

# Foundation Learning Tier: 14-19 Delivery Guidance for 2009/10

## Who is this document for?

This document will be of interest to:

- schools, colleges and other providers delivering entry level and level 1 provision to young people; and
- Learning and Skills Council staff, local authorities, 14-19 Partnerships and consortia, awarding organisations, Sector Skills Councils and other people and organisations involved in learning and skills at entry level and level 1.

*This document is to be read in conjunction with the Foundation Learning Tier: Interim Guidance document published in May 2009 and, for Local Authorities, the DCSF guidance on submissions to Gateway 4.*

We welcome comments and feedback on this document, please email [cvh-QFR@lsc.gov.uk](mailto:cvh-QFR@lsc.gov.uk).

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## An overview of the Foundation Learning Tier

**Overall role/position:** Foundation Learning is the national suite of learning for 14 to 19 year-old learners working predominantly at entry level or level 1. In practice, many providers should rightly see Foundation Learning as sitting alongside GCSEs, Foundation Diplomas, components of Higher Diplomas etc. This is especially so for learners with 'spiky profiles' and particularly in schools where Foundation Learning will be delivered, for those pupils concerned aged 14 to 16, as part of the National Curriculum.

**Delivery trajectory: All areas will deliver some Foundation Learning for 14 to 19 year-old learners by 2010** – with local authorities and 14-19 Partnerships leading this process, working collaboratively with consortia where appropriate and bringing in all schools, colleges and other relevant providers in 2011/12 and 2012/13. Foundation Learning will then align with the Diploma and Apprenticeship entitlements and the first step in the raising of the participation age in 2013. In particular, 2009/10 will be the last year of the Key Stage 4 Engagement and Entry to Employment programmes with future provision being offered through Foundation Learning. In November 2009, as part of the Gateway 4 process<sup>1</sup>, local authorities will present their plans for developing Foundation Learning in 2009/10 and 2010/11.

**Workforce support** for these developments is provided by the Learning and Skills Improvement Service (LSIS). A range of support services including bespoke consultancy, a mix of training, and on-line resources will be available during 2009/10<sup>2</sup>.

**Personalised learning programmes:** learners and practitioners will negotiate and agree an individual learning programme, reflecting both the learner's entry point and intended destination. Learning programmes should integrate vocational / subject learning, personal and social development, and functional skills. They must also comprise a wider 'wrap-around' of initial engagement and assessment; information advice and guidance (IAG); and on-going learner support.

**Progression:** Foundation Learning is all about progression, with learners and practitioners jointly agreeing an intended 'destination', wherever possible to level 2 (Diplomas, Apprenticeships, GCSEs) or for some learners, independent living or supported employment. With the right level of support all but a very small minority of learners will have the capacity to progress to positive outcomes. Qualifications that support Foundation Learning offer more flexible opportunities for learners to achieve and progress; this includes 'bite-sized' progression options within qualifications themselves.

**Achievements:** 'stepping stones' of learning throughout the personalised programmes are captured in qualifications drawn from the Qualifications and

<sup>1</sup> Guidance to local authorities on the Gateway 4 process is available from <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=498&lid=668&ctype=None&ptype=Contents>

<sup>2</sup> For more detail, see [www.excellencegateway.org.uk/page.aspx?o=FLT](http://www.excellencegateway.org.uk/page.aspx?o=FLT)

Credit Framework (QCF). All QCF qualifications are based on units and are available in a range of different sizes. This provides flexibility to capture different themes / levels of learning and individual achievement within group learning contexts.

**Resourcing:** in 2009/10 in schools pre-16, Foundation Learning is funded from the Dedicated Schools Grant (DSG), including the DSG element earmarked for practical and applied learning at Key Stage 4 with, where appropriate, use of specific grants such as specialist schools grant, School Standards Grant and School Development Grant. In school sixth forms, colleges and other post-16 providers, funding comes through the Learning and Skills Council's (LSC) Learner Responsive funding stream and includes 16-18 entitlement curriculum funding and Additional Learning Support where appropriate. Responsibility for commissioning education and training provision for 16 to 19 year-olds, subject to legislation, is transferring from the LSC to local authorities supported by the Young People's Learning Agency (YPLA). This transfer will include a duty to secure sufficient provision for learners with learning difficulties and/or disabilities up to the age of 25.

