Standards Unit

Improving initial assessment of personal and social skills in Entry to Employment

Tackling barriers and helping learners progress in E2E

Continuing Professional Development

Disclaimer

Foreword

We are committed to the following principles, which underpin all our work:

- We will recognise and celebrate excellence in the post-16 sector.
- We will recognise and celebrate diversity.
- We will be open and participative in our approaches to development.
- We will recognise barriers to excellence and be supportive of those working in challenging contexts.
- We will challenge underperformance.
- We will embed the concept of the 'safe learner'.*

Guidance for Employers. Safe Behaviour is Sound Business. Supervising the Safe Learner. LSC.MISC/0611/03m

This Continuing Professional Development (CPD) guide draws on the experiences of learners, tutors, trainers, managers and inspectors who worked with us during the development and testing of the resources, which have been produced as part of the Success for All strategy.

Success for All is a partnership between the DfES Standards Unit and the Learning and Skills Council (LSC). The Standards Unit leads on Themes 2 and 3 and the LSC on Themes 1 and 4:

- Theme 1 – meeting needs, improving choice.
- Theme 2 – putting teaching, training and learning at the heart of what we do.
- Theme 3 – developing the leaders, teachers, trainers and support staff of the future.
- Theme 4 – developing a framework for quality and success.

The Standards Unit was set up in January 2003 to embed excellence in teaching and learning and to modernise and upgrade the sector's workforce. It acts as a catalyst, selecting priority areas for action and harnessing the work of partners to improve quality in the sector – in adult and community learning, colleges, prisons, school sixth forms, sixth form colleges and work-based learning. Our staff includes officials and expert practitioners seconded from providers and the inspectorates and it also calls on the services of other practitioners on a consultancy basis. We select curriculum areas because of their importance to the economy, social inclusion, and progression, and because inspection outcomes show room for improvement.

We are indebted to the learners, tutors, trainers, managers and inspectors who have generously contributed their ideas and reflections during the development of these resources. They are only the first phase of our work. Further resources will be available at later stages and regional activities will be arranged by our regional teams to share best practice in teaching and learning. We trust you will take a full part in these.

We hope that you will enjoy using these resources and would welcome your views and ideas for adapting them further – do let us know by e-mail at standards.unit@dfes.gsi.gov.uk

Jane Williams
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Head of Standards Unit

What's in this guide

Introduction

The Standards Unit model for CPD

We have designed our model of support for tutors using our resources according to research evidence on the most effective ways to support Continuing Professional Development and the sharing of best practice.

Joyce and Showers studied 200 In-Service Education and Training programmes for tutors[1], each was designed with the specific aim of changing classroom practice. The research findings revealed that, even though tutors were often very enthusiastic about the training they received, they rarely applied it in a sustained way that led to long-term change in practice.

Joyce and Showers concluded that, for training to be truly effective, it needs to include the following five components or stages:

- theory where the new approach is explained and justified;
- demonstration to give a model of how this can be put into practice;
- practice so that the tutor can try out the new approach;
- feedback on how well the new approach is working;
- coaching to help the tutor discuss the teaching in a supportive environment and consider how it might be improved.

Their research[2] shows that, without the opportunity to receive feedback and coaching, there is no measurable impact on classroom practice. However, once these two components are added, in particular the final coaching stage, there is a large and measurable impact on practice.

Figure 1 on the next page offers a diagrammatic representation of the model.

The feedback might be provided by a colleague who observes the session. Alternatively, the tutor delivering the session might simply describe to colleagues what they did and what happened as a result, including things that went well and things that did not. Coaching goes one step further. It provides an opportunity for the tutor to reflect on the session and consider, in a supportive climate, why an approach did or did not work and how it might be changed or refined.

In this Entry to Employment resource we use the generic term 'tutor' to encompass the roles of all who support learning: tutors, teachers, trainers, key workers, support workers.

[1] Showers B et al, 'Synthesis of research on staff development,' *Educational Leadership*, Nov 1987.
[2] Joyce B R and Showers B, 'Student Achievement through Staff Development', 3rd edition, Association for Supervision and Curriculum Development, 2002.

Figure 1

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┌─────────────────────┐
│  Explain the theory │
└─────────────────────┘

          +

┌─────────────────────┐          ┌──────────────────────────┐
│  Show an example of │          │     Tutor receives       │
│    good practice    │          │  feedback on their       │
│                     │          │       practice           │
└─────────────────────┘          └──────────────────────────┘

          +                                  +

┌─────────────────────┐          ┌──────────────────────────┐
│  Tutor practises    │          │         Tutor            │
│  the new approach   │          │   receives coaching      │
└─────────────────────┘          └──────────────────────────┘

          =                                  =

┌─────────────────────┐          ┌──────────────────────────┐
│ No measurable impact│          │ Large, measurable impact │
│  on classroom       │          │   on classroom practice  │
│    practice         │          │                          │
└─────────────────────┘          └──────────────────────────┘
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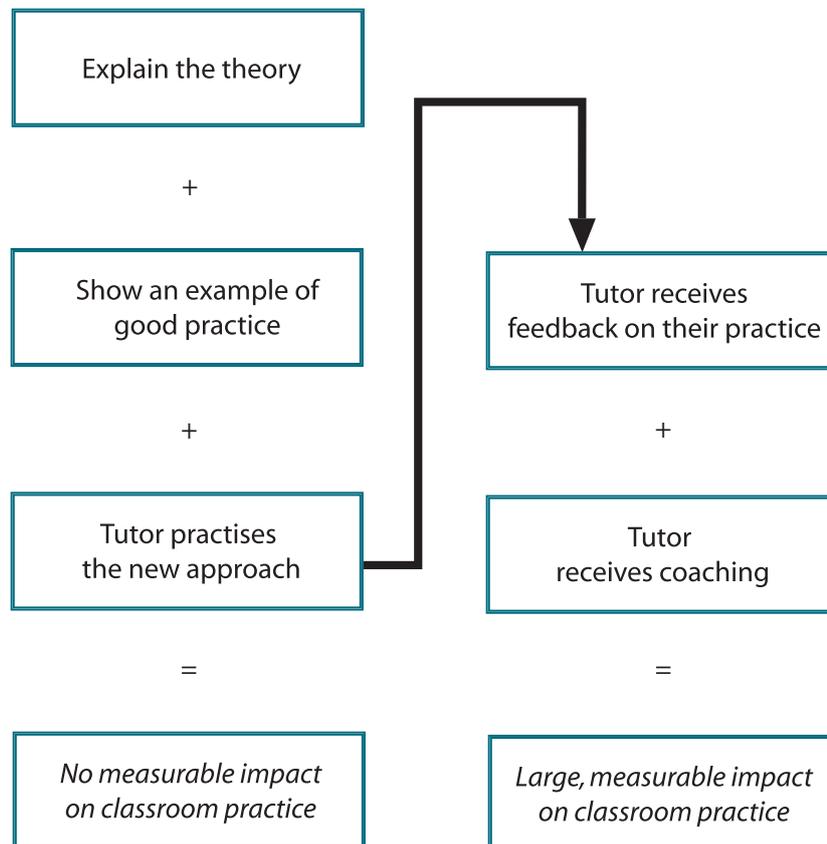
Figure 2 on the next page gives a more detailed evaluation of the impact of the Joyce and Showers model on practice[3]. The scores show an assessment not only of the knowledge and skill acquired when training approaches and combinations of training approaches are applied, but also the extent to which tutors, teachers and trainers subsequently apply the training and change their practice. We can see that whilst adding feedback to the training components (step g) raises the scores in all three areas, adding coaching to the mix (step h) results in dramatically increased transfer of training – that is, a real change in tutor practice.

This model has been followed in the design of our pilots, where colleagues from a range of providers have come together as equal partners to share reflections and challenge and support each other. We hope that you will follow the guidance in this resource and contact your Standards Unit regional team for details of how you can take part in the professional subject network and join in our coaching programme.

[3] Joyce B R and Showers B, *Student achievement through staff development*, 1988.

Figure 2[2]

Training	Training outcomes		
Training components and combinations	Knowledge	Skill	Transfer of training to practice
a. Information	.63	.35	.00
b. Theory	.15	.50	.00
c. Demonstration	1.65	.26	.00
d. Theory, demonstration	.66	.86	.00
e. Theory, practice	1.15		.00
f. Theory, demonstration, practice		.72	.00
g. Theory, demonstration, practice, feedback	1.31	1.18	.39
h. Theory, demonstration, practice, feedback, coaching	2.71	1.25	1.68

[2] Joyce B and Showers B, *Student achievement through staff development*, 1988.

Overview

Why initial assessment of personal and social skills is so important

The Entry to Employment (E2E) programme is designed to benefit young people who:

- are not yet ready or able to enter an apprenticeship;
- lack the attitudes, motivation and/or skills that would enable them to enter employment directly;
- are not currently engaged in, or may be disaffected from, education and training.

The purpose of the programme is to:

- improve learners' motivation and confidence;
- develop their Key Skills, literacy, language (ESOL) and numeracy;
- develop their personal effectiveness;
- help them acquire knowledge, skills and understanding in vocational subjects.

Developing personal and social skills is at the heart of the programme in the belief that developing such skills will help young people to:

- learn effectively;
- achieve their goals in life;
- meet expectations of potential employers;
- perform successfully in a job.

Achieving these outcomes depends on:

- establishing where learners are starting from;
- creating opportunities for them to develop in specified areas;
- designing activities, setting targets, and choosing vocational tasters, placements and training;
- providing formative feedback on a frequent and regular basis, to maintain learners' motivation and to help them progress.

The initial assessment process is therefore the foundation stone for the whole E2E programme.

Initial assessment of personal and social skills

This guide is designed to help tutors and managers develop the skills, systems and procedures to make initial assessment both effective and efficient.

It is based on the four-stage process of observation and feedback, described in detail in the Tutor guide. The four stages are:

1 Preparing to assess and develop personal and social skills;
2 Using observation to gain evidence about personal and social skills;
3 Making objective assessments;
4 Giving feedback and agreeing key objectives.

The process of initial assessment of personal and social skills through observation

Stage 1: Preparing to assess and develop personal and social skills	→	• with your colleagues, agree on a framework of personal and social skills as a basis for observation; • create an observation checklist; • engage learners in meaningful and motivating activities that will help them develop personal and social skills; • determine which activities give the learner opportunities to demonstrate the skills you have defined and also help you profile their strengths; • decide which learners you will observe during a session.
Stage 2: Using observation to gain evidence about personal and social skills	→	• agree with the learner what skills you will observe and give feedback on; • using the checklist, observe the skills you have identified; • on a recording sheet, record what you observe.
Stage 3: Making objective assessments	→	• share your observations with appropriate colleagues and partners; • compare evidence you have from other activities where the learner had a chance to demonstrate the same skills; • record your assessments, noting the progress the learner has made; • prioritise areas for development that will make a key difference to help positive progression; • identify short-term targets for discussion with the learner.
Stage 4: Giving feedback and agreeing key objectives	→	• encourage learners to reflect on their experience; • give learners positive feedback about what they do well and check that they 'hear what you say'; • help learners understand the skill areas they need to develop and agree priorities for action; • set short-term SMART targets and further assessment activities and record; • agree E2E objectives for personal and social development and record in E2E Passport.

For each of the four stages there are several elements. These are summarised on the previous page and at the beginning of each corresponding section in this guide. Each section includes CPD activities with handouts to develop the skills needed to carry out the elements in each stage of the process.

A fifth section, Process: Using flowcharting to design and improve the initial assessment process, offers activities to help managers and partners design and improve their initial assessment processes.

Finally, Annex one provides guidance to help you develop schemes of work and session plans.

Intended audience

This guide has been written for:

- **facilitators of CPD workshops**, to offer ideas and resources for running face-to-face CPD sessions;
- **individual tutors or groups of tutors** working on their own initiative, to help them re-appraise and develop their current practice;
- **new staff**, to introduce the assessment and development of personal and social skills;
- **managers**, to raise their awareness of what good practice in initial assessment can look like;
- **local partnerships**, to encourage sharing of information and good practice.

What this guide offers

This guide offers:

- material that will help facilitators to prepare and run their CPD sessions;
- activities and handouts to include in CPD sessions (printed on a blue background);
- guidance on when and how to use the video/DVD;
- references to other materials in the E2E Teaching and Learning Framework;

- CPD activities for those working on their own (printed on a green background).

