 5.5 Wherever possible, and if appropriate to the young person's needs and aspirations, this strand should support the learner in working towards external accreditation wherever possible and appropriate to the young person's needs and aspirations. This may be vocationally-related qualifications or NVQs at level 1, or units towards vocationally-related qualifications or NVQs at level 2, or, for some learners will begin with working towards entry level qualifications.

6. Level 1 Progression

- 6.1 Learners are entitled to work towards achievement at level 1. Working towards can be exploratory and/or preparatory based.
- 6.2 Providers must recognise and record progress that contributes towards achievement of level 1 across the three strands as appropriate. However this should not result in arbitrary use of qualifications and, where qualifications are used, providers will need to balance demand with viability in respect of awarding body costs and quality assurance and control requirements.

7. Level 2 Progression

- 7.1 The E2E Framework identifies four potential positive outcomes in respect of the young person progressing from E2E and for which the provider can currently claim a bonus:
- Foundation Modern Apprenticeship
 - Level 2 provision
 - employment with training
 - employment without training (when endorsed by the Connexions Personal Adviser as sustainable and appropriate).
- 7.2 Providers and learners should identify the most likely progression route (and, as a result, the nature of the individualised E2E programme needed to support that progression route) as early as possible within the initial assessment process. As the young person's longer-term career aspiration evolves, the E2E programme will need to be amended to take account of this and to balance longer-term aspirations with shorter-term positive achievement and progression.
- 7.3 E2E partnerships must ensure that, in supporting progression, every effort is made to facilitate the learner in working towards level 2, whether it is a FMA or other level 2 provision. Not all E2E learners will progress in a linear fashion, for some learners progression to level 2 may not be an easily achievable or appropriate option. However, it is expected that, for a significant number of learners, their experience of E2E will enable them to move forward and will support them in accessing appropriate provision leading towards level 2 achievement. This is the critical role of E2E in building a fit for purpose and robust transition from entry to level 2 for those learners for whom it is appropriate.
- 7.4 For some learners E2E may be a stopping off point in and of itself. And where this is the case, E2E partnerships must ensure that the learner can then positively progress into a sustainable place in employment or other appropriate provision building on their achievement within and across E2E.
- 7.5 The LSC is working closely with DfES and QCA in respect of identifying appropriate pathways (including those which may overlap across levels) to support learner progression from E2E and through level1 to level 2 provision.

Using Qualifications in E2E

i. The Role of Qualifications in E2E

As already indicated, E2E is not qualification-driven (section 1.6 above). As E2E is not currently formula-funded qualifications are not required as evidence of outcome for successful completion of an E2E programme. However, as stated earlier, providers should consider whether qualifications could add to the value of their E2E programme for young people⁶.

The E2E entitlement curriculum distinguishes three different ways of recognising learning: external qualifications approved by the Qualifications and Curriculum Authority (QCA), informal awards, and 'other provision'⁷. All of these have a part to play in an E2E partnership's programme offer. The value of awards in non-formal educational settings in respect of E2E is already widely recognised as is the potential for credit in supporting innovative and imaginative approaches to learning, building motivation and in facilitating progression. The LSC remains committed to raising the awareness of and embedding awards in non-formal settings across E2E. However, it is also acknowledged, that there is a need for further information, and outline guidance in respect of the use of qualifications across E2E.

There is a wide range of awards available, covering all three of these ways of recognising learning (a selection of QCA-approved, external qualifications are shown in section 4 vi of this Annex). Awards are available at different levels, with different kinds of assessment methods, and covering all three strands of basic and key skills, personal and social development, and vocational development.

Awards may be externally validated by an awarding body, either through the use of tests, set and/or marked by the awarding body, or through the moderation/verification of the marking decisions of internal staff. External validation can be a feature of both formal and informal awards. It should be noted, however, that validation by an awarding body does not necessarily mean that the qualification has been approved by QCA for inclusion in the National Qualifications Framework (NQF).