### **So who stands to benefit from Foundation Learning and how?**

- **Young people:** will gain from better opportunities to build confidence through positive achievements and to fulfil their potential through real progression in learning. A better experience pre-16 should feed and increase participation and achievements post-16, with the overarching Foundation Learning framework smoothing out the transition around age 16.
- **Schools, colleges and other providers:** At a basic level, successful delivery of Foundation Learning qualifications: attracts School and College Achievement and Attainment Table (SCAAT) points; for schools, counts towards pupil attainment indicators considered by Ofsted and proposed for the School Report Card; and, for post-16 providers, enhances their 'provider factor' in relation to future funding and reflects in the Framework for Excellence. More widely, the Foundation Learning model offers a framework for local collaboration and opportunities to drive up overall demand for learning ahead of the raising of the participation age in 2013.
- **Local areas:** Foundation Learning should motivate and enable more young people, including many who are vulnerable or at risk of drop-out, to achieve greater economic and social well-being. In doing so, successful Foundation Learning provision should reduce the numbers of young people not in education, employment or training (NEET) or in jobs without training (JWT) – in line with the aims of the raising of the participation age agenda.
- **Employers:** with a strong emphasis on destinations and capturing achievements along the way, employers should find it easier to identify and recognise the skills they need, including candidates for Apprenticeships. Foundation Learning will benefit employers by providing an overall framework to recognise learning at entry level and level 1 and increasing the flow into level 2 learning.

## Context and purpose of document

### ***As Foundation Learning becomes mainstream, we want to help shape expectations – of local authorities, schools, providers and young people***

- 1 This document provides delivery guidance to help providers and other stakeholders with Foundation Learning provision. It has been developed in response to feedback, especially from those involved in Foundation Learning piloting and developmental delivery. Local authorities and their 14-19 Partnerships will take on the responsibility for driving Foundation Learning development in their area, including through submissions to the Gateway 4<sup>3</sup> in November 2009. This guidance aims to support this process. In particular it seeks to address the needs of stakeholders without much previous background in relation to Foundation Learning.
- 2 This guidance builds on previous work, in particular the *Foundation Learning Tier: Interim Guidance* document<sup>4</sup>, to outline the developing qualifications offer for Foundation Learning and its three component elements (see paragraph 4). In addition, this guidance provides an overview of the characteristics for effective delivery of Foundation Learning programmes including support; information, advice and guidance (IAG); effective initial and on-going assessment; and provider collaboration. The final section sets out some short case studies of how personalised Foundation Learning can be structured.

### ***This guidance focuses on qualifications – in reality, these should ‘capture’ but not drive Foundation Learning***

- 3 In focusing on the qualifications offer for personalised Foundation Learning programmes, this guidance does not cover in-depth issues around curriculum development – see page 14 for sources of information/support on the latter. Providers are expected to plan a curriculum based on the learner’s needs and then identify qualification(s) which will allow them to recognise relevant achievements.

## Foundation Learning: content of learning programmes

### ***Foundation Learning is personalised to reflect learner needs and aspirations...***

- 4 Personalised, destination-led learning programmes within Foundation Learning are expected to be of appropriate content and flexible duration to support individual progression and raise expectations of achievement. Foundation Learning programmes incorporate vocational/subject based learning; Functional Skills; and personal and social development learning, supported by the wrap-around of assessment; IAG; and

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<sup>3</sup> Guidance to local authorities on the Gateway 4 process is available from <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=498&lid=668&ctype=None&ptype=Contents>

<sup>4</sup> The Foundation Learning Tier: Interim Guidance is available on the LSC website at <http://qfr.lsc.gov.uk/flt/support>

support. Learning in the different areas is expected to be integrated in terms of the learner's experience – rather than segmented or delivered discretely.

- 5 The design of an individual's learning-programme, including size and level of qualifications expected to capture achievements, should reflect both the learner's intended destination and their starting point in terms of prior learning, achievement and qualifications identified through good quality initial assessment. Where relevant, the initial period of assessment and planning may include provision aimed at engaging and motivating the learner, helping to build their confidence and interest. The Qualifications and Credit Framework (QCF) which supports Foundation Learning allows for more of this sort of activity to be captured in accreditation than previously.

***...with local destinations properly identified...***

- 6 Individual learning destinations are not theoretical; they should be meaningful and realistic in the local context with, for example, planned learning content and qualifications accurately reflecting relevant providers' entry criteria for the chosen destination. As collaborative approaches to Foundation Learning become established, different kinds and levels of local provision should be planned with such dove-tailing in mind, perhaps even with coordinated referral arrangements etc, so that, for example, schools and colleges together provide a seamless offer with minimal disruption at transition points.

