

The Foundation Learning Tier



Leading learning and skills

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Background

The Foundation Learning Tier began its post-16 life in the FE White Paper of March 2006, Its aims are to:

- Rationalise provision below level 2
- Offer Progression Pathways
- Use QCF accredited units and qualifications
- Promote inclusive learning below level 2
- Concentrate public funding on the Progression pathways/programmes
- Offer an eventual 19-25 entitlement

What is FLT ?

- A programme of work by the LSC and the QCA for reform provision below level 2
- An overarching term to describe qualifications at Entry levels and level 1 within the Qualifications and Credit Framework (QCF)
- It is not in itself an achievement or a qualification

Who is the provision aimed at?

- All age groups, 14+
- Diverse abilities
- Employed and unemployed
- Individuals disengaged from learning
- Adults (19+) not yet at level 2

Interim Guidance

Following publication of 'Interim Guidance' May 2009 there has been a subtle shift in the presentation of Progression Pathways.

The Four Pathways have now become one personalised learning programme leading to progression, 'Progression Programmes'.

Progression Programmes

- Replaces 'Progression Pathways'
- Personalised, destination-led learning programmes of flexible content and duration to support individual progression

Possible progression destinations:

1. A first full level 2
2. Skilled worked (Apprenticeships)
3. Independent living and/or supported employment
4. Foundation diploma (L1) Diploma or GCSEs

Progression Programme content

An appropriate balance of:

1. Vocational skills, knowledge and understanding
2. Skills for Life/functional skills
3. Personal and Social Development

(Supported by wrap-around IAG, effective initial assessment, comprehensive ongoing review, and provider collaboration)

Overview of PP

- FLT = Entry level and level 1 provision
- QCF Accredited provision supplemented by an agreed range of current valuable provision (accredited and non accredited) which supports engagement activity.
- No lower limit, all pre-entry will be inclusive within entry level 1
- Progress may not always be in a straight forward linear way, some learners may take breaks in learning.

Overview cont.

Component qualifications and levels of achievement must align to the intended destination.

Where the learner has already achieved the necessary threshold in one or more components it is not expected that the individual will repeat that learning.

‘wrap-around’ IAG, effective initial assessment, comprehensive on going review and provider collaboration.

Overview cont.

For some learners level 2 destination may not be suitable or realistic, in such cases level 1 is an appropriate destination.

Independent living – horizontal progression and maintenance of learning may be an appropriate choice when vertical progression is inappropriate

Provider requirements

- Personalised learning
- Recognition of achievement and progression
- Coherent Progression Programme
- Effective initial and formative assessment
- Reaching priority learners
- Organisation and management

Challenges ahead

- Timing of implementation
- Inclusivity
- The availability of QCF Qualifications
- The flexing of publicly funded provision
- First steps, Foundation Learning and e2e
- Provider capacity

Strategic planning to 2010 whole organisation plan

- Transition to QCF
- Keeping up with SfL and Functional Skills
- Integration of e2e, First steps and Foundation Learning programmes (largely unchanged for 09/10)
- Revised branding and marketing
- Financial budgeting and control
- Staff development from frontline staff to senior management
- Learner tracking and MIS

Funding

- Funding by qualification through SLNs, funding recognises the starting point of the learner
- To reflect the flexibility of the QCF
- Demand Led funding formula applies
- Funding truly individual
- Young people funded for entitlement if full time
- Qualify for ALS as usual
- Can fund using e2e or FE budgets

Funding continued

- Is the qualification in the catalogue?
- Ref to LAD (glh, credits, prog. Weighting, SLN)
- Funding under e2e, if recording as an e2e programme then weekly funding will be generated only, learning aims are not funded.
- ALS will be generated from 09/10, automatic entitlement to EMA.
- E2e no longer available from 2010/11
- E2e weeks (LOS) x 0.039 SLN plus bonuses (0.063 SLN)

Measurement and recording of PPs

www.thia.org

LR Provider Support Manual

Other points of reference

Prospectus for Progression Pathways

<http://readingroom.lsc.gov.uk/lsc/National/>

LSC-P-NAT-080131_

PropsectusProgressionPathways.pdf

And

<http://qfr.lsc.gov.uk/flt/support/>

More reference points

QCA web site

<http://www.qca.org.uk/flt>

QIA Excellence gateway

<http://excellence.qia.org.uk/page.aspx?0=1>

Catalogue

http://www.qca.org.uk/qca_20636.aspx

Interim Guidance

<http://qfr.lsc.gov.uk/flt/support>