

Progression Pathways Provider Development framework

(PDf - *draft title*):

**A framework to support
preparation to implement
Progression Pathways**

March 2008



Progression Pathways Provider Development framework (PDF - draft title): A framework to support preparation to implement Progression Pathways

Background and context

The Provider Development framework was designed and developed by LSN for the FLT QIA Support and Development Programme, September 2007 - March 2008. It was extensively consulted upon with 75 providers participating in the programme who provided feedback, and in particular, nine providers who were involved trialling it in centres, reporting back, and shaping it further. The document was also consulted upon with regional and national LSC.

The primary intention of the framework is that providers will present their regional LSCs with evidence to show their readiness for delivery to implement Progression Pathways in autumn 2008. This method is designed to complement other forms of planning or self-assessment in which providers are involved. The evidence required is not intended to be new but to sit alongside other areas where documentation has been developed, for example Framework for Excellence, RARPA and employer responsiveness.

Introduction to the framework

This framework enables you to undertake a preparatory review of your readiness to implement Progression Pathways and to prioritise areas for development. It provides indicators against which to measure your state of readiness and an example of a format for a development and action plan. The readiness indicators are derived from the requirements of providers for Progression Pathways described within the LSC document *The Prospectus for Progression Pathways*¹. The format and use of the framework will be reviewed alongside further work to support phased implementation of Progression Pathways during 2008.

The framework consists of eight main sections, containing readiness indicators, each corresponding to one of the requirements of providers for Progression Pathways:

1. Organisation and management
2. Personalised learning
3. Recognition of achievement and progression
4. Coherent Progression Pathways
5. Effective initial assessment and ongoing review
6. Reaching priority learners
7. Partnerships
8. Support for learners

¹ *The Prospectus for Progression Pathways, draft working version*, December 2007, Learning and Skills Council

How to use this framework

1. The readiness indicators:

- are drawn from the Prospectus for Progression Pathways
- provide a guide to the requirements for providers and it is against these indicators that your current arrangements should be reviewed with a view to identifying its strengths and areas for further development.

N.B. It is unlikely that at this point in time, any provider will be able to claim that they are fully prepared to implement Progression Pathways in relation to each of the readiness indicators; however, the review process should help to identify priorities for action.

2. The scope of the review

The front sheet asks you to identify the scope of the review. It is important to ensure that you are clear about whether you are reviewing your whole organisation or just part of it, and if so, which part of it. The judgements that you make about readiness of this provision should be based on evidence and examples which relate directly to this provision. If the scope of the review is broad, it is possible that readiness will vary across the provision being considered. It is important to recognise and record these variations. It is anticipated that evidence generated through existing processes such as self-assessment or assessment for standards, such as IIP, Matrix, or others, may fulfil these requirements.

3. Conducting the review

- You should consider the indicators in relation to the scope of the review. You should assess whether the provision being reviewed meets the readiness indicator fully, partially or not at all, or whether it is currently being developed.
- You should then give robust evidence and/or examples which demonstrate your organisation's current arrangements.
- You should then rank the importance of undertaking development action in this area.
- While the framework provides one format for reporting on the review's findings, it could be done in a variety of ways. The method you use will depend on the scope of the review, the size of your organisation and how it is structured.

- You may find it useful to work on a cross-organisational basis with specific input from staff with responsibility for the key aspects of learning, such as senior managers for strategic planning, MIS managers, as well as tutors and providers of learner support. Remember that involving colleagues with responsibility for Level 2 learning will be as important as involving those responsible for learning below Level 2 in planning for progression opportunities.
- It may be helpful to hold an initial briefing for those who are to be involved, in order to ensure that there is a shared understanding about:
 - Foundation Learning Tier developments and Progression Pathways
 - the purpose of the exercise and timescales for completion
 - who else should be consulted
 - the type of evidence or examples of success that might be quoted to substantiate judgements on the readiness of provision
 - how to record findings.
- A follow-up meeting, which enables those involved to consider the findings and look at the implications that arise from this for priorities for development, would also be useful and would help to ensure that there is commitment to the subsequent development plan
- If the review is completed by one person, there should be opportunities for others to comment, to add to the findings and to help to identify the key priorities for action. Securing ownership by those who will be implementing the changes is important.