***...and with learning achievements captured in QCF qualifications***

- 7 There is no overall Foundation Learning 'certificate' or threshold for learners to pass or fail. Learner achievements are recognised using the QCF<sup>5</sup>, a unit and credit based qualification system offering coherent, fit-for-purpose and high-quality qualifications. Every QCF unit and qualification has a level and size, in turn reflected in an overall credit value; 1 credit represents approximately 10 hours of overall learning time (this may include guided learning hours plus work placements, self-directed study etc) – though some learners will need more or less time than others to achieve. For Foundation Learning, units can only be delivered as part of an overall qualification and not on a stand-alone / ad hoc basis. If a learner changes destination, provider or area part way through a qualification, they can transfer the credits achieved to another qualification that includes the same units.
- 8 QCF qualifications that are eligible and appropriate to support Foundation Learning programmes are currently listed in the Foundation Learning Qualifications Catalogue<sup>6</sup> along with key information (including School and College Achievement and Attainment (SCAAT) points –

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<sup>5</sup> More information on the QCF is available from [www.qcda.gov.uk/framework](http://www.qcda.gov.uk/framework)

<sup>6</sup> The Foundation Learning Qualifications Catalogue is available from the QCDA website at [www.qcda.gov.uk/flt](http://www.qcda.gov.uk/flt)

attracted by most QCF qualifications)<sup>7</sup>. It is anticipated that the QCF will have a comprehensive entry level and level 1 offer in place by end 2009, ahead of planning for 2010. For delivery in 2009/10, providers should aim to adopt QCF qualifications as soon as they become available, qualifications drawn from the National Qualifications Framework (NQF) should only be used when there are clearly identified gaps in the QCF.

***Learning programmes within Foundation Learning can be supported by QCF qualifications of different sizes and levels***

- 9 The QCF includes qualifications at entry levels 1, 2 and 3, and level 1 that can accredit the achievements from all three components of Foundation Learning programmes. There are three sizes of qualifications in the QCF:
- awards (1 to 12 credits)
  - certificates (13 to 36 credits)
  - diplomas (37 credits or more)<sup>8</sup>
- 10 The flexibility of the QCF allows learners who may initially work towards achieving an award to, at a later stage of their learning journey, add units to convert the award to a related certificate in the same area; in the same way a certificate may be 'topped-up' to a related diploma.
- 11 **Vocational and subject-based qualifications.** At entry level, vocational learning tends to focus on developing generic skills in a vocational context and at level one there is a stronger focus on developing more specific vocational skills in the chosen area. The QCF offer varies between different sector skill and subject areas and awarding organisations. Achievements can be captured in a single qualification or a combination of qualifications. There are also 'employability' qualifications which support the delivery of both vocational learning and personal and social development (see paragraph 12). Within the 2008/09 pilot and developmental delivery of Foundation Learning, this vocational/subject component has usually ranged between 8 and 40 credits for an individual learner: with the lower end of the range applying to for example some learners with learning difficulties and/or disabilities working towards independent living; and the upper end applying to for example level 1 learners aiming for an Apprenticeship or 14-19 Diploma and/or to learning programmes designed to be delivered over more than one year.
- 12 **Personal and social development qualifications.** Within the 2008/09 pilot and developmental delivery of Foundation Learning, this component has usually ranged between 3 and 21 credits (award and certificate

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<sup>7</sup> For a quick guide to SCAAT points and their role within Foundation Learning see <http://www.excellencegateway.org.uk/page.aspx?o=196770>

<sup>8</sup> Please note that in this context 'diploma' refers to the size of a qualification within the QCF, these are not the same as the 14-19 Diplomas, further information on 14-19 Diplomas is available from <http://yp.direct.gov.uk/diplomas/>



sized qualifications) for an individual learner but could certainly be larger for learners working towards independent living and/or supported employment. The personal and social development component of Foundation Learning programmes may be accredited through a single qualification or a combination of appropriate qualifications. There are also 'employability' qualifications which can work across both personal and social development and vocational learning (see paragraph 11).

- 13 **Functional Skills qualifications** (in English, maths and ICT) are award sized qualifications of 5 credits each. All 14 to 19 year-old learners will undertake all three Functional Skills except for a minority of learners with special education needs or learning difficulties and/or disabilities working at the lower end of entry level 1 for whom alternative provision (see paragraph 15) may be more appropriate. The Functional Skills component of Foundation Learning is therefore 15 credits (three qualifications of five credits each) except in those specific circumstances.
- 14 Qualifications are designed to be as accessible as possible however, where barriers still exist, exams or other assessment can be 'reasonably adjusted'<sup>9</sup> to enable access, for example for learners with special educational needs or learning difficulties and/or disabilities to demonstrate their skills or knowledge.
- 15 Functional Skills qualifications may not be accessible for some of the learners working towards independent living whose learning achievements are at the lower end of entry level 1. These learners should use units at entry level 1<sup>10</sup> such as Developing Communication Skills; Developing ICT Skills; and Early Mathematics to accredit their achievements. These units recognise related skills at an earlier stage on the spectrum within entry level 1 as part of 'personal progress' qualifications. Personal Progress qualifications can also be used to accredit outcomes from the other components of Foundation Learning programmes through units such as Engaging with the world around you; Developing independent living skills; and Developing skills for the workplace.