Resources in the teaching and learning framework for E2E

The resources are designed to complement each other and consist of:

Tutor guidance
Tutor guide: Improving initial assessment of personal and social skills in Entry to Employment

Tutor guide CD-ROM: shows learners and tutors engaged in the initial assessment process using activities they have adapted

Activities for learners
Activities for learners: a ring binder containing guidance activities and handouts that can be used to develop and assess personal and social skills

Activities for learners: Supporting materials CD-ROM: contains session plans and resources that can be adapted

Card sets for learner activities: box containing two sets of each card set

Continuing Professional Development
Continuing Professional Development: a ring binder containing guidance, activities and resources

Video/DVD to illustrate CPD activities in action

Continuing Professional Development: Supporting materials CD-ROM: contains session plans and resources to use and adapt

Two sets of observation cards.

Using the video/DVD material with this guide

You can use the video/DVD for:

- **background** – scene-setting shows what a CPD workshop might be like;

- stimulus – footage of tutors engaged in a CPD workshop interests participants in such workshops and triggers their discussions;
- activity – footage for use in a CPD workshop.

In each section of this guide, these three possible uses are referred to with the appropriate title:

e.g. *Preparation: What are personal and social skills:* use for stimulus.

Use of the video/DVD is indicated by this icon.

Facilitators will make their own choices about how and when they use the materials.

Terminology

Throughout this resource, the following terminology is used.

- Young people on E2E programmes are called **'learners'**;
- Those who teach, supervise or support learning in any other way are referred to as **'tutors'**;
- Those who are taking part in face-to-face CPD sessions are called **'participants'**;
- The person who leads the CPD sessions is called the **'facilitator'**;
- Suggested activities for those working on their own are referred to as **'self-study'** activities.

Suggestions for CPD facilitators

Planning sessions

The CPD workshop recorded on the video took place over two consecutive days. However, for most people, CPD sessions may be just an hour or two at a time. The sections of this resource have been designed to fit this pattern.

As you run more CPD sessions, you'll get a feel for how long different activities will take. You'll need to be flexible to allow for discussion and reflection and adapt the sessions in this resource accordingly.

Whatever time is available, bear in mind the following principles:

- Start from where your audience is. Either ahead of the session or in the session itself, check what participants know and can do (even if you believe you already have this information). Be prepared to amend your session if your assumptions about their starting point don't match reality.
- Watch the video more than once to familiarise yourself with it. Check in advance how it can be used in each session.
- Make your sessions as experiential as possible. Encourage participants to engage in activities that they would use with their learners. This way, they will see things from the learners' perspective.
- Invite participants to bring their own materials, proforma, etc to the session, and use every opportunity to work with these materials. This will relate the sessions to what actually happens in E2E programmes.
- Invite participants to try for themselves the activities they are designing for their learners. This has two benefits. It gives participants insights into how it feels to be on the receiving end. It also enables them to 'roadtest' the instructions and materials and gives them extra ideas about what might emerge from the activity.
- Use role-plays to help participants develop the skills of reviewing

learners' progress, and giving and receiving feedback.

- Help participants make links between your suggestions and what goes on in their own programmes.

- Make sure that by the end of each session, participants are clear about how they will apply the contents of the session to their own practice.

Making CPD part of the working day

Encourage tutors to see CPD as part of their everyday experience. You could suggest that:

- they build time for reflection and review into their day. If they can involve colleagues in this, so much the better;

- where they teach alongside another tutor, they agree to discuss with each other how a session has gone, and give each other feedback;

- they think about the different interactions they have with their learners and the skills they would like to develop further. For example, in the context of assessing personal and social skills they could practise doing feedback sessions by setting up role-plays with their colleagues;

- they organise sessions with other providers in which they share their experiences of what works for them and their learners.

Self-study suggestions for those working without a facilitator

Even without access to facilitated CPD sessions, there is still much that you can do on your own, or with a group of colleagues. You will find specific suggestions for self-study in each section

of this resource.

You may like to watch the video from start to finish more than once, to get a flavour of a live CPD workshop, and to familiarise yourself with the material referred to in the self-study suggestions. You can then refer to specific parts of the video relating to each activity.

You should also:

- have the Tutor guide and the Activities for learners ring binder at hand;

- be prepared to look at your own practice in the light of suggestions;

- use your own real situations in the activities, so that what you read and think about is immediately translated into what you use in your work;

- invite colleagues to discuss issues, and to work through some of the activities with you.

What's in the CPD video

Approximate timings in minutes and seconds.

Introduction   0.30–2.30

Scene-setting shows learners on E2E programmes, and participants in the filmed CPD workshop taking part in an icebreaker activity, Line Up.

Preparation – what are personal and social skills?   2.30–4.30

This section stresses the benefits of tutors experiencing for themselves the activities they design for their learners. Participants try out some activities for themselves, and discuss the personal and social skills that they used in doing the activities.

`activity` Preparation – what are personal and social skills?   4.30–7.00

This section provides the material to be used in Stage one, Activity 1.1. It shows a group of learners building a paper tower.

Preparation – unpacking personal and social skills   7.00–8.30

Participants get to grips with the skills underlying descriptions of broad skill areas, such as body language.

Preparation – how to adapt activities   8.30–10.00

A tutor talks about the importance of keeping young people engaged and letting them 'play' so that they can show who they really are. This enables staff to work out how best to help them.

Preparation – sharing adapted activities   10.00–13.00

Participants share information about how they have adapted activities for learners with different needs.

Using observation – making objective observations   13.00–17.00

Participants use a card-sort activity to test their ability to distinguish between 'pure' observations, and observations mixed with opinion, interpretation and judgement.

Using observation – recording objective observations 17.00–19.30

Participants watch learners in a team-building activity, and discuss their observations.

`activity` Using observation – recording objective observations 19.30–21.00

This section provides 'live' material for use in Stage two, Activity 2.2.

Making assessments – sharing observations 21.00–22.30

Tutors from an E2E programme share their observations of particular learners.

Making assessments – observation of learners   22.30–23.30

A tutor describes her observations and assessments of two learners.

Making assessments – drafting SMART[3] targets   23.30–24.30

Observations and objective assessments lead to setting priorities and SMART targets for individual learners.

activity Feedback – how not to do it! 24.30–27.00

A role-play of a feedback session shows how it shouldn't be done, and provides the material for Stage four, Activity 4.1.

Feedback – triads   27.00–30.30

In groups of three, participants take on the roles of tutor, learner and observer in a role-played feedback session, and experience the power of putting themselves in a learner's shoes.

Planning the process   30.30–35.30

Participants explore flowcharting as a process improvement tool.

Reflections   35.30–37.00

Participants reflect on their experiences of the CPD workshop, and what they will take away with them.

[3]Specific, Measurable, Achievable, Realistic, Time-related. (See Activity 3.2, page 40.)

Stage one: Preparing to assess and develop personal and social skills

- with your colleagues, agree on a framework of personal and social skills as a basis for observation;
- create an observation checklist;
- engage learners in meaningful and motivating activities that will help them develop personal and social skills;
- determine which activities give the learner opportunities to demonstrate the skills you have defined and also help you profile their strengths;
- decide which learners you will observe during a session.

By the end of this stage, participants will have:

- discussed their definitions of personal and social skills and agreed on a common definition;
- agreed on a list of personal and social skills for use in the initial assessment process on their E2E programme;
- practised breaking down broad skill areas into observable behaviours and possible assessments;
- discussed the opportunities they have for observing learners' personal and social skills;
- experienced or observed an activity for learners, and assessed the opportunities it offers for learners to demonstrate personal and social skills;
- adapted an activity for different learners.

Hints for facilitators

1. Prepare yourself by:

- deciding how you will use the relevant parts of the video/DVD;
- checking your own definitions of 'personal and social skills';
- familiarising yourself with any personal and social skills frameworks and observation checklists that participants are already using;
- taking some broad skill areas and breaking them down into observable behaviours;
- studying Section 2, pages 21–23 of the Tutor's guide which offers a framework of personal and social skills;
- studying the Activities for learners ring binder, where you'll find descriptions of activities and the skills that they call upon in each of the six activity sections.

2. Encourage participants to bring to the CPD workshop any skills frameworks, observation checklists and activities that they currently use, plus activities that they would like to adapt for different learners.

3. Reassure participants that there is no definitive way of describing personal and social skills and that there are many different frameworks.

4. Stress the importance of using a personal and social skills framework, explaining how this:

- makes it easier to share information;
- adds consistency to assessments;

- helps learners to see connections between parts of their programme.

5. Reinforce good practice by encouraging participants to:

- involve their colleagues (who may not be at the CPD workshop) in agreeing a framework;
- work with their colleagues on breaking down the broad skill areas in the framework into observable behaviours;
- share these behaviours with all partners in the programme.

6. Make sure that there are tangible outcomes to the workshop – an agreed personal and social skills framework, observation checklists and adaptations of particular activities.

Supporting information and reference to other resources

Defining personal and social skills

The E2E programme has three curriculum components:

- personal and social skills;
- Key Skills, literacy, language (ESOL) and numeracy;
- vocational skills.

For this guide we draw on Dr Ged Lombard's approach to personal and social skills. He describes them as 'the ability to attain personal goals in social situations'.[4]

The framework used in Activity 1.1 can be downloaded from the CPD: Supporting materials CD-ROM.

Breaking down broad skills areas into observable behaviours

Section 4 of the Tutor guide contains examples of broad skill areas broken down into observable behaviours.

Observation checklists

Handout 1.2: 'Translating the framework into observation checklists' on page 25 shows one way of drawing up an observation checklist. Other examples can be found in the Activities for learners ring binder.

Designing activities for the assessment of personal and social skills

Some activities are designed specifically for assessment. Others are designed so that learners demonstrate their personal and social skills whilst doing an activity with an apparently different purpose, e.g. a vocational activity or an icebreaker.

In the Activities for learners ring binder and Supporting materials CD-ROM, you'll find:

- a range of activities described in detail;
- lists of the skills and illustrative behaviours that you could observe.

Adapting activities for needs of different learners

In the Activities for learners ring binder, you'll find a description of an activity adapted from The Life Map and called 'Life in a shoebox'.

This activity can be used to help learners organise their reflections on key events in their past, think about things that are important in their lives at present and what they hope for in the future. It is not dependent on literacy skills and can work well with learners who are more confident with practical activities.

[4]Lombard G, *Motivational Triggers*, Lifetime Careers Publishing, 2003.

Session plans for facilitators

Stage one: Preparing to assess and develop personal and social skills

Preliminary discussion
Find out from participants where they are starting from, in terms of:

- their familiarity with the observation-based initial assessment process;
- the personal and social skills frameworks and checklists they are currently using.

Take account of this in the way you run the following activities.

Activity 1.1: What are 'personal and social skills' and what can be observed?

Materials needed
Video/DVD.

Materials for activities from the Activities for learners ring binder.

Examples of participants' own frameworks and activities.

Handout 1.1: 'A possible personal and social skills framework'.

Use of video

Introduction: use for **background**. The CPD workshop began with participants taking part in icebreaker activities. Watch this part of the video to get a feel for the atmosphere.

Preparation: What are personal and social skills: use for **background** to set the scene.

activity ***Preparation: What are personal and social skills:*** Use for Activity 1.1.

Instructions
1. Describe how the activity is aimed at achieving:

- a common understanding of what is meant by 'personal and social skills', and exploring the benefits of this;
- an agreed framework for assessing learners' personal and social skills.

2. Divide participants into groups of three to five.

3. Either: play the video sequence in which learners are building paper towers. Ask groups to note the personal and social skills they see learners using.

Or: allocate to each group one activity from the Activities for learners ring binder. When they have completed the activity, ask them to identify the personal and social skills they used.

4. Take feedback on the skills identified. Discuss the ways in which 'personal and social skills' are being identified.

5. Compare this with Dr Ged Lombard's definition of personal and social skills: *the ability to attain personal goals in social situations*.

Distribute Handout 1.1: 'A possible skills framework'. Discuss both in relation to any frameworks that participants are currently using.

6. End this part of the session by amending an existing framework, or creating a new one, that participants are willing to commit to using.

Self-study suggestion: activity 1.1

1. By yourself, or with a colleague, follow the process described above for the facilitated activity.

Handout 1.1: A possible personal and social skills framework

Adaptability and flexibility	Respect for others
Co-operation	Responsibility
Efficiency	Self-awareness
Honesty	Self-confidence
Integrity	Self-control
Leadership ability	Self-direction
Personal presentation	Social interaction skills
Positive attitude to work	Self-motivation
Punctuality	Team spirit

Activity 1.2: From broad skill areas to observable behaviours

Materials needed
Video/DVD Activities for learners ring binder.