4. Evidence and examples

- The reason for asking for evidence and examples is to enable you to demonstrate your organisation's arrangements in relation to each of the key indicators. This is to provide greater clarity and credibility to the assessment of your current arrangements.
- Remember, this development framework is primarily for your organisation's use. In addition, it may be helpful in demonstrating your capacity to meet the requirements of providers within discussions with local partners and the LSC.
- It is also important that you distinguish between the source of the evidence and what the evidence shows. Your completed review should analyse what the evidence or example is showing about your readiness. You should also provide details of the source of this evidence and where it is located, but you do not need to attach the source evidence to the review as this could make the document unwieldy. An example of a typical response to a prompt is shown at the beginning of the *Organisation and management* section on page 7.

- Sources of evidence could include:
 - analysis of observations of teaching and learning, internal audits of documents used to plan and record learning
 - strategic and/or action plans
 - self-assessment reports
 - analysis of management information on recruitment, retention, progression and success
 - analysis of local information on priority groups
 - learner and/or employer surveys.

- 5. Views of stakeholders
 - It would also be useful to find out how people outside view your organisation and the provision being reviewed. You may wish to seek the views of external stakeholders on your readiness.
 - External stakeholders could include:
 - JC Plus
 - Connexions
 - ESF Projects
 - Schools
 - LSC staff
 - Other providers
 - Employers
 - Learners

While it may be possible to use the full review findings for discussions with internal stakeholders, it may be more helpful to ask external stakeholders for their views on your Level of readiness and use selected key indicators as prompts for the discussion.

6. The development and action plan

Once you have completed the review and verified the findings with stakeholders you will need to decide on priorities for action and produce a development and action plan. This can be integrated with other organisational development planning processes. It should describe how your organisation will prepare for the implementation of Progression Pathways. A suggested template for the development plan is attached. You should indicate what development is needed and how this will be addressed.

Provider contact details

In order for the LSC and/or the QIA support programme to access background to your organisation, please fill in this table.

Organisation			
Address			
Postcode		Tel	
Member of staff coordinating use of the PDF			
Job role			
Best contact number			
E-mail			
Progression Pathway(s) you are seeking to deliver (tick box)			
<input type="checkbox"/> PP to Skilled Work (Apprenticeships)			
<input type="checkbox"/> PP to a First Full Level 2			
<input type="checkbox"/> PP to Independent Living/Supported Employment			
<input type="checkbox"/> PP 14-16 Entry Level to a Foundation Diploma or GCSEs			
Date review completed			

Readiness indicator 1: Organisation and management (relates to Requirement 8, p.55 draft Prospectus)

This section should be considered by operational and strategic managers

Providers must be able to demonstrate that they have high standards within their organisation, appropriate organisational structure and effective organisational processes to implement the Progression Pathways successfully.

Indicator of readiness for delivery <i>The provider can demonstrate that...</i>	In place? F = fully P = partially N = not in place B = being developed	Evidence or examples of current practice	Priority for action? Rank 1 to 3 1 = high priority
<i>EXAMPLE</i> OM.1 Senior management and governing bodies demonstrate a commitment to Progression Pathways.	F	Senior managers have attended LSN FLT cluster meetings as part of the modelling and development project. The organisation's most recent self-assessment report identified, under leadership and management, the need to improve arrangements for progression to Level 2. Actions in this area are included within the organisation's most recent organisational development plan. The CEO chairs the local strategic progression group.	3
OM.1 Senior management and governing bodies demonstrate a commitment to Progression Pathways.			
OM.2 Any current curriculum/programme offer has been reviewed to identify the requirements for transition to Progression Pathways delivery.			

OM.3 Workforce development is focussed on the demands of delivering Progression Pathways.			
OM.4 Quality monitoring arrangements are in place for Progression Pathways.			
OM.5 The outcomes of quality monitoring arrangements include actions to improve progression to Level 2.			
OM.6 A range of methods are used to monitor and promote equality of opportunity.			
OM.7 The annual self-assessment report and action plan considers the leadership and management implications of delivering Progression Pathways.			
OM.8 Resources are in place to support teaching and learning within Progression Pathways.			

Readiness indicator 2: Personalised learning (Relates to Requirement 1, p.42 of draft Prospectus)

This section should be considered by operational managers and those responsible for teaching and learning

Providers must be able to demonstrate that they are working towards increased and improved personalisation of learning.

Indicator of readiness for delivery <i>The provider can demonstrate that...</i>	In place? F = fully P = partially N = not in place B = being developed	Evidence or examples of current practice	Priority for action? Rank 1 to 3 1 = high priority
PL.1 Staff-learner relationships are characterised by high expectations for learner outcomes and a commitment to learner welfare.			
PL.2 Learning programmes are personalised.			
PL.3 The learner's progression aspiration informs the negotiation of learning goals.			
PL.4 A range of methods is used to provide opportunities for learner voices on both organisational and learning issues.			