***Together these qualifications create personalised learning programmes***

- 16 Pilot and developmental delivery evidence from 2008/09 indicates that most Foundation Learning programmes tend to be between 18 and 70 credits. This reflects the breadth and diversity of individual learner needs and the expectation that provision will be personalised to meet those needs.

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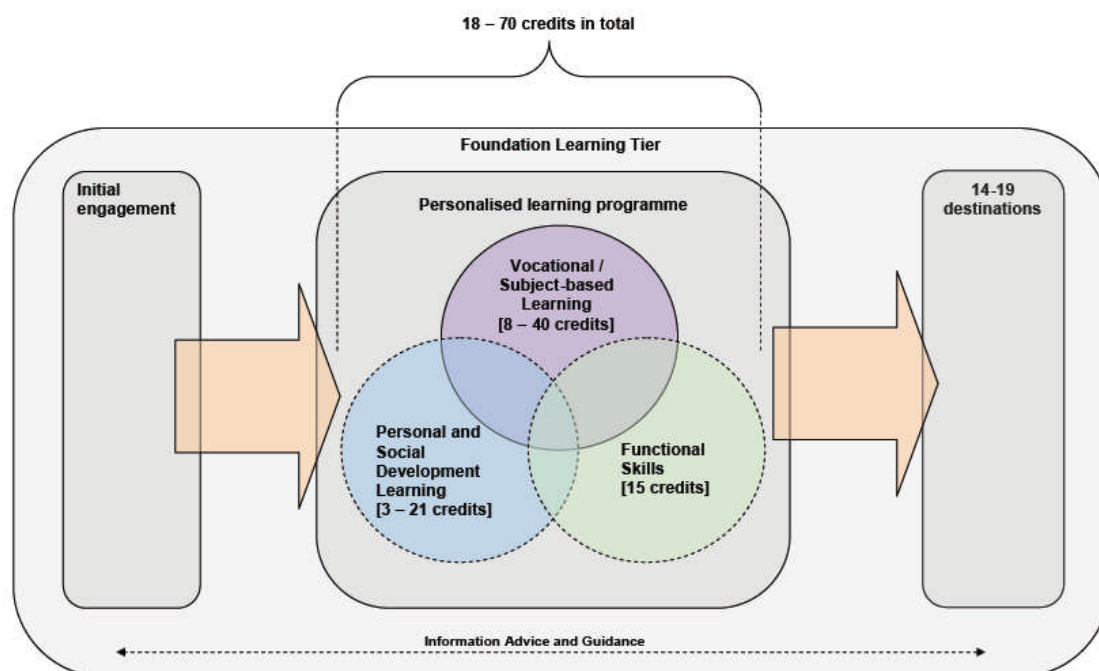
<sup>9</sup> For further information on access to qualifications please see the Ofqual website: <http://www.ofqual.gov.uk/65.aspx>

<sup>10</sup> The shared units available at entry level 1 are offered through qualifications such as 'personal progress', and are designed to capture even very small steps of progression within the inclusive entry level 1 please see <http://www.qcda.gov.uk/20357.aspx> for more details.



- 17 Where Foundation Learning programmes are towards the upper end of, or even exceed, the credit range experienced to date, this would probably be because of either:
- a larger vocational or subject component, in particular a QCF diploma-sized vocational qualification (37 credits or more) for learners working towards an Apprenticeship or 14-19 Diploma destination; or
  - a larger personal and social development component where learners are working towards increased independence.
- 18 It is also recognised however, that some learners will be working towards increased independence or in some circumstances supported employment may follow programmes that are potentially substantially smaller than the range indicated above.
- 19 Where providers are delivering learning programmes that are smaller or larger than this range, especially for whole groups or cohorts, those responsible for funding and quality assurance may ask for evidence that the size of the learning programme truly meets learner need.

**Figure 1: Overview of the Foundation Learning model including usual credit ranges found to date**



***In practice, personalised Foundation Learning programmes may be offered alongside other provision...***

- 20 Foundation Learning need not be the entirety of a learner's overall programme of learning, especially for those with 'spiky profiles' of attainment in different areas. For 14 to 16 year-old learners, Foundation Learning programmes must either integrate or align with the national

curriculum as appropriate to the individual's needs and the delivery context; a Foundation Learning programme may, for example, be taken alongside GCSEs or additional and specialist learning etc to support progression on to a full GCSE programme or a Diploma. Where this is the case, the different learning elements should be integrated as far as possible to work towards the intended learner destination.