Learning aims, which lead to an internally awarded certificate of attainment, can be an effective way of encouraging E2E learners to value recognition of their learning and progress. Presenting these certificates to a group of learners at a small ceremony celebrates publicly what may be the first educational success for many young people on E2E. The standards of

⁶ The inclusion of a qualification bonus for NQF level 1 equivalents within E2E funding requirements, supports the use of qualifications within E2E. However, qualifications must not be seen as a learner's sole objective in and of themselves and it is recognised that, for some learners, qualifications may be inappropriate.

⁷ From August 2004 there will be national guidance on 'level 1 equivalents' taking into account local arrangements already in place.

attainment required for the awarding of such certificates can be agreed jointly by E2E partnership providers. Such certification may be a particularly useful way to recognise early progress in personal and social development, where targets are very individual, and where it may be inappropriate to use an approved qualification, to meet individualised needs.

E2E partnerships and providers should also investigate nationally recognised, approved qualifications to see whether there are any that meet their needs for the certification of learning. In many cases, suitable qualifications do exist, and learners could access them with little alteration needed to their E2E individual activity plan. Partners could share the task of finding out about the qualifications suitable for their E2E programme. At Entry level and with informal awards, few of these qualifications require learners to sit formal tests or examinations, so the assessment of learning may not pose such a prohibitive barrier or have to remind learners of failure at school.

Partnerships need an agreed policy on the use of qualifications within their E2E entitlement curriculum and across their E2E programme. This should include decisions on the appropriate use of internal and external awards, on the formal and informal recognition of learning, on which qualifications will be made available to learners, and on the way in which the policy will be reviewed. Critical in the development of the policy and in the use of qualifications in particular, must be a consideration of the fitness for purpose of the qualification, not only to the E2E programme, but also to the individual learner and their identified progression route.

ii. The role of awarding bodies

Awarding bodies develop qualifications to meet the demands of their customers – learners, employers, institutes, providers, colleges, etcetera. Not all of the qualifications which they develop are submitted to QCA for accreditation (for instance Edexcel's 'short course framework'). A qualification may be developed for the sole use of a company, for example, to provide learning opportunities for their staff, where external validation is not considered necessary. Or a qualification may not meet some or all of the quality assurance criteria, which are required by QCA. So there are many qualifications outside the NQF, which may nonetheless meet the needs of a variety of learners and organisations. However, not all of these qualifications can immediately access LSC funding where formula funding is the main funding stream (although some may be suitable for E2E).

iii. How to identify suitable qualifications?

There are a number of factors to take into account when identifying qualifications for any partnership's E2E entitlement curriculum and programme. The first decision is a policy one: what are the qualifications for, what value do they add to the learners' E2E experience or potential to progress? Making these decisions will help with subsequent choices, for example, the balance between formal and informal awards. The partnership

will need to select a range of qualification types, with the types represented across the strands of basic and key skills, personal and social development, and vocational development. It may be useful to have a hierarchy of qualifications, with internal certification used in the early stages of a learner's programme, building through informal awards to progress towards and achievement of NQF qualifications as final outcomes (sections 2.4 – 2.14 above).

The qualification must be fit for purpose for E2E. The method of assessment is very important, as so many E2E learners have had negative experiences with formal testing. Again, a staged approach may work – starting with realistic targets where the tutor and learner make judgements about whether the learner has met the standard they agreed on; next, perhaps using peer judgement; then, a person unfamiliar to the learner; moving gradually to a more formal test situation. Generally, the methods of assessment of NQF Entry level qualifications are suitable for E2E programmes, as the requirements for external assessment are less rigid. This is not the case at NQF Level 1, where more formal testing is usual (some Level 1 National Vocational Qualifications, however, are accessible to E2E learners, especially with paperless portfolios and/or extensive use of observations and witness statements).

The qualification needs to sit comfortably with the E2E ethos of individualised learning needs, which are not time-constrained, with the opportunity of regular progress review and revision. Qualifications which allow unit certification can enable mix-and-match solutions to be devised for individual learners. Awards which record learning through the building up of a portfolio of evidence allow flexibility in the speed at which learners progress. Tutors need to develop skills in diagnostic and formative assessment, and in the giving of feedback, to help learners to reflect on their own learning. For E2E learners who are working at or towards Level 1, it is well worth considering using the wider key skills of Improving Own Learning and Performance (which matches the initial assessment, individual activity planning and progress review elements of E2E), and of Working with Others (the personal and social development needs of most E2E learners will include this).