PL.5 Learners play an active role in the planning and design of learning.			
PL.6 Learners are encouraged to take ownership and develop autonomy in their learning.			
PL.7 Systematic approaches support the development of learner motivation.			

Readiness indicator 3: Recognition of achievement and progression (relates to Requirement 2, p.44 of draft Prospectus)

This section should be considered by operational managers and those responsible for accreditation arrangements

Providers must have processes and systems to offer recognition of achievement from the outset of the learner's journey, using qualifications from the QCF as specified in the Progression Pathway(s).

Indicator of readiness for delivery <i>The provider can demonstrate that...</i>	In place? F = fully P = partially N = not in place B = being developed	Evidence or examples of current practice	Priority for action? Rank 1 to 3 1 = high priority
RAP.1 Learning is planned to support learners in achieving and progressing onwards to Level 2 learning (or the highest level possible).			
RAP.2 Systematic approaches are in place to identify meaningful progression destinations based on local Level 2 provision, learner's needs and local employer needs.			
RAP.3 Evidence is identified and collected throughout the learner journey to support the award of credit.			

<p>RAP.4 Systematic approaches are in place to ensure learners are able to gain accreditation at points across the learner journey.</p>			
<p>RAP.5 The capacity to accredit achievement within Progression Pathways through approval to offer QCF units and qualifications.</p>			
<p>RAP.6 A range of progression destinations are in place for the Progression Pathways being offered.</p>			
<p>RAP.7 Systematic approaches are used to track learner achievement and progress during and following a learning programme.</p>			

Readiness indicator 4: Coherent Progression Pathways (relates to Requirement 4, p.46 of draft Prospectus)

This section should be considered by operational managers and those responsible for Functional Skills

Providers must be able to demonstrate that learners have access to a coherent integrated curriculum offer which includes vocational knowledge, skills and understanding; Functional Skills; and, personal and social development skills.

Indicator of readiness for delivery <i>The provider can demonstrate that...</i>	In place? F = fully P = partially N = not in place B = being developed	Evidence or examples of current practice	Priority for action? Rank 1 to 3 1 = high priority
CPP.1 They have the capacity, skills and resources to deliver an integrated curriculum including embedded functional skills.			
CPP.2 Teaching and learning within functional skills, and personal and social development are embedded within the vocational area wherever possible.			
CPP.3 Vocational (and subject-based learning where appropriate) is focussed on the development of crosscutting employability skills.			

<p>CPP.4 Vocational learning is delivered within realistic work environments or real work contexts wherever possible.</p>			
<p>CPP.5 Methods used to engage, motivate and support learning in the functional skills are monitored against learner achievement on a regular basis.</p>			
<p>CPP.6 Personal and social development learning prioritises the unblocking of obstacles to engaging and sustaining learning and employment.</p>			
<p>CPP.7 Specific arrangements to diagnose and support learners who are known, or perceived to have or be at risk of a specific learning difficulty are in place.</p>			

Readiness indicator 5: Effective initial assessment and ongoing review (relates to Requirement 4, p.51 of draft Prospectus)

This section should be considered by operational managers and those responsible for initial assessment, the planning of learning and ongoing review processes

Providers must be able to demonstrate that their processes and systems for initial assessment and ongoing review will support successful progress through the Progression Pathways.

Indicator of readiness for delivery <i>The provider can demonstrate that...</i>	In place? F = fully P = partially N = not in place B = being developed	Evidence or examples of current practice	Priority for action? Rank 1 to 3 1 = high priority
IAOR.1 The processes for initial assessment, planning of learning and ongoing review appropriate to learner needs are recorded.			
IAOR.2 Systematic initial assessment establishes a starting point based on the learner's training and support needs. It results in a skills profile.			

<p>IAOR.3 The learner's skills profile informs the planning of learning resulting in a personalised learning and support plan. The plan includes learning in vocational knowledge skills and understanding, functional skills and personal and social development.</p>			
<p>IAOR.4 The learner is involved in identifying and agreeing realistic and challenging overall learning goals. Overall learning goals are based on helping the learner to overcome their barriers to learning and progression to Level 2 (or highest Level possible). The learning goals are recorded within the personalised learning and support plan. The personalised learning and support plan is owned by the learner.</p>			

<p>IAOR.5 The learner's personalised learning and support plan is reviewed and amended on a regular basis. The primary purpose of the plan is to enable learners to see the progress they have made towards their progression destination and to understand what they need to do next to make further progress.</p>			
<p>IAOR.6 Regular ongoing reviews of learner progress encourage learners to reflect on their learning, self-assess their progress and seek guidance and advice.</p>			
<p>IAOR.7 Ongoing reviews show progress against the starting point established through initial assessment. Progress against learning goals and achievement of units and qualifications should be recorded during each review.</p>			