***...with Foundation Learning being funded through flexible mainstream mechanisms***

- 21 In terms of funding, in 2009/10, Foundation Learning in schools pre-16 is supported from the Dedicated Schools Grant (DSG), including the DSG element earmarked for practical and applied learning at Key Stage 4; plus other sources such as, where appropriate, specific grants including the specialist schools grant, School Standards Grant, and School Development Grant; and the Key Stage 4 Engagement Programme (in its last year as a discrete and separately funded programme in 2009/10 pending its integration into Foundation Learning).
  
- 22 In the post-16 sector, individual learning programmes are funded by the LSC through its Learner Responsive model for qualifications achieved, with, where appropriate, Additional Learner Support (ALS) funds and 'entitlement curriculum funding' for 16 to 18 year-old learners<sup>11</sup>. The latter is attracted by learning programmes where the expected 'inputs' equate to 336 or more guided learning hours in any 12 months. Where this threshold is met, further funding equivalent to 114 guided learning hours is allocated. As in schools, the funding mechanism is a way of calculating funding allocations to providers rather than precisely what each learner undertakes; entitlement funding can therefore be used by providers for a group or cohort of learners even where some of their personalised learning programmes may amount to less than 336 guided learning hours. The Entry to Employment programme, also due to integrate into Foundation Learning in 2010, has a different funding system but analysis suggests delivering equivalent provision as Foundation Learning, using the Learner Responsive funding stream, is unlikely to impact significantly on funding.

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<sup>11</sup> The detail of the LSC funding policy for 2009/10 is available from <http://www.lsc.gov.uk/providers/funding-policy/demand-led-funding/fundingpolicydocuments0910.htm>

## Foundation Learning: characteristics of effective delivery

- 23 This section of the document presents best practice guidance for practitioners on the design and delivery of personalised Foundation Learning programmes including the wrap-around of support and IAG. It also covers the organisation needed to underpin effective delivery of Foundation Learning and to support the transition from delivering existing provision at entry level and level 1. The eight characteristics set out below are deliberately high-level and are therefore equally relevant across the range of possible settings for Foundation Learning delivery, including schools, special schools, further education colleges, work-based learning providers, independent specialist colleges for learners with learning difficulties and/or disabilities etc.
- 24 This section consolidates, and therefore replaces, the existing LSC Provider Requirements and the Effective Practice Principles published by the Qualifications and Curriculum Authority (QCA).

### **i Personalised Learning**

Learning should be tailored to the needs and aspirations of individuals. Learners should be engaged appropriately in the learning process in order to promote ownership of their learning experience. Personalisation means enabling learners to start their programmes at any point in the year; and cutting across sectoral 'norms' such as programmes in schools running for at least a year, in contrast to post-16 providers tending to offer much shorter programmes at this level. As the raising of the participation age approaches, Foundation Learning will increasingly need to be able to cater for young people in work who will be required to participate in some kind of accredited learning.

### **ii Reaching and Engaging Priority Learners**

Priority learners are not a defined or homogenous group within the population, and therefore providers need to understand the different needs and motivations of priority groups in their locality. This understanding should be matched by knowledge and understanding of the labour market and requirements of local employers. Reaching priority learners requires effective and often more innovative strategies; partnership working can often be crucial in this context.

### **iii Effective Initial Assessment and Ongoing Review**

Rigorous systems should be in place for initial assessment and ongoing review. These systems should focus on the individual learner to establish a profile of their skills and abilities, a personalised learning programme and a support plan, each of which should be regularly reviewed and amended as the learner progresses.

### **iv Coherent delivery of Learning Programmes**

Learners should have access to a coherent, integrated offer which includes vocational or subject based learning; Functional Skills; and personal and social development skills which are weighted according to

learner need. Teaching and learning for the three components of individual learning programmes should be fully applied and contextualised wherever possible.

The lead provider for each learner should maintain an active overview of all the learning that the individual is undertaking. Where learning is delivered by more than one provider, it is important to ensure that it comes together coherently to support progression. For post-16 learners, the lead provider must also ensure that all learning is captured on the Individualised Learner Record (ILR).

#### **v Recognition of Achievement and Progression**

Providers should recognise achievement from the outset of the learner's journey using qualifications from the QCF wherever possible. Given that the QCF increases the opportunities to accredit what might previously have been 'non-formal' learning, including more 'engagement' provision, there is less need for additional use of tools such as RARPA (Recognising and Recording Progress and Achievement). RARPA however, continues to be recognised by Ofsted as a measure for non-accredited provision and many practitioners may find aspects of the RARPA process useful for supporting delivery of accredited learning too.

Learning programmes must be designed to support learners to progress to Level 2 or to achieve at the highest level appropriate. Where relevant, for a minority of learners with special educational needs or learning difficulties and/or disabilities, progression will be about consolidating learning already achieved and/or transferring that learning into different contexts. Providers should work with learners to agree destinations that are meaningful in the local context – by ensuring that planned provision would meet the relevant entry criteria for the chosen destination.