The qualifications chosen by the partnership should build on the learning needs identified through the initial assessment process, and ideally should fit the preferred learning styles of different E2E cohorts. For example, some learners prefer to demonstrate their learning on computers rather than with pen and paper, so being able to take tests online may be a factor in the choice of an award. Other E2E learners may be able to complete some NVQ units at level 2 in their chosen vocational area.

All of this takes time, of course. This is when one of the advantages of partnership working becomes evident, as individual providers can take on different aspects of researching qualifications, or a small project group can be set up to draft a qualifications policy or to find suitable awards. And the staff of providers will prove to have a lot of knowledge, which can be called on. Individual providers may already be registered with an awarding body, and a

representative from the awarding body can be invited to a partnership meeting to explain the qualifications they can offer which are relevant to E2E.

Partnership collaboration can help with the provision of qualified assessors for external qualifications, too. Individual providers, especially smaller organisations, will not have assessors qualified across the range of awards required to meet the needs of such a varied group as E2E learners. Sharing assessors across the partnership, and calling on the services of peripatetic assessors, perhaps from the local further education college, will solve this problem.

It is not only the qualifications which an awarding body has to offer, which will decide whether to include them in the partnership portfolio, however. The level and type of support available from the awarding body is also important. This may be in the form of written materials, access to specialist staff, learning events and seminars, and efficient and timely communication. The fees charged by the awarding body will also be a consideration. Contact details for some of the awarding bodies offering qualifications at Entry level and Level 1 in the NQF are given below. Much useful information –specifications for qualifications, the support programmes offered, guidance and exemplar materials can be obtained from the web sites or direct from the awarding bodies themselves.

Awarding body	Address	Telephone and web site address
ABC	Marketing Department Duxbury Park Duxbury Hall Road Chorley Lancashire PR7 4AT	01257 244904 01257 244917 www.abcawards.co.uk
ASDAN	Wainbrook House Hudd's Vale Road St George Bristol BS5 7HY	0117 941 1126 www.asdan.co.uk
AQA	Stag Hill House Guildford Surrey GU2 7XJ	01483 506506 0161 953 1180 www.aqa.org.uk
CACHE	8 Chequer Street St Albans Hertfordshire AL1 3XZ	01727 847636 www.cache.org.uk
City & Guilds	1 Giltspur Street London EC1A 9DD	020 7294 2468 www.city-and-guilds.co.uk
Edexcel	Stewart House 32 Russell Square London WC1B 5DN	0870 240 9800 www.edexcel.org.uk
EDI	Athena House 112 Station Road Sidcup Kent DA15 7BJ	020 8302 0261 www.ediplc.com
NCFE	Citygate St James Boulevard Newcastle-upon-Tyne NE1 4JE	0191 239 8000 www.ncfe.org.uk
NOCN	9 St James Court Friar Gate Derby DE1 1BT	01332 268080 www.nocn.org.uk
OCR	Progress House Westwood Way Westwood Business Park Coventry CV4 8JQ	02476 470033 www.ocr.org.uk

iv. Some qualifications suitable for E2E

This section lists a number of qualifications which are approved by QCA for inclusion in the NQF, and which may be suitable for use with E2E learners at Entry level and at Level 1. This is not an exhaustive list nor does this list in any way represent an endorsement of the appropriateness or suitability of the qualifications referenced. But it should provide some ideas for further investigation by E2E partnerships. It is structured by E2E curriculum strand and by level.

Basic and key skills

Basic skills NQF certification at Entry level is offered by ABC, AQA, City & Guilds, Edexcel, EDI, NCFE, NOCN and OCR.

Many awarding bodies offer Key Skills, including AQA, ASDAN, Edexcel, EDI, NCFE and OCR.