Handout 1.1:'A possible skills framework' (see Activity 1.1).

Handout 1.2: 'Translating the framework into observation checklists'.

Handout 1.3: 'From broad skill areas to possible assessments'.

Handout 1.4: 'From possible assessments to observable behaviour'.

Handout: 'Proforma' chosen from an activity in the Activities for learners ring binder.

Use of video

Preparation: unpacking personal and social skills: use for **stimulus**

Participants in the video try to unpack broad skill areas. The footage shows them grappling with 'body language'. You may like to show this in your CPD workshop as a way of reassuring participants that breaking down broad concepts doesn't necessarily lead directly to observable behaviours.

Instructions
1. Explain how the activity aims to help tutors record observations of learners.

2. Explain how to get from broad skill areas, such as the items in a framework, to recording observations on an observation checklist. Distribute

Handout 1.2:'Translating the framework into observation checklists'.

3. Discuss the Handout 1.3 example of one broad skill area – self-awareness. Explain that such expressions are too broad to be useful for making observations and giving feedback. The purpose is to break down such concepts into 'broad skill areas', and then into possible assessments that can become part of an observation checklist.

Optional:
Preparation: unpacking personal and social skills: use for **stimulus**

4. Ask participants to split into groups of three to five.

5. Give out Handout 1.3:'From broad skill areas to possible assessments'.

6. The task is to take each broad skill area and write three to four possible assessment items for it.

If you want to extend the activity, offer participants additional broad skill areas, or else invite them to add and work with their own additional items.

7. Monitor groups' progress. After a few minutes, check that they're on the right track by asking each group to contribute an example of one set of assessment items in relation to a broad skill area. Discuss and clarify the task if necessary.

8. When you sense the groups are coming to the end of their activity, reconvene the whole group and discuss the outputs.

If you want to offer more examples, choose a proforma from one of the activities in the Activities for learners ring binder and offer copies to participants.

9. Distribute Handout 1.4:'From possible

assessments to observable behaviour'. For each possible assessment, ask participants to write down examples of behaviour that they might observe in learners.

10. Use the items to draw up new observation sheets for use in the workplace.

Emphasise to participants that a checklist is an aid, not a straightjacket.

The areas you identify are only there as a guide. What's most important is that tutors record specific behaviours. You need these to give helpful and accurate feedback to learners.

The possible assessments are also a guide. They help you think in advance about how you'll interpret what you see. When you actually use the checklist, you may find that you collect more useful information if you note the behaviour first, and relate it to a possible assessment afterwards.

Self-study suggestions: activity 1.2

1. Watch Preparation: what are personal and social skills? and Preparation: unpacking personal and social skills.

2. Follow the instructions for the facilitated activity.

3. Discuss your ideas with a colleague.

4. Draw up observation checklists with columns for skills, possible assessments and examples of actual observed behaviour.

Handout 1.2: Translating the framework into observation checklists

How do you move from your framework of personal and social skills to a checklist that you can use for observing learners? The sequence is as follows:

1. Agree a framework with your colleagues. This will describe, in the most general terms, areas in which you want learners to develop and might include a mixture of broad skill areas, and even more general concepts, such as **Self-awareness**. Don't get hung up on the words. What's important is the discussion you have with colleagues.

2. Describe the broad skill areas encompassed in each item.

For example: A skill that is part of **Self-awareness** might be:

Realistic assessment of strengths and qualities.

3. Now make a list of three or four different levels of assessment that you might use for this skill.

For example: **Realistic assessment of strengths and qualities** might be assessed as:

● **growing self-awareness, realism and ambition;**

● **developing clear realistic view of strengths and qualities;**

● **some awareness but unfocused;**

● **very unrealistic with little self-awareness.**

4. When you use the checklist to observe a learner, you write down the actual behaviour that you see and relate it to one of the assessments.

For example: you might note that in the activity 'What am I like?' you observed that a particular learner:

'wrote nothing for the first few minutes, then wrote "I don't fit in".'

and when a tutor mentioned several positive aspects of the learner's behaviour, the learner:

'looked away and shook his head.'

For that particular learner, you might assess these behaviours as:

'Very unrealistic with little self-awareness.'

Handout: 1.3: From broad skill areas to possible assessments

A learner can demonstrate 'self-awareness' or 'co-operation' or any of the other items in a framework in many ways. The grid below gives two examples.

Your task is to take further general concepts (like self-control, leadership ability and any others that are important for your learners) and break them down into skill areas, as in the examples. For each skill area, devise a range of three or four possible assessments, using the examples as a guide.

In the Activities for learners ring binder you will find examples of broad skill areas and possible assessments that relate to the activities.

Framework item	Broad skill areas	Range of possible assessments
Self-awareness	Realistic assessment of strengths and qualities	Growing self-awareness and realism. Developing clear realistic view of strengths and qualities. Some awareness but unfocused. Very unrealistic with little self-awareness.
Co-operation	Negotiates and compromises	Will help others resolve differences of opinion. Attempts to solve disputes with others. Sometimes meets others half-way. Rigidly sticks to own ideas: no attempt to resolve differences.
Self-control		
Leadership ability		

Handout 1.4: From possible assessments to observable behaviour

For each possible assessment, give an example of what you might see a learner doing. Use your experience of working with learners to think of behaviours you've seen.

Broad skill area	Range of possible assessments	Observable behaviour
Negotiates and compromises	Will help others resolve differences of opinion. Attempts to solve disputes with others. Sometimes meets others half-way. Rigidly sticks to own ideas. No attempt to resolve differences.	
Makes changes in the light of the views of others	Recognises the benefits of taking account of the ideas of others to improve or complete a task. Sometimes incorporates the ideas of others. Rarely takes account of the views and ideas of others even when they are the consensus.	
Asks questions	Asks questions at the right time for the right reasons. Sometimes asks questions. Does not ask questions or seek clarification.	
Responds to questions	Responds to questions effectively. Usually responds to questions. Responds to some questions. Doesn't respond to questions.	

Activity 1.3: Choosing 'dual-purpose' activities for learners

Materials needed
Sets of materials for running How do you feel today? (See Activities for learners ring binder) or an alternative activity.

Instructions
Learners need to be engaged in doing things that are motivating and relevant. This means that tutors need to choose an activity that can both interest the learner and provide them with opportunities to develop personal and social skills. We have termed these activities 'dual purpose' activities. Explain that this session will help tutors analyse the potential for activities to become 'dual purpose' activities.

1. Explain how the aim is to experience an activity that could be used with learners, and to analyse the personal and social skills involved in doing that activity.

2. Ask participants to form groups of three or four around tables.

3. Provide a set of materials for each table.

4. Invite them to complete the activity How do you feel today?

5. Identify the personal and social skills learners might demonstrate while doing the activity.

6. Discuss the materials participants currently use as vehicles for assessing personal and social skills. Encourage the use of 'dual-purpose' activities.

Self-study suggestions: activity 1.3

1. Take the materials for How do you feel today? from the Activities for learners ring binder, or else select an activity of your own.

2. Work through the activity as if for real. If you can persuade someone to do it with you, so much the better. If you have children, you might like to try it out on them and observe them doing it.

3. Identify the personal and social skills you used, or observed others using, while doing the activity.

4. Look up activities in the Activities for learners ring binder, and study the lists of skills that might be used in each one.

5. Review activities that you use. What personal and social skills would a learner use when doing them?

6. Look for opportunities to include 'dual-purpose' activities in the programme you offer learners. Make a list and draw up observation sheets to suit the activity.

Activity 1.4: Adapting activities for different learners

Materials needed
Use either The Life Map from the Activities for learners ring binder or else use activities that participants have brought with them.

Use of video

Preparation – how to adapt activities:
use for **stimulus** .

Preparation – sharing adapted activities: use for **stimulus**. Participants explain how they use The Life Map with young female offenders.

Instructions
1. Explain how the aim is to explore ways in which activities for learners can be adapted to suit different circumstances and different needs.

2. Show both sections of the video.

3. Invite contributions from the whole group about the particular characteristics, constraints and needs of their learners that make it necessary to adapt activities.

4. Ask participants to form groups of three or four round tables and to agree an activity with which to work.

5. Invite each group to:

- draw up a profile of two learners;
- list the different characteristics, constraints and needs of each learner;
- plan how they would adapt their chosen activity for the identified learners.

6. Reconvene the groups. Share and discuss the suggested adaptations.

Self-study suggestions: activity 1.4

1. Watch the video where participants are talking about the way they have adapted The life map activity.

2. Consider the particular characteristics, constraints and needs of your learners that make it necessary to adapt activities.

3. Review what you currently do to meet these learners' needs.

4. Select a significant activity that you currently use, and consider what else you might do to adapt it.

5. Talk to your colleagues about what they do to adapt activities, and what you might do jointly.

An important note: as you are aware, many young people on E2E programmes are vulnerable. It is important that you are sensitive about how you use activities that could invite young people to discuss personal and confidential areas of their lives. Tutors need to be skilled at handling confidentiality and disclosure. They should be aware of their organisation's policies on disclosure. If you need advice about developing policies and training in this area you can contact your local Area Children's Protection Committee: www.acpc.gov.uk Guidance about appropriate action in the event of disclosure of confidential information by learners is part of the Government's "Quality Protects" programme – see: www.dfes.gov.uk/qualityprotects

Stage two: Using observation to gain evidence about personal and social skills

- agree with the learner what skills you will observe and give feedback on;
- using the checklist, observe the skills you have identified;
- on a recording sheet, record what you observe.

By the end of this session, participants will have:

- completed a card sort activity about differentiating between objective observations, and subjective observations, i.e. mixed with judgement, interpretation and opinion;
- discussed the need to make objective observations, and the possible negative effects of making subjective observations;
- practised making objective observations in real time.

Hints for facilitators

1. Familiarise yourself with the distinction between **subjective** and **objective** observations by working through the card sort activity, 'Objective/subjective observations', supplied with this ring binder, and comparing your own judgements with the suggestions in Handout 2.2.

2. When you're running the activities in this section, display definitions of subjective observations (observations that include interpretations, opinions and assumptions) and objective observations (observations that say only what can be seen or heard) throughout, as a reminder to participants.

3. Keep participants to the point. Watch out for deviations in the form of:

- discussing whether something might be true or not;
- inventing a context for a particular item in the card sort and using this to influence their assessment of the item.

4. Watch both sections of the video, so that you are thoroughly familiar with every aspect of behaviour of the learner featured in the CPD video/DVD.

Supporting information and reference to other resources

The importance of making objective observations

Research shows that learners benefit from feedback. They find it motivating and it helps them to make progress. But the feedback must reflect what a learner actually did, not just provide an assessment or an opinion that the tutor has made. 'Objective observations' provide the evidence that learners need and help tutors plan specific learning strategies.

Common confusions

1. **Appropriate** This is a convenient shorthand for something taken to be self-evident but it is not an objective observation. It might mean:

- 'this is what I believe is the right thing to do here';
- 'this is the behaviour I would expect';
- 'this is the behaviour I am comfortable with';
- 'this is how people in my culture behave'.

It does, however, have a place in objective assessments. It can reflect a consensus that has emerged out of discussion with tutors and learners about possible cultural differences and awareness of why different behaviours would be deemed to be 'inappropriate'. Without this discussion, the danger is that unrecognised assumptions about cause and effect, and unexplored value systems, become embedded in the assessment process. At best, feedback will be less helpful than it might be. At worst, the feedback could have a damaging effect on an individual's learning.

2. **Often** This is another vague word open to different interpretations. To convey progress over time, be more precise. For example, an observation that something happened 'three times in this session....' can be compared with the number of times the same behaviour was recorded in an earlier or later session. This could be useful information to feed back to a learner.

3. **She doesn't want to be here** or **He's not interested** These statements may or may not be a true reflection of a learner's state of mind. They are not objective observations; they are interpretations.

However, if they were rephrased as: 'She told me yesterday that she didn't want to be here' or 'He said he wasn't interested' then the evidence is clear and the statements become objective observations.

4. **'... is able to...'** This is an assessment, not an observation.

To be an observation, it would have to include a description of the context in which a learner showed this ability and where the learner did not show the ability.