#### **vi Support for Learners**

Support for learners is crucial to improving access and facilitating progression. Learners should be positively supported throughout their learning programme. Providers should identify any support requirements during the initial assessment and keep these under review throughout the learning programme. Providing support may involve making reasonable adjustments to the programme qualifications and/or learning environment; the provision of pastoral support; and IAG. Where appropriate, support for learners should include, for example, access to childcare, transport, children's services, mental health services, social services, financial and housing advice.

Providers should help learners to understand and access relevant and appropriate learner support<sup>12</sup>, including the Education Maintenance Allowance (EMA) scheme, and Care to Learn (childcare support for teenage parents).

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<sup>12</sup> Providers and others may find the *financial help for young people* 'map' useful, it is available from [http://readingroom.lsc.gov.uk/lsc/National/nat-LSC\\_Young-People\\_Map-july2009-v1-2.pdf](http://readingroom.lsc.gov.uk/lsc/National/nat-LSC_Young-People_Map-july2009-v1-2.pdf)

## **vii Partnerships**

In developing an overall Foundation Learning offer to meet the needs of all relevant learners, providers in a local area will need to work in partnership with their local authority, other providers and related stakeholders such as Connexions, IAG providers, support agencies, third sector organisations and employer representatives<sup>13</sup>. Local authorities are asked to use the Gateway 4 process in November 2009 to submit headline planning for Foundation Learning in their area<sup>14</sup>, including:

- how collaboration on Foundation Learning will build on existing 14-19 Partnership and consortia arrangements
- how delivery planning is based on a vision for 14 to 19 coherence and an understanding of supply/demand for Foundation Learning (including an agreed schedule to involve all schools and other relevant providers over time and the need for their provision to 'join up' rather than being developed in isolation)
- how the LA is engaging with and coordinating the workforce support offer from LSIS.

Successful partnership working is expected to include joint planning to facilitate recruitment, retention and progression of learners through and beyond the 14 to 19 phase; sharing expertise, resources, facilities and staff development activities; and developing common processes. In larger providers, partnership working might include internal working between departments as well as external partnership arrangements.

## **viii Leadership and Management**

Effective practice is based on a strong senior management team commitment to Foundation Learning and a whole organisation approach to learners at entry level and level 1 and their learning programmes.

Workforce development is essential to effective delivery, with an understanding of the skills needed to implement Foundation Learning successfully and a commitment to the necessary training and professional development for existing staff. New staff should be recruited where gaps and weaknesses have been identified.

Resources should be available to support high quality, flexible teaching and learning.

Management information, with systematic collection of learner information and data, should inform provision and support for learners.

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<sup>13</sup> Local authorities, providers and others might find it helpful to refer to *14-19 Partnerships and Planning* (January 2009) available from <http://www.lga.gov.uk/lga/core/page.do?pagelid=1716553>

<sup>14</sup> Guidance to local authorities on the Gateway 4 process is available from <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=498&lid=668&ctype=None&ptype=Contents>

## Further sources of information

- 25 Resources to support the delivery of the Foundation Learning are available from the LSIS support programme:  
<http://www.excellencegateway.org.uk/FLT>. All local authorities and providers involved in Foundation Learning will have the opportunity to benefit from a support and development programme commissioned by the LSIS; further information will be made available on the above website. The LSIS excellence gateway website also includes information about the QCF Readiness Provider Support Programme  
<http://www.excellencegateway.org.uk/page.aspx?o=226596> and Functional Skills support programme  
<http://www.excellencegateway.org.uk/page.aspx?o=functionalskills>. Schools support on Functional Skills is delivered via the National Strategies – see <http://nationalstrategies.standards.dcsf.gov.uk/>.
- 26 Further information on Foundation Learning is available from the LSC website: <http://qfr.lsc.gov.uk/flt/>. Further information about the implementation of the QCF is available from <http://qfr.lsc.gov.uk/ukvqrp/>.
- 27 The Qualifications and Curriculum Development Agency (QCDA) qualifications catalogue for Foundation Learning and other Foundation Learning guidance is available on the QCDA website:  
<http://www.qcda.gov.uk/20389.aspx>.
- 28 Information and guidance on the Framework for Excellence performance assessment tool for LSC-funded post-16 providers is available at <http://ffe.lsc.gov.uk/>.
- 29 14-19 Partnerships also might find the LSC toolkit, *From Here to Entitlement* (version 2) useful; it is available from.  
<http://www.lsc.gov.uk/whatwedo/14-19/fromheretoentitlement2.htm>
- 30 To be able to utilise the QCF to its full potential to support the delivery of Foundation Learning programmes, schools, colleges and providers may find it helpful to be familiar with the *Regulatory arrangements for the QCF* which are available from <http://www.ofqual.org.uk/121.aspx>.
- 31 To provide learners with appropriate recognition of prior learning, school, colleges and providers may find it helpful to be familiar with *Claiming credit: Guidance on the recognition of prior learning within the QCF* which is available from <http://www.qcda.gov.uk/20515.aspx>.
- 32 Information on the LSC's funding approach to Foundation Learning provision can be found within the funding policy guidance available from <http://www.lsc.gov.uk/providers/funding-policy/demand-led-funding/>.
- 33 Cross-Government employment strategy for people with learning disabilities issued in June 2009: *Valuing Employment Now - real jobs for people with learning disabilities* (this identifies a key role for Foundation