Personal and social development

Entry level

Awarding body	Title of qualification
ASDAN	Entry Level Certificate in Life Skills
Edexcel	Entry Level Certificate in Life Skills
OCR	Entry Level Certificate in Learning Skills
NCFE	Entry Level Certificate in Personal Development

Level 1

Awarding body	Title of qualification
AQA	Certificate in Preparation for Working Life
ASDAN	Certificate in Career Planning
NCFE	Certificate in Drug Awareness
OCR	Certificate in Career Planning

Vocational development

Entry level

Awarding body	Title of qualification	Levels
CGLI	Entry Level Certificate in Food Studies	Entry 1
CGLI	Entry Level Certificate in Automotive Vehicle Maintenance	Entry 3
CGLI	Entry Level Certificate in Hospitality and Catering	Entry 3
OCR	Entry Level Certificate in Retail	Entry 3
OCR	Entry Level Certificate in Hairdressing	Entry 3

Level 1

Awarding body	Title of qualification
ABC	Certificate in Hospitality and Catering Skills
ASDAN	Certificate in Community Volunteering
CACHE	Foundation Award in Caring for Children
Edexcel	BTEC Introductory Certificate/Diploma in Health and Social Care
Edexcel	BTEC Introductory Certificate/Diploma in Hospitality, Travel and Tourism
Edexcel	BTEC Introductory Certificate/Diploma in IT@ Work
EDI	Certificate in Transport Engineering and Maintenance
NCFE	Foundation Certificate in Sport and Leisure
NOCN	Foundation Award in Creative Skills Development
OCR	Certificate in Administration

NVQs

NVQs at Level 1 are available in a range of occupational areas, including the following (this is not an exhaustive list nor does this list in any way represent an endorsement of the appropriateness or suitability of the qualifications referenced):

Administration	Hairdressing
Agriculture	Maintaining Automotive Vehicles
Amenity Horticulture	Motor Vehicle Fitting
Animal Care	Performing Engineering Operations
Building Craft Operations	Preparing and Serving Food
Cleaning and Support Service	Reception
Decorative Occupations (Construction)	Sport Recreation and Allied Occupations
Distributive Occupations	Trowel Operations (Construction)
Food and Drink Manufacturing Operations	Using IT
Food and Drink Service	Vehicle Fitting
Food Preparation and Cooking	Vehicle Maintenance – Service Replacement
Hairdressing	Wood Occupations (Construction)
Housekeeping	Maintaining Automotive Vehicles
Kitchen Portering	Motor Vehicle Fitting

The National Qualifications Framework and Regulation of Qualifications

The regulation of qualifications

In common with many aspects of modern life, the standards of external qualifications are regulated by the government. In England, the regulatory body is the Qualifications and Curriculum Authority (QCA), set up under the Education Act 1997. (QCA works together with its partner regulatory authorities in Wales and Northern Ireland to accredit qualifications jointly. The Scottish Qualifications Authority performs a similar function in Scotland.) The definition of an external qualification is one that is academic or vocational in nature (but not a degree), and which is authenticated or awarded by a body or institution outside the organisation or employer that provides the course of education or training leading to the qualification.

QCA's role is to maintain the availability of high-quality qualifications that are fit for purpose, command public confidence, are understood by those who take them and those who use them, and are consistent across awarding bodies and across time. It does this in two main ways: by ensuring that qualifications meet certain criteria before they are accredited; and then by monitoring the quality and consistency of those qualifications, which have met the accreditation criteria. Qualifications which pass QCA's quality assurance checks are admitted to the National Qualifications Framework (NQF).

The National Qualifications Framework

The NQF is a way of classifying qualifications into a clear, coherent and inclusive framework. Qualifications, which have not been kite-marked by QCA, are not included in the NQF, although they may share many of the characteristics of accredited qualifications.

The following description explains the current structure of the NQF. The structure of the NQF is currently under review and it is likely that the current categorisation of qualification types will not remain. However, there will still be a range of qualifications, from the general (e.g. in subjects such as Geography or French, usually taken in schools and colleges as GCSE or A level) to occupationally-specific qualifications (such as NVQs in hairdressing or plumbing).

