

Start: Most E2E learners start their journey with Connexions. Some will have had negative experiences of work or learning, some will have few if any formal qualifications and some will be struggling to overcome personal, social or economic problems or face learning difficulties. Many share an uncertainty about the future. The **Learner's Journey** maps support offered to young people entering E2E with **E2E Passport** tools.

1 Profile: The first challenge an adviser, tutor, mentor or key worker faces is to get to know the young person and to understand their strengths, weaknesses and needs. Connexion's Personal Adviser's (PA's) use a number of activities and tools to support this initial assessment including their own mandatory **APIR** Framework.



3 Initial Assessment: It is likely that an E2E Provider will conduct their own assessment of learner needs before putting together an action plan. **Me, Barriers, and Views** tools are all designed to support this process. The **Initial Assessment Summary (IAS)** collects information from other assessment tools and activities outside of the E2E Passport.

5 Review: Action established in the Programme Plan needs to be kept under constant review. The **Review** tool provides opportunities for the learner to take stock of progress against targets, identify obstacles, build on strengths, and set new objectives on a 2-4 weekly cycle. Passport also has an **Activity Plan** tool that allows the Learner to establish a week-by-week timetable of actions and activities carried forward from plan to plan. **Notes** offers a way for other professionals to contribute to a Learner's E2E Passport.

7 Transition: Moving a learner is simply a matter of assigning them to a new Passport Adviser - an E2E Key Worker, Connexions PA or another professional. All Passport data is transferred using the **Referral** tool, but contact can be maintained using the Secondary Adviser option. Passport data moves with the Learner who owns the Passport.

2 Referral: Assessment information gathered with the young person helps a decision to be made about the most appropriate course of action. In the case of E2E, this would be referral to an E2E Provider. Passport enables initial information collected via **APIR** and **Profile** tools to be instantly transferred to the E2E Provider.

4 Planning: Having arrived at an understanding of needs, the learner and their Passport Adviser must set targets for what they hope to achieve. They would then need to plan the specific actions on the E2E programme designed to bring about change. The **Passport Programme Plan** allows current status to be summarised, long term targets to be set and actions planned under various headings.

6 Refinement: The Learner may need to refine their Programme Plan, even transfer to a new provider or return to Connexions for reassignment before finally progressing to further learning, an apprenticeship or employment.

8 Progression: The ultimate goal is to move the Learner forward along a chosen career path. The **Moving On Plan** provides a means to set and review targets and monitor progress to ensure progression from E2E is permanent.