<p>IAOR.8 Clear steps towards the achievement of learning goals are identified as targets between reviews. The support is put in place by the provider to ensure the learner has the best opportunity to achieve the target.</p>			
<p>IAOR.9 Learners are encouraged to record their learning between reviews, using a learning or work placement log.</p>			
<p>IAOR.10 Staff undertaking initial assessment, planning learning and ongoing review processes are appropriately trained and supported.</p>			
<p>IAOR.9 Learners are encouraged to record their learning between reviews, using a learning or work placement log.</p>			
<p>IAOR.10 Staff undertaking initial assessment, planning learning and ongoing review processes are appropriately trained and supported.</p>			

Readiness indicator 6: Reaching priority learners (relates to Requirement 5, p.51 of draft Prospectus)

This section should be considered by operational and strategic managers

Providers must be able to demonstrate that they have effective strategies for reaching priority learners and motivating them to succeed.

Indicator of readiness for delivery <i>The provider can demonstrate that...</i>	In place? F = fully P = partially N = not in place B = being developed	Evidence or examples of current practice	Priority for action? Rank 1 to 3 1 = high priority
RPL.1 Effective and systematic approaches to understanding, collecting and analysing information on priority learners are in place.			
RPL.2 The LSC's annual statement of priorities and discussions with Area Partnership teams inform planning for priority learners.			
RPL.3 Marketing activities are focussed on the needs and motivations of local priority groups matched with the requirements of local employers.			

<p>RPL.4 A range of methods is used to reach, support and motivate priority learners.</p>			
<p>RPL.5 Organisational targets for the engagement, recruitment and success of priority groups are agreed and monitored.</p>			
<p>RPL.6 The capacity to deliver Progression Pathways in a range of settings appropriate to priority groups.</p>			

Readiness indicator 7: Partnerships (relates to Requirement 6, p.53 of draft Prospectus)

This section should be considered by operational and strategic managers

Providers must be able to show how they work in partnership with support agencies, employers and other providers to implement Progression Pathways.

Indicator of readiness for delivery <i>The provider can demonstrate that...</i>	In place? F = fully P = partially N = not in place B = being developed	Evidence or examples of current practice	Priority for action? Rank 1 to 3 1 = high priority
P.1 Partnership arrangements support opportunities for learners to access and participate in a range of Progression Pathways.			
P.2 Partnership arrangements provide opportunities for learners to access support outside that which a learning provider could be reasonably expected to provide.			

<p>P.3 Where learners access training and support through a consortium, clear arrangements are in place to ensure that the responsibility for planning, delivery and review of learner progress is straightforward when seen from a learner's perspective.</p>			
<p>P.4 There are arrangements for sourcing and supporting work placement opportunities for learners.</p>			
<p>P.5 For providers offering a supported employment progression pathway specific arrangements are in place with specialist supported employment services to help learners progress into supported employment.</p>			
<p>P.6 Partnerships are managed through clearly defined responsibilities.</p>			

Readiness indicator 8: Support for learners (relates to Requirement 6, p.53 of draft Prospectus)

This section should be considered by operational managers and those responsible for learner support

Providers must be able to show how support for learners is used to improve access to and progression through the learning.

Indicator of readiness for delivery <i>The provider can demonstrate that...</i>	In place? F = fully P = partially N = not in place B = being developed	Evidence or examples of current practice	Priority for action? Rank 1 to 3 1 = high priority
SL.1 Systematic approaches to identify and review learners' support needs are in place.			
SL.2 Support for learners' includes making reasonable adjustments to the learner's programme and/or learning environment.			
SL.3 A range of methods are used to support learners including pastoral support, information, advice and guidance.			
SL.4 Partnerships and collaboration provide access to childcare, mental-health, social, financial and housing advice services.			

<p>SL.5 Learners have access to information about the entitlement and availability of learner support funds including Care to Learn Education, Maintenance Allowance and Adult Learning Grant.</p>			
<p>SL.6 The effectiveness of learner support arrangements is reviewed and revised annually based on the impact of retention and progression.</p>			
<p>SL.7 Appropriate information advice and guidance (IAG) accreditation is held or being worked towards and IAG is a feature of each stage of the learner journey.</p>			
<p>SL.8 Referral arrangements are agreed with appropriate local agencies.</p>			

Suggested development plan format

Key priorities for action – what do you need to do?	Who will take responsibility for this action?	Actions to be taken by when?	Resource implications	How will you measure success?