For example: 'I saw James demonstrate his ability to work with others by contributing his own ideas, and building on others' ideas in the 'tower building' activity. When planning the site visit, he said nothing during the 15-minute discussion.'

You may also like to refer to the Tutor guide, section 4.

Terminology

The titles in the video/DVD and the written material in this guide refer to 'objective' and 'subjective' observations. Objective observations describe only what you might see and/or hear. Subjective observations have opinions, interpretations and judgements mixed in. Another way of describing this distinction is to use the terms 'pure' and 'mixed' observations. You will hear the facilitator on the video use these terms. She also uses the word 'contaminated' observations when talking about mixed/subjective observations. A participant talks about 'clean' observations – which is another word for 'pure' or objective.

Any of these descriptions can be used.

Materials for further discussion and practice

There is more footage of learners taking part in adapted activities in the Tutor guide CD-ROM. This could be used during a CPD workshop, or by tutors working independently.

Session plans for facilitators

Stage two: Using observation to gain evidence about personal and social skills

Activity 2.1: Distinguishing between objective and subjective observations

Materials needed
Video/DVD.

One set of 'observation' cards for each group.

Use of video

Using observation – making objective observations: use as **background** and **stimulus**. This section explains the importance of making objective observations and introduces the card sort activity. Participants may be interested to see how delegates at the CPD workshop tackle the card sort.

Instructions
1. The task is to decide which of the items are **objective observations** and which are **subjective observations**.

2. In groups of three or four, participants discuss each item and allocate it to one of three piles: 'objective observations'; 'subjective observations'; 'not sure'.

3. When the sorting is complete, invite each group in turn to contribute five cards in the 'objective' category. Check for agreement as the items are offered. Discuss those that trigger disagreement.

4. Continue going round the groups until all the 'objective' items have been agreed.

5. Next, follow a similar process for the 'subjective' items.

6. Finally, deal with any items that remain in the 'not sure' category.

Handout 2.1: Observations – objective or subjective?

In the right-hand column, indicate whether you think an item is:

- objective (O);
- subjective (S);
- or you're unsure (?).

		O/S/?
1	Collected own resources and settled down to work without prompting.	
2	Is able to work alone.	
3	Interacted appropriately with peers.	
4	Asked for help.	
5	Completed task on time.	
6	Sat quietly throughout the session.	
7	Shy and withdrawn.	
8	Lazy, can't be bothered.	
9	Dirty, smelly appearance reflects poor home life.	
10	Maintains eye contact appropriately.	
11	Aggressive body posture during one-to-one discussion.	
12	Cannot be trusted.	
13	Uses four-letter words frequently in conversation.	
14	Does not want to be here.	
15	Not interested.	
16	More interested in mobile phone.	
17	Friendly smile and manner.	
18	Speaks to others in the group in a way that I admired.	
19	Did not interrupt but contributed without prompting.	
20	Sensible.	
21	Followed written instructions to the letter.	
22	Refused to remove coat and baseball cap.	
23	Found a solution to the problem, and it worked.	
24	Didn't listen to a word I said.	
25	Explained instructions for the task to partner.	
26	Demonstrated recollection of key words.	
27	Arrogant.	
28	Spent 10 minutes discussing TV programme with friends.	

Handout 2.2: What we think about the observations: objective (O); subjective (S)

1	Collected own resources and settled down to work without prompting.	**(O)**
2	Is able to work alone.	**(S)** 'Able' implies an assessment. The observation might be: 'Did the work without talking to anyone else.'
3	Interacted appropriately with peers.	**(S)** Using the word 'appropriately' implies a judgement. The observation might be: 'Talks to peers in a way that they seem comfortable with.'
4	Asked for help.	**(O)**
5	Completed task on time.	**(O)**
6	Sat quietly throughout the session.	**(O)**
7	Shy and withdrawn.	**(S)** This is an interpretation of unspecified behaviour. The observation might be: 'Looked down at the floor whilst I was talking to her. Only answered 'yes' or 'no' to my questions.'
8	Lazy, can't be bothered.	**(S)** This is an interpretation of unspecified behaviour. The observation might be: 'Left his seat at least four times during the class, and went to talk to a mate.'
9	Dirty, smelly appearance reflects poor home life.	**(S)** The dirty, smelly appearance is an observation, but 'reflects poor home life' is an interpretation, albeit a possibly accurate one.
10	Maintains eye contact appropriately.	**(S)** 'Appropriately' is a judgement. The observation might be: 'Looked her in the eye when she was talking to him.'
11	Aggressive body posture during one-to-one discussion.	**(S)** 'Aggressive' is a label for unspecified behaviour. The observation might be: 'Jabbed the air with his finger and stuck his chin out....'
12	Cannot be trusted.	**(S)** This is an opinion. The observation might be: 'He didn't do what he said he'd do.'
13	Uses four-letter words frequently in conversation.	**(S)** The word 'frequently' reflects an opinion.
14	Does not want to be here.	**(S)** As it stands, this is an interpretation. The observation might be: 'She told me she doesn't want to be here.'

Handout 2.2: What we think about the observations (continued)

15	Not interested.	**(S)** This is an inference. The observation might be: 'He looks out of the window.'
16	More interested in mobile phone.	**(S)** This is an inference. The observation might be: 'She was sending a text message whilst I was giving instructions.'
17	Friendly smile and manner.	**(S)** 'Friendly' is a judgement. The observation might be: 'Each time I've seen her come into the room, she has a smile on her face, and she greets the group.'
18	Speaks to others in the group in a way that I admired.	**(O)** The observer is expressing her own response to the speaker.
19	Did not interrupt but contributed without prompting.	**(O)**
20	Sensible.	**(S)** This is a judgement. The observation might be: 'Told me he went home at 11pm rather than clubbing on the night before his first interview.'
21	Followed written instructions to the letter.	**(O)**
22	Refused to remove coat and baseball cap.	**(S)** 'Refused' is an interpretation. The observation might be: 'Didn't take off his coat and cap when the tutor asked him to.'
23	Found a solution to the problem, and it worked.	**(O)**
24	Didn't listen to a word I said.	**(S)** This is an inference of unspecified behaviour. The observation might be: 'When I asked her to do X, she went off and did Y.'
25	Explained instructions for the task to partner.	**(O)**
26	Demonstrated recollection of key words.	**(O)**
27	Arrogant.	**(S)** This is an interpretation of unspecified behaviour. The observation might be: 'Three times, I've invited him to take part in an activity, and each time he told me it's kids' stuff.'
28	Spent 10 minutes discussing TV programme with friends.	**(O)**

Activity 2.2: Recording observations

Materials needed
Video/DVD.

Copies of blank observation checklists.

Use of video
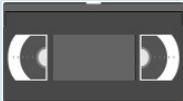
Using observation – recording objective observations: Use for `activity`. Participants will watch the sequence featuring a learner called James in a group activity and record their observations in real time.

Instructions
1. Explain how the activity enables participants to practise making objective observations in real time.

2. Tell the group you are going to play a video sequence featuring a learner called James taking part in an activity to build a paper tower. Their task is to write down every aspect of his behaviour that they notice. At this stage, you aren't interested in what skill areas his behaviours might fit into. It's purely an exercise in recording observations.

3. Play the video from start to finish, whilst participants write down their observations.

4. Replay the video, asking participants to raise their hand at each piece of behaviour for which they made an observation.

5. Facilitate a group discussion of whether the observations made were 'objective' or had judgements, opinions or interpretations mixed in.

6. Draw attention to any behaviours that participants overlook.

Stage three: Making objective assessments

- share your observations with appropriate colleagues and partners;
- compare evidence you have from other activities where the learner had a chance to demonstrate the same skills;
- record your assessments, noting the progress the learner has made;
- prioritise areas for development that will make a key difference to help positive progression;
- identify short-term targets for discussion with the learner.

By the end of this session, participants will have:

- used real information about particular learners as the basis for making objective assessments;
- assessed the quality of the information on which they make assessments of learners and the process by which the information is shared and used;
- used objective assessments as the basis for setting SMART[5] targets;
- agreed an action plan for improving the quality of information gathering and sharing.

Hints for facilitators

1. Check at the outset whether participants have sufficient information about individual learners to work with in Activity 3.1. If you doubt that they have enough, consider the alternative ways of running the activity.

2. Look out for the use of observations that are 'subjective' not 'objective' and remind participants of the work they did in the card-sort activity.

3. Emphasise that the cycle isn't complete until the learner has new targets to work towards, so part of the discussion among tutors should be on translating the objective assessments into priority improvement areas, with SMART targets attached.

4. The activities in this session give participants the insights and experience to appraise their current observation and assessment processes and plan how they will improve them.

Supporting information and reference to other resources

Making 'objective assessments' involves the following steps:

- each tutor draws together information they have about a learner;
- groups of tutors meet to share and discuss the information they jointly hold. They also submit any available information from other sources, such as workplace supervisors, Youth Offending Team officers or other support workers;
- they make assessments of the learner, noting progress made and developmental needs that remain;
- jointly, they identify priority areas for development for each learner and draft SMART targets to discuss with their learners.

The emphasis is on working from the evidence to the assessment and then the targets. This means that the assessments and targets are grounded in observations that can be shared with the learner.

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[5]Specific, Measurable, Achievable, Realistic, Time-related. (See Activity 3.2.)

Session plans for facilitators

Stage three: Making objective assessments

Activity 3.1: Using observations from different sources as the basis for writing a short assessment.

Materials needed
Participants' own recorded observations of particular learners, to be used as the basis for making objective assessments.

Use of video

Making assessments – sharing observations: use as stimulus. This section shows tutors sharing their observations and assessments of particular learners.

Making assessments – observation of learners: use as stimulus. This section shows a tutor combining observations and assessments.

Instructions
1. Ask participants to go into groups of three.

2. Invite one member of each group to share with the group the information they have brought about a particular learner.

3. Invite the group to discuss what assessments they felt able to make on the basis of the information given.

4. Repeat the process for the two remaining group members' information.

5. Ask the group to review the quality of

the information they have been working with. If they judge it to be lacking quality in any way, ask them to discuss how they could improve it. Invite each group to share their suggestions with the whole group, and draw up an action plan to take back to their workplace.

Alternative ways of running Activity 3.1: If nobody in the group of three has sufficient information to contribute, the options are to:

● run the activity with information from just one or two participants per group;
● increase the size of groups to four;
● use the observations of James in Stage 2, Activity 2.2, page 37.

Activity 3.2: Setting priorities and targets

Materials needed
The objective observations and assessments of James made earlier. Handout 3.1 on setting SMART targets (page 42).

Use of video

Making assessments – drafting SMART targets: use as stimulus. Invite participants to consider whether suggestions made are genuinely SMART targets.

Instructions
1. Remind participants that objective assessments are the basis for setting priority areas of development.

2. Invite participants to suggest what areas of development they might identify

for James.

3. Discuss these briefly, and use the information to set SMART targets for James.

Activity 3.3: Action planning

Instructions
- Ask participants to remain in their groups to answer the questions on Handout 3.2: 'Where's the evidence?' (page 43).
- Decide how much time you want to allow for this activity, and monitor each group's progress.
- When you judge that they have had sufficient time, ask each group in turn to contribute one of their answers to the question: 'What works well?' Ensure that they explain the reasons why something is working well. Continue inviting contributions until all the success stories have been told.
- Then go round each group again, asking for one answer at a time to the final question: 'What will you do to put improvements into practice?'

Note that this focuses on positive action, rather than encouraging a woeful recital of what is not working.

Self-study suggestions: activities 3.1, 3.2 and 3.3

1. Invite a colleague to work with you.

2. Follow the guidelines above for the facilitated activities.

3. Consider the quality of the data available to you and draw up your own action plans for improving it.

4. Use Handout 3.2: 'Where's the evidence?' to help you.

Handout 3.1: Setting SMART targets

Targets are unlikely to be motivating and useful unless they are expressed in SMART terms. Within the framework of the initial assessment period, it's particularly important to choose targets that are achievable in that time, and involve actions that learners can realistically be expected to take.

SMART targets are:

Specific	They say exactly what you need to do.
Measurable	You can prove that you have reached them.
Achievable	You can reach them in the next few weeks.
Realistic	They are about action you can take.
Time-related	They have deadlines.

Handout 3.2: Where's the evidence?

In your E2E programme:

How do you gather and record information about your learners?

Who do you share it with?

How often do you share it?

How would you describe the conversations you have when you're sharing the information?