Learning in enabling sustainable employment outcomes for people with learning disabilities)

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_101401](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_101401)

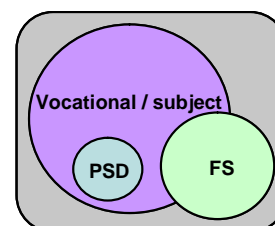
- 34 Your child, your schools, our future: building a 21st century schools system (white paper published June 2009)  
<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=Cm+7588>
- 35 A School Report Card: Prospectus (published June 2009)  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00664-2009&>
- 36 Ofsted framework for the inspection of maintained schools in England from September 2009 (published 23 July 2009)  
[www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Framework-for-the-inspection-of-maintained-schools-in-England-from-September-2009](http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Framework-for-the-inspection-of-maintained-schools-in-England-from-September-2009)

## Example case studies

- 37 The following example case studies are intended to show how Foundation Learning programmes can be designed and delivered in a range of different learner and provider contexts. They are based on early evidence from the 2008/9 Foundation Learning pilots and do not reflect every possible learner scenario. Further case studies are available from the LSIS support website, and others will be made available during the course of 2009/10.



## Disengaged 16 year-old FE learner working predominantly at level one



**Example learner:** Jess is 16 years old and has been referred to the programme by her Connexions Personal Advisor. She was previously excluded from mainstream school where she found the school environment challenging, became disillusioned and disengaged.

**Initial assessment** identified that Jess needed support in developing her self confidence and improving her motivation. Having left school without formal qualifications she recognised the need to gain these and work experience in order to progress into sustained full-time employment.

**Learning programme:** Concentrated on building basic employability skills such as interpersonal skills; career planning and health and safety. Personal and Social Development was integrated into vocational learning. The programme specifically focused on the retail sector, including modules on developing customer service skills and a work placement in a shop. Jess also took all three Functional Skills at level 1.

**Delivery in practice:** The small group learning environment and weekly one-to-one meetings with her key worker really helped her to improve her concentration, motivation and attendance.

### Qualifications and credits:

- NOCN Level 1 certificate in progression
  - 21 credits (some of which must be PSD); 50 SCAAT points; 189 guided learning hours (GLH)
- EDI Functional Skills Level 1 in Maths, English and ICT
  - Total: 15 credits; 37.5 SCAAT points; 90-135 GLH

### Overall attainment:

- 36 credits
- 87.5 SCAAT points
- 279-324 GLH
- Programme duration: 1 year

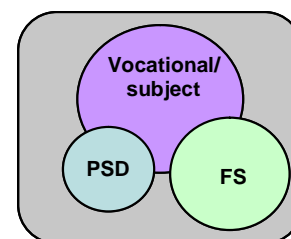
*In addition, Jess gained the following non-QCF qualifications that were delivered alongside her Foundation Learning programme:*

- CIEH Level 2 Award in Manual Handling
- CIEH Level 2 Award in Health and Safety in the Workplace
- First Aid certificate

### Progression outcome:

Her work placement at a local shop further improved her performance and developed vital employability skills that led to an offer of paid work over Christmas. Jess has now progressed to an Apprenticeship in retail.

## 14 year-old in mainstream school working predominantly at entry level



**Example learner:** Grace is 14 years old and has difficulty with learning in a formal setting and sometimes lacks confidence. She has mentioned that she is interested in cookery and would like to become a chef.

**Initial assessment** suggested that Grace would benefit from a programme that would help her progress onto a Diploma in hospitality and catering. This would help to make Grace feel more confident and engaged in her learning as she will be learning in less formal settings including at employer's premises.

**Learning programme:** Grace's programme is set within the catering sector, and offers two days a week work-based learning at a local restaurant. She is working towards Personal and Social Development and Functional Skills at entry level 2 and 3 and an entry level 3 certificate in Hospitality that contains some level 1 units. In addition to her Foundation Learning programme, she is also starting to study towards GCSEs in English, maths and art and a BTEC in science.