Currently qualifications are grouped according to their purpose and their level of demand. There are three main types for "purpose": *general*, *vocationally related* and *occupational*. An example of a general qualification is the General Certificate of Secondary Education – the GCSE. Awarding body 'own brand' qualifications such as the BTEC First or National or City and Guilds Progression Awards or Certificates (which may also be approved, as technical certificates in Modern Apprenticeships) are vocationally related qualifications. National Vocational Qualifications (NVQs) are the best-known occupational qualifications.

There are six levels of demand in the NQF, from Entry level to Level 5. Qualifications may be offered at one or more levels and may incorporate the characteristics of more than one category. However, the overall purpose and function of each part of the qualification must be clear.

The National Qualifications Framework

Categories	General qualifications	Vocationally-related qualifications	Occupational qualifications
Levels of Attainment	attest to attainment in a subject	attest to attainment in a vocational area	attest to competence in the workplace
Higher level/5			
Higher level/4		<i>e.g. HND/C</i>	<i>e.g. NVQ level 4</i>
Advanced level/3	<i>e.g. GCE A level</i>	<i>e.g. VCE, BTEC National</i>	<i>e.g. NVQ level 3</i>
Intermediate level/2	<i>e.g. GCSE grades A* - C</i>	<i>e.g. Voc GCSE, BTEC First</i>	<i>e.g. NVQ level 2</i>
Foundation level/1	<i>e.g. GCSE grades D - G</i>	<i>e.g. ASDAN Level 1 Certificate, CGLI Level 1 Certificate, NCFE Foundation Certificate</i>	<i>e.g. NVQ level 1</i>
Entry level		<i>OCR Entry Level Certificate</i>	

Entry level qualifications offer a basis for progression to qualifications across the framework at foundation level/level 1. They include general subjects such as History or German, broad skill areas such as independent living or employability, and sector-specific areas such as retail or catering. Entry level is itself divided into three levels: Entry 1, Entry 2, and Entry 3. Entry 1 is broadly consistent with national curriculum level 1; Entry 2 with national curriculum level 2; and Entry 3 with national curriculum level 3 or their equivalent in other areas of learning.

Level 1 qualifications provide a grounding of knowledge and/or skills in a subject, or occupational sector. For example, achievement of an NVQ at level 1 will demonstrate competence that involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.

Basic and key skills (see section 3 above) are available across various levels. Basic skills are available at Entry 1,2 and 3, and at Level 1 and Level 2. The basic skills are literacy (including English for Speakers of Other Languages) and numeracy. Key skills are available at Levels 1 to 4 in Communication, Application of Number, and Information and Communication Technology. Whilst the standards for basic skills and key skills overlap at Levels 1 and 2, the content and methods of assessment are different.

The basic skills national test (at Levels 1 and 2) equates to the key skills external assessment at Levels 1 and 2 respectively, and can stand as a proxy for this. To achieve an NQF qualification in key skills, an externally-moderated portfolio of work has to be completed, in addition to passing the external test.