What are the outcomes of these conversations?

What impact do these outcomes have on learners?

Which aspects of the process are working well? Why is this so? How could they be made even better?

Which aspects of the process are working less well? How could they be improved?

What will you do to put these improvements into practice?

Stage four: Giving feedback

- encourage learners to reflect on their experience;
- give learners positive feedback about what they do well and check that they 'hear what you say';
- help learners understand the skill areas they need to develop and agree priorities for action;
- set short-term SMART targets and further assessment activities and record;
- agree E2E objectives for personal and social development and record in E2E Passport.

By the end of this session, participants will have:

- discussed the purpose of feedback and review sessions;
- reviewed and discussed the characteristics that make feedback and review sessions successful;
- taken part in role-plays, as tutor, learner and observer, and practised giving and receiving feedback in each of these roles.

Hints for facilitators

1. Familiarise yourself with the supporting information. This will give you the background information you need to talk to participants about the importance of giving feedback, and how to do it in an effective and helpful way.

2. Some participants feel nervous about 'role-play'. They may imagine it will call upon them to demonstrate acting skills that they don't believe they have. One way to get over this is to introduce the activity as a chance to practise running a feedback and review session, so avoiding use of the word 'role-play'.

3. Encourage participants to set up their own practice sessions in triads with their colleagues. Working in this way is a safe way of practising and exploring possible challenges. It also helps tutors to appreciate what a learner might be experiencing in a feedback and review session.

4. Ensure that priority is given to practising skills, rather than just talking about them. Trying things out and getting feedback is likely to lead to greater learning.

5. Prepare yourself by creating your own SMART versions of the un-SMART targets in Handout 4.4 (page 54).

Supporting information and reference to other resources

Feedback is one of the most powerful ways of motivating a learner. Given formally every two to four weeks, it's a labour-intensive activity but should be seen as a learner's entitlement. Handout 4.3: 'How to run effective feedback and review sessions' (page 50) serves both facilitators and participants.

How to conduct a feedback and review session

- Remind the learner of the targets set in the previous feedback and

review session. Provide evidence on the extent to which those targets have been met. Celebrate successes. Ensure that the learner 'hears what you say' and acknowledges strengths and achievements.

- Where targets have not been achieved, explore with the learner what got in the way.
- With the learner, identify priority areas to work on.
- Involve the learner as much as possible in setting new targets and what would be involved in achieving them. Offer a measure of choice. Check that they are SMART targets. Ensure that they are relevant by relating them to the learner's overall programme goals.
- Invite the learner to talk about any concerns or problems he or she might be having. Agree action to be taken.
- End the session on a positive, forward-looking note wherever possible.
- Complete the paperwork.

Involving the learner

Many learners are likely to need some encouragement to contribute to the feedback and review session. The effort this takes could be at odds with the time that might be available and a tutor's desire to get information across as clearly and efficiently as possible. However, it's worth persevering, so that it becomes clear to the learner that their input is both expected and welcomed.

Big, open-ended questions like: 'How have you been getting on recently?' are unlikely to elicit much information. Faced with so many possible answers, a learner will most probably respond with a bland 'OK'.

More interesting results are likely to emerge from more focused questions, with the tutor contributing some scene-setting, and then inviting comment. For example, instead of a tutor asking: 'How are you getting on with controlling your anger?', the conversation might go like this, giving the learner recognition for progress, inviting the learner to reflect, and then becoming more specific:

Tutor: 'We've been talking about how you tend to get angry when someone gives you more information than you can handle, and we've been working on how you might respond differently.

A couple of days ago, when I was giving you some instructions, you said: 'Hang on, I'm getting lost'. That was great. It was just the sort of strategy we'd been talking about.

Can you remember any other times when you've said something like that to other tutors?

Learner: Dunno

Tutor: I remember you talking about getting angry on the first day at your work placement. Have you had dealings with the same person since?

Learner: Yeah.

Tutor: And have you got angry with him?

Learner: No.

Tutor: So what's been different?

Learner: It just didn't seem like a problem any more.

Tutor: Can you explain why that is?

Learner: Dunno, I mean, like... I know I can ask, so I don't get so wound up...

Tutor: It sounds as though you're more confident now that you know you've got some strategies. Because you're more confident, you're less anxious, so you're probably able to take in more of what people are saying without feeling overloaded and angry. Is that it?

Learner: Yeah.

The tutor does not give up, nor feed answers to the learner. But the tutor does keep prompting. At the end, the tutor tries to make sense of what the learner has said, and then feeds it back to the learner to check whether it is what the learner meant. This strategy both encourages the learner to reflect, and then validates what the learner comes up with, and maybe takes it a stage further.

Session plan for facilitators

Stage four: Giving feedback and reviewing progress

Activity 4.1: Guidelines for effective feedback and review sessions

Materials needed
Video player and video cued for the role-play between 'Sal' and her tutor.

Handout 4.1: 'Sal – a pen picture'

Use of video

Use for **activity** .

Feedback – how not to do it: use for Activity 4.1.

Instructions
1. Ask participants to put themselves into new groups of three.

2. Introduce the pen picture of Sal either verbally or by giving out Handout 4.1.

3. Play the video and invite participants to list everything not done as they would wish.

4. Invite groups to share items from their list. Take no more than three items at a time from each group, and go round the groups until all contributions have been taken. List each comment on a flip chart.

5. Display the flip chart list where everyone can see it.

6. Ask participants to work in their small groups to compile a set of guidelines on running an effective and helpful feedback and review session.

7. Invite groups to share items from their list in the same way as before. Note what is said on the flip chart.

Please note: After the session, write up the guidelines and send a copy to each participant as an aide-memoire for use when they are preparing and conducting feedback and review sessions for real.

Self-study suggestions: activity 4.1

1. Watch the role-play on the video (*Feedback – how not to do it*).

2. Make a list of everything that was not done as you would wish.

3. Turn this list of negatives into a positive set of guidelines for running a feedback and review session.

4. Turn this list into an aide-memoire for you to use each time you prepare for and run a feedback and review session.

Handout 4.1: Sal – a pen picture

- 17 years old;

- history of truanting and temporary exclusions;

- caught shop-lifting once but the shopkeeper did not press charges;

- two brothers aged 8 and 13, and one sister aged 6;

- Mum is a single parent and severely disabled;

- Sal and brothers and sister have had various foster families;

- Sal and brothers and sister have lived at home for the last two years;

- Sal does most of the shopping and housekeeping for the home;

- Sal takes sister and youngest brother to school in the morning;

- Sal's other brother goes to school by bus but is a regular truant.

Handout 4.2: Transcript of video role-play

Tutor
Right. That's it for today everyone. See you on Thursday.

Oh, Sal, don't rush off. I need a quick word.

Sal
But I'm catching the bus into town for....

Tutor
I'm sure whatever it is can wait. I need to do your review.

Sal
But you said that was tomorrow.

Tutor
Yes, and now I can't do tomorrow, something important's come up.

Sal
Oh, great. Just muck me around, why don't you? Anyway, what's the point. All it is is forms and you asking: 'How are you doing, Sal?' 'Do you have any problems, Sal?' 'Have you been bullied, Sal?' 'Turn off your phone in class, Sal.' Blah, blah, blah, blah, blah....!

Tutor
Finished, have we? Yes, I know. I'm not that keen on form-filling myself, but we have to do it. The sooner we start, the sooner you can go and catch your bus. I promise we'll be finished in a few minutes. I'm looking forward to a cup of coffee myself.

Right then, how are you getting on? You still seem to have problems getting on with Marty and your time-keeping's still dreadful and.... Good grief, I think I'll stop there. I don't really want to depress both of us before lunch.

Sal
The thing is, I have to take my brother and sister to school and...

Tutor
Yeah, I know that, you told me last time but...

Sal
So it's still a problem.

Tutor
OK. I hear what you're saying; it's still difficult. Anyway, let's leave that for a moment. You're not exactly the worst in the group, are you? Right, next, any instances of harassment, bullying etc? No? OK.

Right, let's set some targets for next time. What shall we say? 'Improve time-keeping'? Yeah, I think we're both agreed on that.

You're enjoying the collage work, aren't you? Er... so let's have a target of 'Continuing with collage work.'

OK anything else? No? See, I told you it wouldn't take long.

Right we both need to sign it. That's me – now you. Don't worry about reading it all through again; it's just what we've discussed today.

Sal
About Marty...

Tutor
Leave that for today, Sal, or you'll miss your bus. We'll sort it out next time. See you Thursday. Don't be late.

Handout 4.3: How to run effective feedback and review sessions

Feedback is one of the most powerful ways of motivating a learner. Given formally every two to four weeks, it is a labour-intensive activity but should be seen as a learner's entitlement.

Guiding principles

- The feedback and review process should be conducted in a way that says to the learner 'this is your entitlement'. Any indication – spoken or through body language – that implies otherwise could undermine the process.

- Feedback is not confined to designated sessions. It should be given informally whenever a tutor believes it would be helpful. Feedback can be a powerful motivator.

- A feedback session should be a two-way activity, with a tutor inviting comments from the learner as well as making assessments about the learner.

- The focus in the feedback is on the behaviour, not the person, and concerns areas that can be changed or developed, not those that can't.

- The feedback should lead to an agreement between learner and tutor about the learner's priority development areas.

- Identifying priorities leads to discussion of strategies.

- Learners should experience choice about the targets they agree to. If the targets can't be agreed in the same session as the feedback, the tutor should offer the learner the chance to reflect and meet again later.

- SMART targets negotiated with learners should incorporate strategies for development of priority areas.

Planning

- Think carefully about what you want to say. Gather together evidence about achievements as well as areas for improvement.

- Choose a private comfortable place in which to have the conversation. Sit at an angle to the learner, not facing them directly, nor putting a desk between the two of you.

- Choose a time when you and the learner are both likely to have the energy and time to concentrate on what's being discussed.

- Aim to give formal feedback to each learner every two to four weeks. Give informal feedback at the time, or at short notice.

Comments on the role-play

On the positive side, the tutor:

- is aware of the need to conduct a review with Sal;
- remembers that Sal is enjoying the collage work.

On the negative side, the tutor:

- changes the arranged time for the review without checking with the learner and without giving the learner any warning;
- is in a hurry;
- conducts the session in a way that Sal would most probably have experienced as just going through the motions;
- brushes away Sal's protests about needing to catch a bus;
- focuses primarily on problems that still exist;
- responds with sarcasm to Sal's expressions of frustration;
- interrupts Sal's attempts at talking about her commitments to siblings;
- makes only the most cursory checks on whether Sal is experiencing bullying, and doesn't wait for an answer;
- is evaluative in comments ('you're still having problems...'; 'your time-keeping's dreadful...') instead of offering objective observations;
- makes no attempt to seek Sal's opinions, experiences, feelings or input;
- makes no attempt to help Sal understand the skill areas in which she needs to improve;
- sets targets that are neither SMART nor related to particular skill areas;
- asks Sal to sign the document without reading it.

Activity 4.2: Giving feedback to tutor in video role-play

Materials needed
Video and video player.

Handout 4.2: 'Transcript of video role-play'.

Use for **activity**.

Instructions
1. Explain that you will be showing the footage of Sal's feedback again.

2. Ask participants to put themselves into groups of three.

3. Play the feedback session between the tutor and Sal – up to the end of the session. Give out the transcript.

4. Invite each group to imagine that they are that tutor's manager giving feedback. The groups' task is to write a script for that feedback session.

5. Invite one group to role-play giving that feedback and ask other groups to comment on what they see and hear.

6. Repeat with as many of the remaining groups as is useful.

Self-study suggestions: activity 4.2

1. Using the transcript of the role-play between Sal and her tutor, and your list (or the handout) of everything that you would like to have been different, reflect on how you would give feedback to that tutor and make notes on how you would do so.

2. Invite a colleague to work with you. Show your colleague the video of the role-play and ask your colleague to play the role of the tutor, receiving feedback from you on how to run a feedback and review session more effectively.

3. Invite your colleague to tell you how it feels to receive your feedback.

Activity 4.3: Running a feedback and review session using real data about learners

Materials needed
Participants' information about a particular learner

Use of video

Use for **background** and **stimulus**. See 'Triads' section in the video.

Instructions for activity
1. Stress that any information should not divulge confidential information about a particular learner.