**Delivery in practice:** Grace's programme is delivered by her school's Supported Individual Studies unit, which offers a less formal and more personalised teaching and learning environment more suited to her needs.

### Qualifications and credits:

- ASDAN Certificate in Personal and Social Development (Entry Level 3)
  - 13 credits; 24 SCAAT points; 130GLH
- City and Guilds Entry Level Certificate in Introduction to the Hospitality Industry (Entry Level 3)
  - 13 credits; SCAAT points yet to be assigned; 124-133GLH
- Edexcel Functional English, Maths (Entry Level 3) and ICT (Entry Level 2)
  - 15 credits; 19.5 SCAAT points; 90-135GLH

### Overall attainment:

- 41 credits
- 43.5 SCAAT points plus some yet to be assigned
- Approx. 340-400 GLH
- Programme duration: ongoing

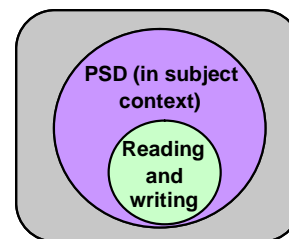
*In addition, Grace is also starting to study towards the following non-QCF qualifications that are delivered alongside her Foundation Learning programme:*

- GCSE English, maths and art
- Science BTEC Introductory certificate in Applied Science (Level 1)

### Progression outcome:

Grace has completed one year of her Foundation Learning programme and has reported increased levels of confidence and motivation.

## 17 year-old learner with learning difficulties and disabilities at an independent specialist college



**Example learner:** Tim is 17 years old and is a residential learner at an independent specialist college. He has acquired brain injuries and associated learning, sensory and emotional difficulties.

**Initial assessment:** identified that in order to develop the skills to progress to supported employment the learning programme should focus on PSD and building basic literacy. It was not considered to be relevant or appropriate for Tim to undertake Functional Skills in maths or ICT.

**Learning programme:** Tim joined the college's Foundation Learning programme, which sets entry level learning within a range of contexts such as art, media, cookery and citizenship. Tim's individual programme focused on developing personal and social skills through art and music. The programme also included modules on citizenship to prepare for independent living.

**Delivery in practice:** The college uses a simple spreadsheet to track the learning of each of its learners on the Foundation Learning programme. This simple tracking system allows staff to see at a glance how each learner's programme is structured, how they will achieve their qualification through the rules of combination, and the progress which they have made to date.

### Qualifications and credits:

- Edexcel Entry Level 1 Award in Personal Progress
  - 8 credits; SCAAT points yet to be assigned; 80-90GLH
- Edexcel Entry Level 1 Award in Communication Skills (includes optional units on developing writing skills and developing reading skills)
  - 6 credits; SCAAT points yet to be assigned; 60 GLH

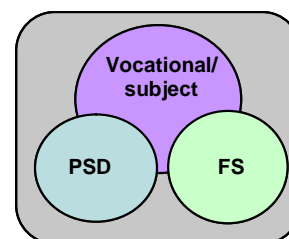
### Overall attainment:

- 14 credits
- SCAAT points yet to be assigned
- 140-150 GLH
- Programme duration: ongoing

### Progression outcome:

Tim continues to achieve units at entry level 1 in an increasingly broad range of contexts. He has recently started cookery, which includes a healthy living unit at entry level 2.

## 18 year old learner at risk of being not in education, employment or training



**Example learner:** Jo is 18 years old and is working predominantly at level 1. Before starting this programme with a work-based learning provider she had been on a course at a local college but dropped out because the workload was too heavy.

**Initial assessment** identified that Jo had a firm grounding in personal and social skills, but required specific vocational skills and further development of functional skills in order to improve her specific chances of securing skilled employment. She showed a particular interest in the motor vehicle industry.

**Learning programme:** The learning programme was developed along the lines of the E2E programmes that the provider used to deliver. It focused on gaining specific vocational skills and experience in the motor vehicle industry.

**Delivery in practice:** In order to ensure that the programme continued to meet her needs, Jo was asked to complete an activity log at the end of each day which was reviewed by tutors on a weekly basis and used to refine the provision to better align with her preference.

### Qualifications and credits:

- ABC Level 1 Certificate in Motor Vehicle Studies
  - 24 credits; 75 SCAAT points; approx 240 GLH
- City & Guilds – Level 1 Certificate in Employability and Personal Development
  - 15 credits; 25 SCAAT points; 102-114 GLH
- OCR Functional English, maths and ICT (Level 1)
  - 15 credits; 37.5 SCAAT points; 90-135 GLH

### Overall attainment:

- 54 credits
- 137.5 SCAAT points
- Approx 430-490 GLH
- Programme duration: 1 year

### Progression outcome:

Jo progressed to an apprenticeship in vehicle maintenance and repair.

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