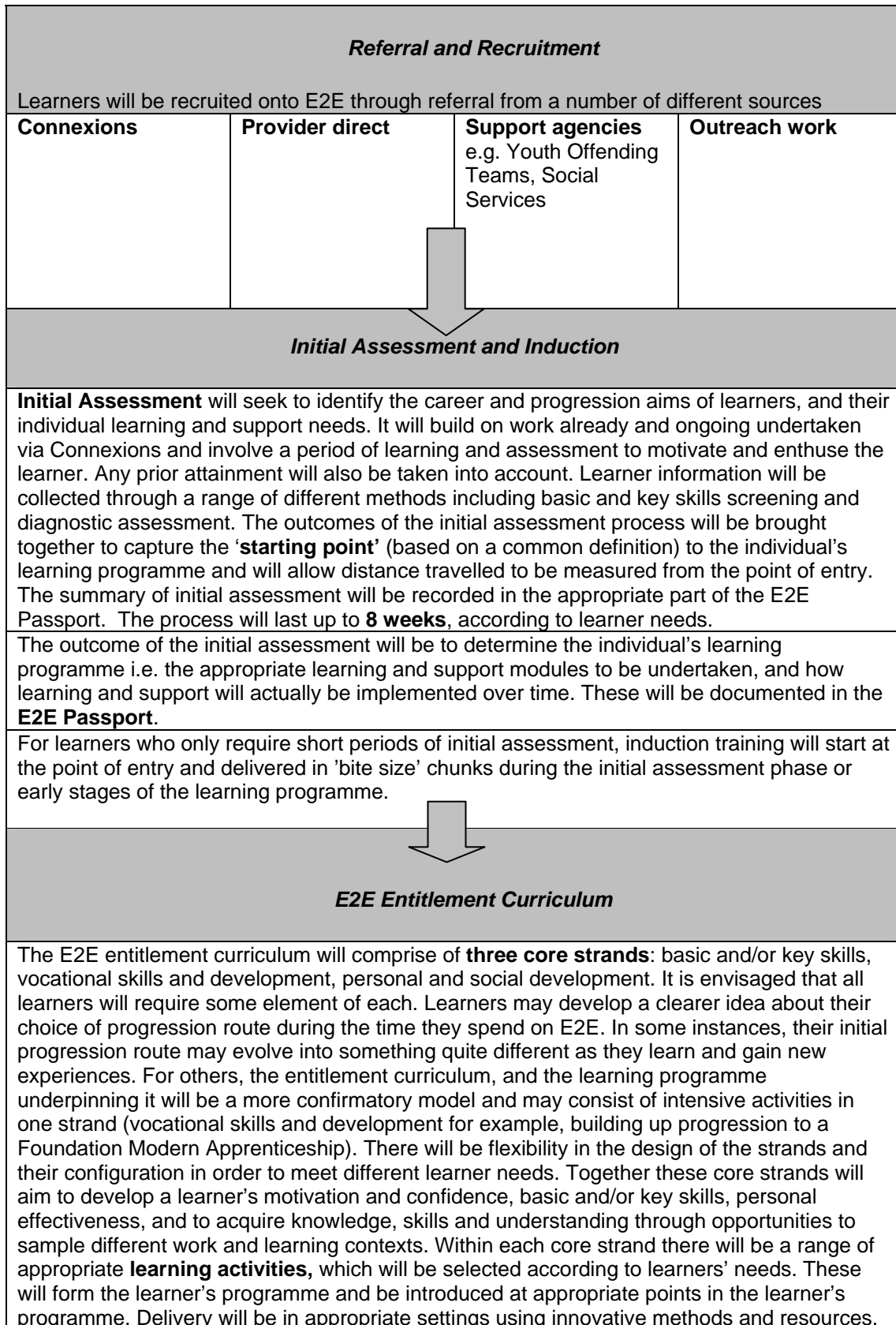
The **wider key skills** are: Improving Own Learning and Performance, Working with Others and Problem Solving. They will be included in the NQF from September 2004.

QCA-accredited qualifications within the NQF are listed in Section 96 (applicable to most E2E learners, i.e. those up to 19 years old) and Section 97 – publications which show the awards approved for public funding by the Department for Education and Skills.

QCA maintains a register of all accredited qualifications, which are in the NQF. This is available on one of their websites: www.openquals.org.uk. A list of some of these NQF qualifications, which are appropriate for E2E, is included below.