2. Participants move into groups of three, and allocate roles of learner, tutor and observer between themselves. They arrange their seating accordingly.
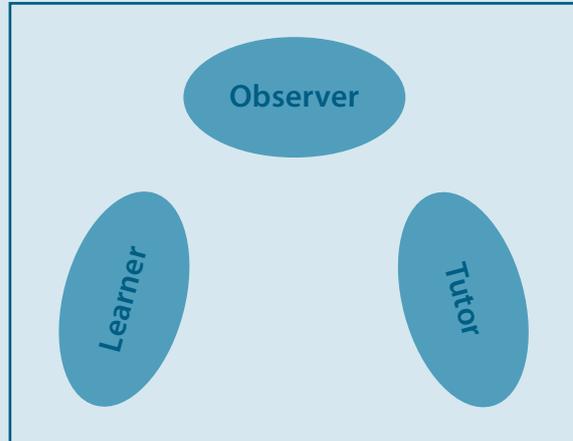
3. The tutor briefs the participant role-playing the learner about the real learner they have in mind, giving an indication of the sort of reaction that is typical of the learner.

4. The tutor then conducts the feedback and review session, using the data they have brought with them about the learner. The participant role-playing the learner responds.

5. The observer watches, listens, takes notes but otherwise says nothing until the role-play finishes.

6. At the end, each person in the triad reports as follows:

- the learner describes how it felt to be receiving the feedback;
- the observer gives feedback to the tutor. (If the group has produced a set of guidelines as an output from Activity 4.1, then the observer should refer to this list);
- the tutor reports on the experience of doing the role-play, and on receiving feedback from the learner and observer.

7. Repeat the exercise until each participant has experienced all three roles.

Self-study suggestions: activity 4.3

1. Invite two colleagues to do role-plays with you, each in turn taking the role of tutor, learner and observer. If you can video yourselves and replay the recording, so much the better.

2. Set up the role-plays and give each other feedback in the way suggested above for the CPD workshop activity.

Activity 4.4: Setting SMART targets

Materials needed
Handout 4.4 listing un-SMART targets.

A flip chart displaying the characteristics of SMART targets and/or use Handout 3.1 that describes SMART targets.

Observations and assessments made about James (page 37).

Instructions
1. Remind participants that they started to draft SMART targets for James or their own learners in a previous session, Activity 3.2. In the feedback session tutors need to be prepared to help learners develop and agree the SMART targets that will make a real difference to their progression.

2. Invite participants to get into groups of two to three.

3. Give each person a copy of Handout 4.4 and invite them to write a SMART version for each item on the list.

4. Depending on the amount of time you have available, and the speed at which the groups work, you may curtail the exercise, and confine attention to a selected number of items.

5. When you see that most groups have completed the task, ask each group in turn to offer you their version of an item. Invite other groups to comment on whether the new version meets the SMART criteria.

6. If it becomes obvious that participants have understood the concept of SMART targets, you may choose to curtail the number of items on which you seek 'translation'. On the other hand, if there are signs of misunderstandings, then you may want to go through each item in detail.

7. Finally, return to the priority areas identified for James in Stage 3, Activity 3.2 (page 40), and invite each group to draw up one SMART target for one area.

Self-study suggestions: activity 4.4

1. Write your own SMART version of each of the items on Handout 4.4 (page 54).

2. Compare your 'translations' with those suggested in Handout 4.5 (page 55).

Handout 4.4: Making targets SMART

Re-write each of the examples below as a SMART target.

Improve your time-keeping.

Get better at asking questions.

Be more co-operative in group activities.

Respond appropriately to staff when you arrive in the morning.

Show that you can keep your temper.

Keep off the booze!

Continue working on your reading.

Take the lead more often.

Show more positive motivation.

Make an effort to get on better with Spike.

Handout 4.5: SMART versions of targets

Un-SMART target	A SMART version
Improve your time-keeping.	Arrive at your classroom sessions at or ahead of the time the class is due to start, for four or more of the sessions this week.
Get better at asking questions.	When you go to your work placement next week, ask three questions (or more) during each day and report back to me next Friday what they were, how you felt when asking them, and what the outcomes were.
Be more co-operative in group activities.	At least once in each of the next three group activities, act on someone else's suggestion.
Respond appropriately to staff when you arrive in the morning.	When you first come into the centre in the morning, and a member of staff greets you, show that you have heard by smiling back or saying 'Good morning.'
Show that you can keep your temper.	Up till now, you have tended to get angry when you don't understand the information you're being given. When we have our feedback session next Friday, give me three examples of when you haven't understood, and have asked a question instead of getting angry.
Keep off the booze!	When you go clubbing this week, limit your alcohol intake to three pints in the evening.
Continue working on your reading.	In the next week, read three articles from the sports pages of the newspaper.
Take the lead more often.	At least once this week, volunteer, without being asked, to do something you haven't done before.
Show more positive motivation.	When a tutor next asks what you've been doing on your workplace in the past week, describe what's been going on factually and/or positively (instead of describing what you experienced only in negative terms).
Make an effort to get on better with Spike.	When you find yourself sitting next to Spike, ask him how he's getting on in his work placement.

Processes: Using flowcharting to design the initial assessment process

By the end of this session, participants will have:

- experienced the value of flowcharting as a tool for improving processes;
- drawn up an action plan for improving the initial assessment process.
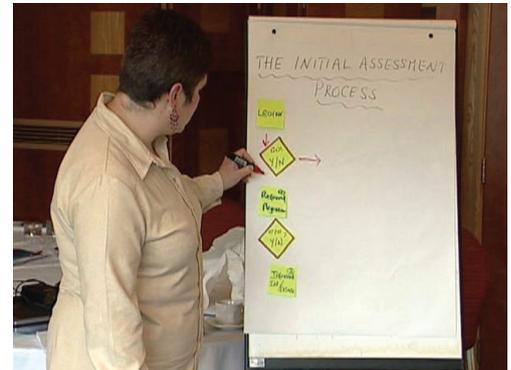
Hints for facilitators

1. Watch the Planning the process Section 5 of the video to get the flavour of a flowcharting session.

2. Study the supporting material and familiarise yourself with the process. Try drawing up a flowchart of your own.

3. Plan to get as many stakeholders into the session as possible. Whilst it's ultimately the manager's responsibility to ensure that continuous improvement is a reality, representatives of the different agencies, and the tutors who work with the learners, have the information to feed into the flowcharting process.

4. Orientate the whole session towards the outcomes of action and improvement.

Supporting information and reference to other resources

Why use a flowchart?
Most people are familiar with flowcharts as a diagram to describe a process. Flowcharting is also a technique that helps teams improve their processes. You can use flowcharting to review existing processes and identify where improvements need to be made. You can also use the technique to design processes with the people who have a role and/or a responsibility to play at the different stages in the process. The technique is effective because:

- it starts by asking the fundamental question: 'Who are the stakeholders?' The answer to this identifies who should be involved in continuous improvement activity in general, and in drawing up the flowchart in particular;
- it shows up the processes used by different agencies;
- it shows where these processes do, or do not, join up or are in conflict, and where there may be gaps, duplications, ambiguities or inconsistencies;
- it highlights redundant activities;
- it shows where action is needed;
- it helps people see where their contribution fits in;

- it is a basis for continuous improvement.

It is the responsibility of managers to look at the big picture and to ensure that everything fits together. Flowcharting gives them a tool for doing this, and for ensuring that areas for improvement are identified.

There is an example of a flowchart for the initial assessment process for personal and social skills in the Tutor guide. The technique, however, can be used to design and review any essential process.

You can download a self-assessment checklist for the initial assessment process from the CPD Supporting materials CD-ROM.

Session plans for facilitator

Activity: Flowcharting the initial assessment process

Materials needed
- Flip chart paper and pens.
- Packets of sticky notes.
- Processes Handouts 2 and 4: 'Basic flowchart symbols' and 'Questions to ask in drawing up a flowchart'.

Use of video

Planning the process: use as stimulus. This will give you a taste of how to run a flowcharting session.

Instructions
1. Stress the importance of 'continuous improvement' as an ethos that ensures learners have the best possible opportunities to learn and develop.

2. Welcome the fact that so many stakeholders have come together, and reinforce the importance of this.

3. Introduce flowcharting as a tool for looking at the effectiveness of the overall system and component processes within E2E.

4. State the purpose of the activity as being 'To chart the initial assessment process as it currently is'.

5. Divide participants into groups of three to five. Give each group a sheet of flip chart paper and pack of sticky notes. Give a copy of Handouts 2 and 3: 'Basic flowchart symbols' and 'Questions to ask in drawing up a flowchart' to each person. Offer groups the choice of nominating one person as facilitator to take responsibility for asking these questions, or else of sharing the responsibility between all of them.

6. Encourage everyone to participate by inviting each member of a group to jot down the process by which their organisation or function contributes to the initial assessment process, what the problems are and what documents are used.

7. Then ask them to share these with each other in their group to filter out duplication. Record what's left on sticky notes and sort the ideas into related groupings. Add any further items that emerge from the questioning.

8. Arrange the notes on flip chart paper in sequence, using three columns: process, problems and documents.

9. Display the results on the wall.

10. Compare the outcomes and discuss differences.

11. Compile an 'ideal' process, identifying what actions need to be taken to implement the ideal.

12. Review the outcomes and identify action plans.

13. Agree a date for a follow-up session to review progress on action plans.

Self-study suggestion

1. Invite colleagues to work with you in devising a flowchart. If this isn't feasible, consider how you might get input from them. If they're not willing to spend time with you, consider devising a chart yourself. It could highlight important issues for you.

2. Share the outcomes with as many others as you can. Discuss your findings and invite people to collaborate on an action plan.

Processes Handout 1: Hints on devising a flowchart

- Identify all stakeholders in the whole process.
- Bring together the essential stakeholders in the process. If this isn't possible ask team members to look at the process from another stakeholder's point of view.
- Use a facilitator to keep people focused on the task.
- Start by charting what is, rather than how you would like things to be.
- Note where there are gaps or duplications in the existing process.
- Use sticky notes because they can be easily moved around.
- Use a white board, if possible, to draw up the chart. It makes it easier to change things.
- When dealing with a complex process, draw up separate charts for the sub-processes before integrating them into a single, complete chart.
- Keep questioning the flowchart. It's all too easy to leave out vital details because people take them for granted.
- Numbering the boxes on the flowchart is useful if you need to make reference to them elsewhere.
- Put the titles of people and/or departments in boxes when they first become involved – and subsequently if they get involved again later – to indicate where responsibility passes from one function to another.
- Use the basic flowcharting symbols only (see Handout 2).
- When drawing decision boxes, keep the 'Yes' flow lines vertical, and the 'No' flow lines horizontal, to the right or left – whichever is more convenient.
- Where appropriate, flow lines from decision boxes may be labelled with words other than 'yes' or 'no'.
- Use connectors to create links between items on different pages and to avoid 'spaghetti' links on the same page! Use page numbering (e.g. p2 of 3) if the flowchart uses more than one page.
- When devising a flowchart to represent a re-designed or improved process, build in features that will provide feedback on the effectiveness of the process and the changes made.
- Put a date on your flowcharts to avoid the confusion of working from different and maybe out-of-date versions.
- Use flowcharting software, if possible.