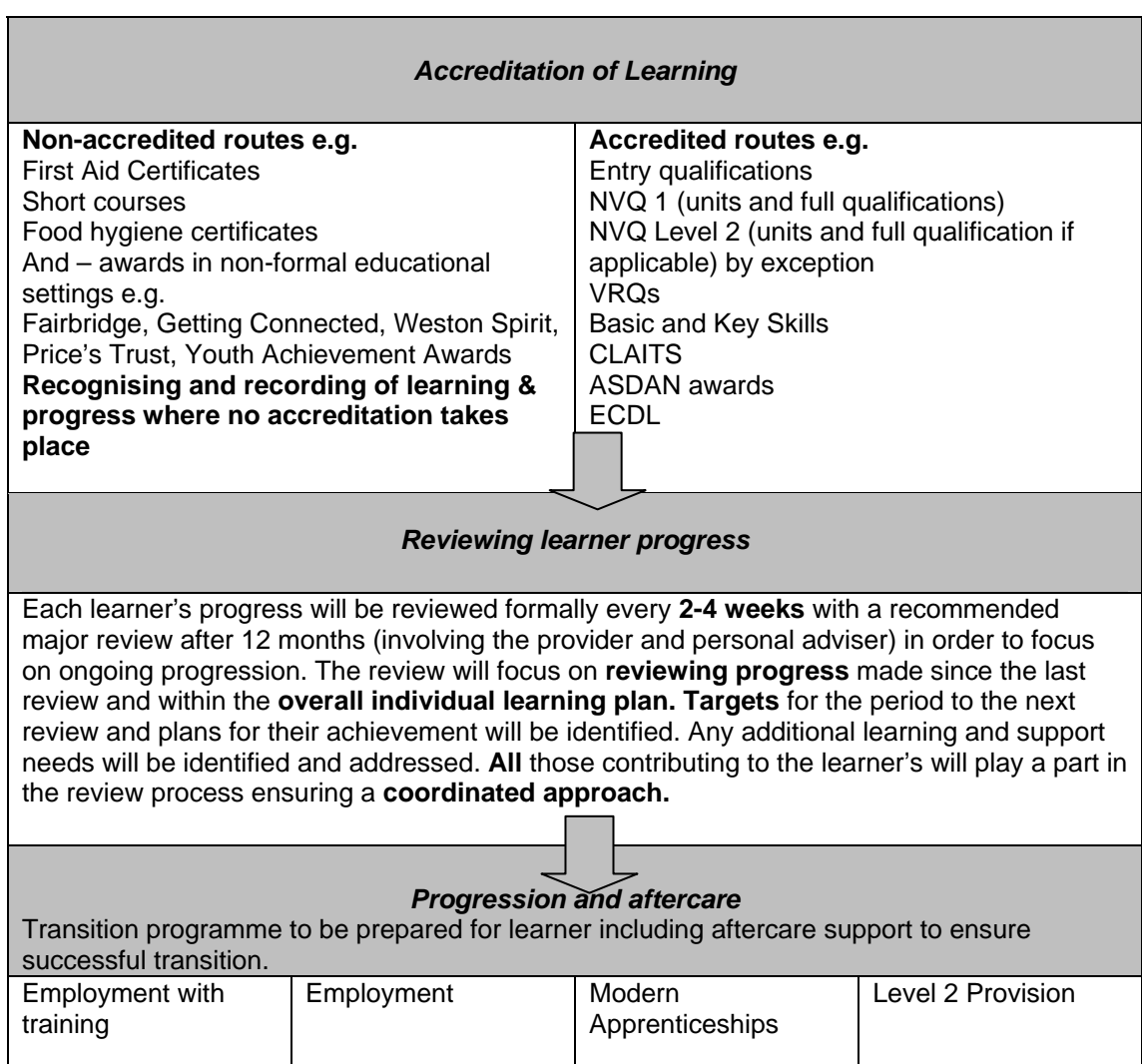
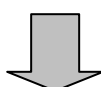
The QCA website (www.qca.org.uk) contains guidance on the process of developing qualifications and submission of qualifications for accreditation into the NQF.

Exemplar Learning Cycle for E2E



Each learning activity will provide a **range of schemes of work** appropriate to learners working at different levels. Strands will have clear learning outcomes and may, where appropriate lead to accreditation.

Basic Skills & Key Skills	Vocational Development	Personal and Social Development		
Numeracy/Application of Number	Work placements	ESOL	Parenting skills	Anger management
Literacy/Communication	Job Search	Independent living skills	Drug & alcohol counselling	Community projects
IT	Work tasters/trials	Budgeting	Citizenship	
Working with others	Employability Skills			



The **length of time**, which a learner spends on E2E, will be dictated by their individual requirements. Each learner will be supported by a clearly identified member of staff from entry right through to progression and aftercare.

E2E is not a time served programme.

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