Processes Handout 2: Basic flowchart symbols

START

Activity, operation or process step

Sequential flow of process and information

Flow line

No

Question or Decision

Yes

FINISH

Connector

Indicates that the process continues on another page
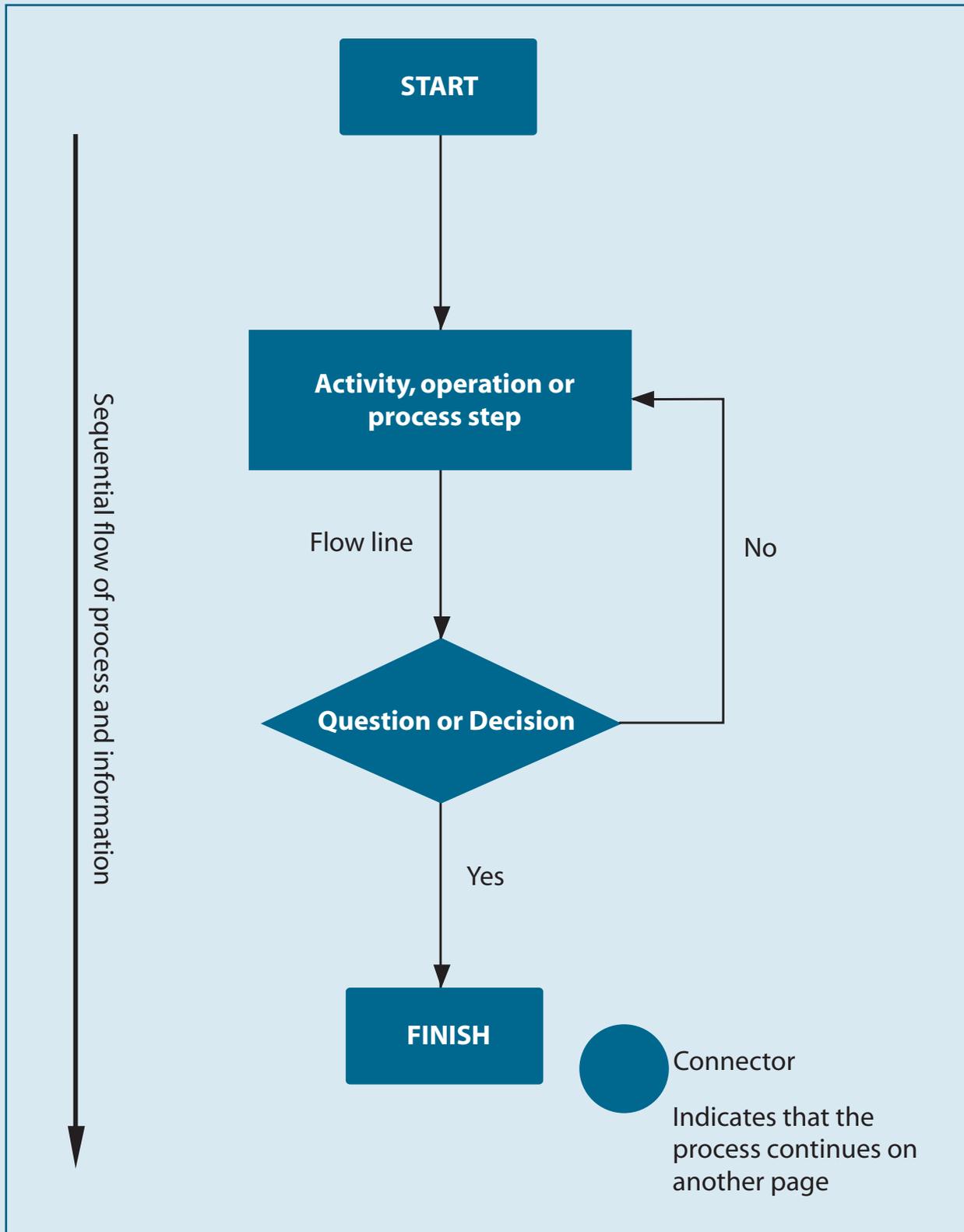
Processes Handout 3: Questions to ask in drawing up a flowchart

These questions aim to help you amplify and/or clarify the process you are describing in the flowchart.

- How does the learner experience the process?
- What's the first thing that happens?
- What happens next?
- Who needs the information?
- Is there anything missing?
- How does X relate to Y?
- How do you make sure that XYZ has happened?
- What happens if ...?

Annex one: Guidelines for developing schemes of work and session plans

Introduction

The approaches and supporting materials developed for the Standards Unit 'Improving Teaching and Learning' project are intended to enrich the experience of learners. They support teaching and learning in a wide variety of courses and offer opportunities for further development to other areas of the curriculum.

Any learning programme has to be planned carefully if it is to be successful. These notes outline some essential elements that can be incorporated into a successful scheme of work and give some guidelines on effective session planning.

It is fully recognised that many teachers, trainers and tutors may already use the principles described below. The notes provide generic guidelines which describe good practice and may be used in continuing professional development activities and when mentoring colleagues.

There's no single solution to curriculum design. Each curriculum area will have its own requirements and approaches and these notes are not intended to provide a rigid structure that must be adopted.

The notes are divided into two sections:

- developing a scheme of work;
- developing a session plan.

1. Developing a scheme of work

The scheme of work organises course content, and describes how it will be delivered. It allows teachers, trainers and tutors to plan a programme appropriate for their learners. It also provides a framework for session planning.

Some schemes of work provide a detailed breakdown of course content including the time required to cover each topic. In other curriculum areas this may not be appropriate.

Although there are key differences in the planning required for different programmes, there are also some common principles that can be employed when creating an effective scheme of work.

Purpose of a scheme of work
An effective scheme:

- underpins a comprehensive learning experience for the learner;
- requires teachers, trainers and tutors to work together to plan a coherent programme;
- helps teachers, trainers and tutors plan common activities, for example work experience, visits, visiting speakers;

- helps teachers, trainers and tutors plan resources;
- helps teachers, trainers and tutors create their individual session plans;
- helps new teachers, trainers and tutors joining the programme;
- requires us to think about the essential underpinning skills that learners need and plan to incorporate strategies to ensure these skills are learnt;
- requires us to think about a variety of learning and teaching styles that are appropriate for our learners;
- helps teachers, trainers and tutors plan assessment methods and a coherent schedule.

Creating a scheme of work
As a starting point, it's useful to think of the scheme of work as a comprehensive document that explains the learners' 'learning journey'.

This means we consider:

- initial assessment to identify weaknesses in prior learning of both curriculum specific and essential skills;
- developing and assessing essential/generic skills;
- resources including workshops and study centre inductions;
- integrating key skills;
- including opportunities for e-learning and Information Computer Technology;
- guest speakers/visits/work experience;
- a variety of teaching methods, learner-centred activities, plans for differentiating learning;
- an assessment programme that includes a variety of assessment methods and opportunities;
- strategies for providing individual feedback and target setting for improvement.

Designing a scheme of work is a creative process and can be time-consuming. There are clear advantages however for learners and teachers, trainers and tutors in investing time to create a well-planned learning programme.

Important considerations are:

- what skills will the learner need to cope with the work at each stage?
- how will skills acquisition be built into the programme?
- are there opportunities to practise newly acquired skills?
- how will achievement be measured?
- how will the workload be managed?
- how will feedback be given?
- what will the completed programme look like?

So the scheme of work:

- should be constructed by the team of teachers, trainers and tutors working with a group or with individuals;
- should be held centrally and integrated into the system operated by the provider, for example on a network system or virtual learning environment;
- should be reviewed regularly and adjusted by the team in light of the review.

Using the scheme of work
Whether the plan has been developed to cover an entire programme or an element within a programme, it's essential that all teachers, trainers and tutors have access to it. Many learners will be on individual programmes, which are built on the learner's experience. However the principles of design are the same.

Plans that form part of a larger programme should be co-ordinated so that an overview of assessment and workload is available. This is an essential role for a personal tutor or programme manager. An overview of the plan could be shared with learners so they're familiar with the programme structure.

When all plans are available it's possible to assess the overall workload for a learner and it

may be necessary at that stage to create an assessment schedule, or make amendments to individual schemes, to ensure that the learner is not faced with difficult deadlines.

It may also be possible to review the activities in each plan at this stage to make sure that the programme is varied and interesting.

2. Developing a session plan

When the scheme of work is complete, consideration can be given to individual sessions. In some curriculum areas 'a session' can be easily defined as an event that happens at a particular time on a particular day, with a clear start and end time.

However, for many learners a session is not time-bound in this way. In this type of learning environment a useful first step may be to decide what a 'session' may look like and how long it will last.

There's no perfect session plan or one method that can be used by all areas in the learning and skills sector. To provide a sample framework could limit the imagination and flair

of teachers, trainers and tutors.

However, key features that form part of a successful session are shown in the diagram below and may be useful in developing your session plans.

Learning objectives
The nature of the learning objectives will influence the approach that the teacher, trainer or tutor adopts.

Climate for learning
Two aspects are important here:

● Learning style.
Constantly working outside a learner's preferred learning style can lead to frustration and lack of motivation. This doesn't mean that every session should cater for the full spectrum of learning styles but that all learners should have regular opportunities to learn in their preferred style and be supported to extend their confidence in other styles.

● Prior attainment and knowledge.
Learners need to be encouraged to work at a level in advance of their current attainment

Learning objectives

Climate for learning

Teaching and learning
strategies including e-learning

Organisation of the learning
environment

Health and safety

Session

Factors which influence session design
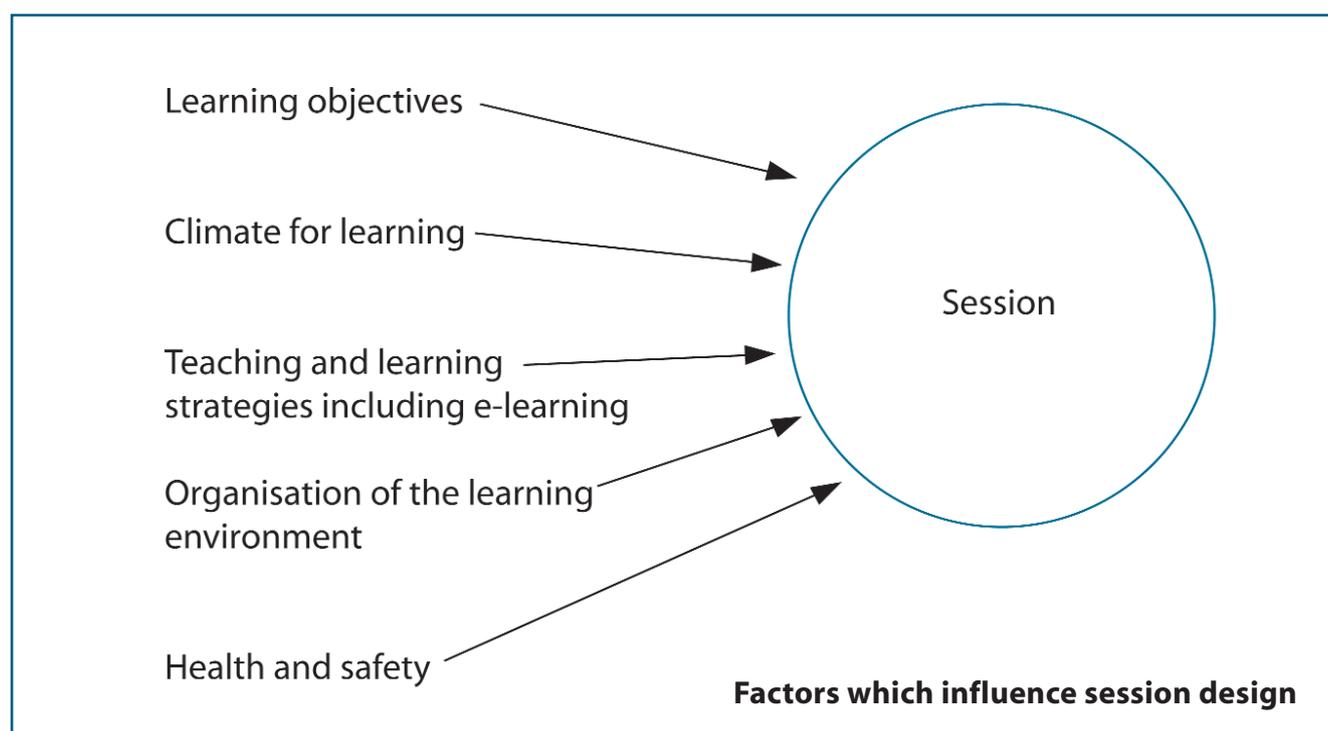
level but not to the degree where they become stressed by the learning opportunities.

Teaching and learning strategies including e-learning
Effective teaching uses a wide range of teaching and learning strategies.

Teaching and learning strategies are vital in:

- presenting key concepts and ideas;
- demonstrating skills and processes;
- engaging and supporting learners in active learning;
- establishing an interactive and well-paced dialogue with the learners;
- creating the right level of challenge so that learners can make progress.

Some common teaching skills are:

a) Questioning
- Questions need to be planned in a sequence that guides and reinforces.
- Certain types of questions have an in-built challenge that requires learners to think deeply. Examples include:
  - open-ended questions;
  - questions that demand and develop higher-order thinking skills such as analysis, synthesis and evaluation;
  - questions that encourage learners to speculate and take risks.
- Teachers, trainers and tutors should build in 'wait time' so that learners can reflect before answering.

b) Explaining
- Abstract concepts, principles, rules and important ideas can be difficult to understand without explanation.
- Common types of explanation deal with :
  - concepts;
  - similarities and differences;
  - cause and effect;
  - purposes;
  - processes;
  - reasoning and proof.
- Explanations contribute to learners' ability to learn and to connect new information to what they already know.
- Explanations can be improved by using a range of techniques including illustration, use of props, or voice or body.
- Asking learners to explain their thinking and reasoning helps them to crystallise and consolidate their learning and brings misunderstandings to the surface.

Organisation of the learning environment
This is more than the arrangement of the furniture. It includes using displays of learners' work, choice of equipment, and the role of learning assistants. Attention needs to be given to the impact of different social settings on effective learning.

Health and safety
This may be an obvious point but teachers, trainers and tutors have a responsibility to ensure that the learning environment is safe and comfortable for all learners. Your plans should indicate any special health and safety features that need to be taken into account.

Session planning guide

This guide to session planning is provided as an over-arching design principle, and is not the only correct way to plan a session.

Before the session	Locate the session or sequence of sessions in the learning plan. Identify: • the prior knowledge required by the learners; • the learning styles of the individual learners and any support needs; • equality and diversity issues; • the resources required; • opportunities for e-learning and ICT; • key skills opportunities; • accessibility; • health and safety. Decide the learning objectives of the lesson and plan activities that will achieve them.
During the session	Include an introduction that clearly sets the scene or sets out the aims and objectives. Remind learners of the links with prior learning. Consider beginning each session with a brief 'fun' warm-up activity. Choose activities which will allow the learning objectives to be met. Build in opportunities for checking that learning has taken place. Include a summary or plenary, as appropriate, at the end of the session. Relate outcomes to next steps. Ask learners to provide feedback on the session.
After the session	Record any points that arose during the session that may need to be covered before the next session. Ask one learner to record the group's feedback and complete your own evaluation.

Session plan

Activity:

Context:

Duration:

Venue: Date:

Tutor name: Observer name (if appropriate):

Learning objectives:

-

-

Time	Tutor activity	Learner activity	Resources

Personal and social skills developed:

-

-

-

Skills developed or practised: Key skills, literacy, language (ESOL), numeracy

Tutor evaluation	Learner feedback

There is an example of a completed session plan on the following pages. There are examples of 17 session plans in the Activities for learners: Supporting materials CD-ROM.

Session plan (completed)

You will find an overview of this activity in the Activities for learners ring binder. You will find advice and guidance on planning sessions and adapting activities in:

- Activities for learners ring binder - Planning sessions pages 11-13;
- Continuing Professional Development ring binder Annex – Guidelines for developing schemes of work and session plans (page 63).

Context:

This activity uses images, items and pictures to enable learners to identify situations, people and things that are important to them. Learners are asked to prepare for the session by finding items that have meaning and importance for them and collecting them in a shoebox or other suitable container. These items will be used to help learners reflect on their lives, consider their current situation and begin to plan for the future.

The activity is appropriate to use with learners who lack confidence in written or reading based work. It will be most effective in a small group situation with learners who have been following an E2E programme for a number of weeks.

The activities invite a degree of sharing of personal information. While this is important in developing good relationships, tutors should be aware of, and sensitive to, potential difficulties in asking young people to share experiences and/or feelings. Tutors should always refer to their centre's policy on disclosure, see page 8, Activities for learners ring binder.

Suggested timing: 1 hour 30 mins.

Venue:	**Date:**
Tutor name:	**Observer name:**

Objectives

Learners will:

- plan and prepare for a specific session;
- make decisions about what is important in their lives;
- develop and demonstrate personal and social skills.

Session plan (completed)

Time	Tutor activity	Learner activity	Resources
10	**Introduction** Welcome learners. Outline the session and review of previous sessions where learners have shared experience and held discussions about personal issues.	Listen and respond to tutor.	
5	Discuss format for session with group. Learners may prefer to work in pairs to practise their presentation before sharing their shoebox items with a wider group.	Group discussion.	
5	Present own shoebox to demonstrate to learners emphasising chosen items' relation to the past (if appropriate), present and future.		Tutor prepared shoebox.
15	Group or paired work to prepare presentation. Opportunity to assess personal and social skills.	Learners share shoeboxes and decided which items to focus on.	Learner prepared shoeboxes.
30	Guide learners through presentations. Further observation of personal and social skills.	Learners present a selection of items from their boxes, describing the item and explaining why they have chosen to include it.	Skills checklist Activities for learners ring binder (pg 47).

Session plan (completed)

Time	Tutor activity	Learner activity	Resources
15	Reconvene whole group and ask each learner in turn to identify their most important items in terms of a) memories (if appropriate) b) me now c) future dreams.	Group question and answer session.	
5	Summarise session and its effectiveness in helping to develop goals and future plans.		
5	Identify achievements within the session and thank learners for their contribution/participation. Discuss plans for future sessions.		

(You will need to anticipate and plan which skills will be developed but also be alert to learners demonstrating unanticipated skills)

Personal and social skills developed by learners

- reflect on past and current events
- plan for the future
- summarise ideas

- consider current situation
- discuss ideas with partner and in groups
- contribute to planning the session

Literacy, language (ESOL) and numeracy skills developed by learners

Speaking and listening:

- listen and respond
- engage in discussion

- speak and communicate

Annex two: Glossary of terms

Aims

Clear and concise statements that describe what the teacher or trainer hopes to achieve in a learning session.

Buzz group

A small group of learners who spend a few minutes discussing an idea or problem amongst themselves.

CPD

Continuing Professional Development, sometimes referred to as staff development. Any activity that helps teachers and trainers maintain, improve or broaden their knowledge, understanding and skills, and become more effective in their role.

Critique

To critically examine something, such as a session plan, to give feedback and strategies for improvement.

Differentiation

Differentiation is about identifying and addressing the different needs and interests of all learners to give them the best possible chance of achieving their learning goals.

Effective summaries

Summaries conclude a session in an orderly way to consolidate and reinforce learning and are most effective when they involve learners actively.

e-learning

e-learning as 'learning facilitated and supported through the use of information and communication technology (ICT).'

e-learning includes delivery of courses, on-line assessment, learner to learner and learner to teacher or trainer communications, use of Internet resources, and other learning activities involving ICT and the Internet.

ESOL

English for Speakers of Other Languages.

Formative assessment

Regular checking of individual learners' progress throughout their programme, within and outside teaching and learning sessions, followed by feedback.

Ideas blast

Putting together a small group of learners to produce a large number of creative ideas in a short time for subsequent evaluation. See also Thought Shower.

Individual review, action planning and target setting

A form of formative assessment that takes place outside the classroom or workshop where learners review their progress on a one-to-one basis and formulate actions and targets for improvement.

ILT

Information and Learning Technology. Supporting and delivering effective learning supported by technology.

Individualisation

Recognising and responding to individual needs.

Initial assessment

The overall process of assessing individual learners' needs, aptitudes, preferences and prior learning in order to plan and provide an appropriate learning programme to meet their needs.

Initial assessment of literacy, language (English for speakers of other languages - ESOL) and numeracy – National Standards

Initial assessment places learners on the appropriate skills level determined by the National Standards for Adult Literacy and Numeracy which provide the basis for the whole learning infrastructure.

The literacy standards cover the skills of speaking and listening, reading and writing. The numeracy standards cover the skills of interpreting, calculating and communicating mathematical information.

The standards:

- are set at Entry level and Levels 1 and 2 of the national qualifications framework;
- describe three sub-levels of achievement within Entry level: Entry 1, Entry 2 and Entry 3;
- provide a progression framework for the core curricula in literacy, numeracy and ESOL, which set out clear goals for learners and their teachers;
- provide nationally agreed benchmarks against which the literacy, language and numeracy skills of the adult population can be assessed through national tests and national qualifications.

Kinaesthetic

Practical, or tactile, learning strategy using the sense of touch.

Learning cycle

The learning process in which the experience of trying something new is followed by reflection and evaluation on what was effective. Reflection is supported by reference to existing theory and then followed by a new plan of action, taking into account what has already been learned. The learning process is cyclic and can go on indefinitely.

Learning outcomes

Statements indicating what a learner should know/be able to do at the end of a given period.

Learning preferences

A preferred way of learning, for example, learning through computer technology or learning through visual, auditory, kinaesthetic or practical activities.

Learning programme

Strategic programme for learning including schemes of work and session plans which

ensure coherence and continuity across the learning experience.

Learning styles inventory

A diagnostic instrument used to assess learners' preferred learning styles.*

Objectives

Precise and measurable statements describing what you intend learners to learn in the time specified.

Open / closed questions

Open questions cannot be answered with a 'yes' or 'no' response or a one-word answer and encourage higher level thinking skills. Closed questions have only one satisfactory answer, which is usually very short. These questions can be useful when testing knowledge.

Peer assessment

Learners check each others' work, using clear criteria. This helps them develop and use skills required to check or evaluate their own work.

Reflection

The process whereby a learner takes time to consider an experience s/he has been involved in or any new learning experience and reflect on how it has been done. It may likewise refer to teachers' and trainers' consideration of their own work.

Self-assessment

The type of assessment undertaken by the learner in order to evaluate her/his performance, strengths and weaknesses. It may likewise refer to teachers' and trainers' consideration of their own work.

Session plan

A timed plan for a learning session that specifies aims, learning objectives, learning activities, resource and support needs.

SMART

Objectives that are Specific, Measurable, Achievable, Realistic and Time-related.

Spidergram

Diagram, or 'mindmap,' which summarises information or ideas visually, showing linkages between ideas or topics.

Summative assessment

An end test or assessment, usually at the end of a unit, module or programme, to record a learner's attainment for that unit of learning.

Team teaching

Working with a colleague to deliver learning sessions that can provide you both with useful feedback on the effectiveness of your strategies.

Thought Shower

Putting together a small group of learners to produce a large number of creative ideas in a short time for subsequent evaluation. See also Ideas blast.

*If you look up 'learning styles' on the internet, you will discover dozens of different questionnaires for assessing learning preferences. But beware! A study by the Learning and Skills Research Centre found that some of the most widely used instruments had low reliability and poor validity. The report recommended that 'teachers and trainers should look instead at broader notions of how learners approach learning'. (Coffield F et al, 'Learning styles and pedagogy in post-16 learning. A systematic and critical review', Learning and Skills Research Centre/Learning and Skills Development Agency, 2004.)

Annex three: CPD Supporting materials CD-ROM

The supporting materials on this CD-ROM include:

- Examples of skills checklists templates;
- Session plans;
- Handouts;
- Good practice self-assessment checklist.

Stage one: Preparing to assess and develop personal and social skills

Activity 1.1: What are personal and social skills and which can be observed?

Activity 1.2: From broad skill areas to observable behaviours

Activity 1.3: Choosing 'dual purpose' activities for learners

Activity 1.4: Adapting activities for different learners

Handout 1.1: Possible personal and social skills framework

Handout 1.2: Translating the framework into observation checklists

Handout 1.3: From broad skill areas to possible assessments

Handout 1.4: From possible assessments to observable behaviour

Stage two: Using observation to gain evidence about personal and social skills

Activity 2.1: Distinguishing between objective and subjective observations

Activity 2.2: Recording observations

Handout 2.1: Observations – objective or subjective?

Handout 2.2: What we think about the observations

Stage three: Making objective assessments

Activity 3.1: Using observations from different sources as the basis for writing a short assessment

Activity 3.2: Setting priorities and targets

Activity 3.3: Action planning

Handout 3.1: Setting SMART targets

Handout 3.2: Where's the evidence?

Stage four: Giving feedback

Activity 4.1: Guidelines for effective feedback and review sessions

Activity 4.2: Giving feedback to tutor in video role-play

Activity 4.3: Running a feedback and review session using real data about learners

Activity 4.4: Setting SMART objectives

Handout 4.1: Sal – a pen picture

Handout 4.2: Transcript of video role-play

Handout 4.3: How to run effective feedback and review sessions

Handout 4.4: Making targets SMART

Handout 4.5: SMART versions of targets

Processes: Using flowcharting to design and improve the initial assessment process

Process Activity: Flowcharting the initial assessment process

Process Handout 1: Hints on devising a flowchart

Process Handout 2: Basic flowchart symbols

Process Handout 3: Questions to ask in drawing up a flowchart

Improving processes: Self-assessment checklist for managers

Annex

Guidelines for developing schemes of work and session plans

Session plan template

Glossary of terms

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Qualifications and Curriculum Authority, The. QCA provides a set of values and a helpful checklist in the Inclusion area of their website: *www.qca.org.uk/inclusion*

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