

Entry and Level 1 Programmes (Foundation Learning)



Progression to employment and sustainable employment

Grow Learner profile	Learner needs and progression aims	Learner age
Learners looking for the basic skills needed to achieve success in employment	Sustaining or attaining employment	16–18 19+

Pearson's Entry and Level 1 Programmes (Foundation Learning) give your learners access to a range of courses designed to improve their basic skills and prepare them for employment or help them to remain and progress in employment. Our Grow profile demonstrates how they do this.

The image displays three educational resource covers from Pearson. The top cover is 'Specification Functional Skills English, Entry Levels 1, 2, & 3' with a background of stepping stones in water. The bottom left cover is 'Retail Knowledge LEVEL 1' featuring a young man in a kitchen. The bottom right cover is 'Hospitality ENTRY LEVEL 3 / LEVEL 1' featuring a chef in a kitchen. All covers include logos for edexcel, BTEC, and Pearson.

Suggested learning programmes

The following are **suggested programmes of study** for two different 'Grow profile' learners.

We've recommended a programme of qualifications that focus on employability skills as well as more vocational and applied routes to learning. In addition to the suggested learning programmes we have also clearly set out **progression opportunities** that could follow such a Entry and Level 1 Programme.



The Learner

This 17 year old learner is focussed on a career in Hospitality. She needs to consider training in Hospitality and Catering alongside up-skilling herself in how to gain and sustain employment. She has some skills gaps and would benefit from a short programme.

Suggested Study Programme

An appropriate option for this learner may be a traineeship. A six month traineeship may be appropriate for her to gain the knowledge, experience and skills in order to enter employment. The traineeship will centre around a substantial work experience placement with input from a college or training provider to ensure that knowledge and skills are relevant to the industry.

Delivery Components

Vocational Learning

- Pearson Level 1 BTEC in an introduction to the Hospitality Industry

Personal Development/ Employability

- BTEC Level 1 Award in WorkSkills

English/Maths/ICT skills

- Level 2 Functional Skills in English

Progression Destinations

- Sustainable employment

Support Resources

- Learner Activity Pack
- Video clip

Find out more at:
www.edexcel.com/e-l1-support





The Learner

This 19+ year old learner has been unemployed for the last 3 years. She has no formal qualifications and currently has little or no prospects within the employment market. The job centre has suggested a training programme with a local work-based learning provider that will equip her with the skills to enter the employment. Based on prior experience and interests the training programme will focus on careers in customer service and retail.

Suggested Study Programme

This personalised programme combines retail and customer service qualifications to provide a holistic training programme for this learner. The learner may not necessarily be studying the full qualifications, they could be working towards achieving units within these qualifications if this approach better serves them in gaining a job.

Delivery Components

Vocational Learning

- Pearson Level 1 BTEC Award in Retail Knowledge
- Pearson Level 1 BTEC Award in Customer Service

Personal Development/ Employability

- Pearson Level 1 BTEC Award in WorkSkills

English/Maths/ICT skills

- A selection of stand-alone work-related English and maths skills units

Progression Destinations

- Sustainable employment

Support Resources

- Learner Activity Pack
- Video clip

Find out more at:

www.edexcel.com/e-11-support

Skilled for Life

Skilled for Life provides centres with a complete employability toolkit, giving access to a flexible framework of over 1,000 learning units and 200 qualifications from Entry Level 1 to Level 2. The toolkit is built around 5 areas of learning, identified as the skills learners need to obtain and sustain employment:

- English & Maths
- Industry Knowledge
- Work Experience
- Social and Personal Skills
- Skills for Work

To find out more about Skilled for Life visit www.edexcel.com/skilledforlife

Find out more

For the latest information and case studies please visit our Entry and Level 1 Programmes (Foundation Learning) website - www.edexcel.com/entry-level1-programmes.



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New Government initiatives

New initiatives from the Department for Education and the Department for Business, Innovation and Skills support a firm focus on raising standards and improving employability skills and learner progression. Funding can now be used flexibly to deliver a range of vocational programmes that help learners acquire the skills they need to move into employment or further study. Our Entry and Level 1 Programme (Foundation Learning) provides you with a framework to help you embrace these new initiatives and the flexible funding they bring and provide your learners with the best possible opportunities for progression to work or further learning.

How current Education policy relates to your 'Grow' profile learners

Substantial qualification	English & Maths	Work experience	Work preparation	Other activity
<ul style="list-style-type: none"> ● The main programme of study or training in a 16-19 Study Programme could be a qualification or made up of a selection of units in cases where a full qualification isn't appropriate. This is one of the core elements of a Study Programme. ● Although not in the core of a Traineeship, you and the employer have the flexibility to offer vocational qualifications as part of the programme if it meets your learner's needs. ● Unit by unit If a unitised approach is more appropriate then the Pearson Skilled for Life framework would be suitable. ● Qualifications Achieving qualifications may be a motivator for this learner. 	<ul style="list-style-type: none"> ● English and maths is a core element in every 16-19 Study Programme and Traineeship. All 16-18 year olds who haven't a GCSE at grade C or above in these subjects are expected to continue to study towards them. ● Qualifications other than GCSE The government recognises the importance of 'stepping stones' towards achieving GCSEs. Qualifications other than GCSEs are seen as 'stepping stone' qualifications on the journey towards achievement of a GCSE. 	<ul style="list-style-type: none"> ● Work experience, supported internships, or other work related learning or activities are designed to help students secure work experience, job related or specialist skills of direct benefit to their future employment or study goals. ● Learners on a 16-19 Study Programme who are not yet ready to study and achieve substantial qualifications at Level 2, may include substantial work experience as a core element. ● Traineeships have at their heart a work placement of six weeks to six months in duration and are suitable for learners who are ready for the world of work, an Apprenticeship or a full-time study programme within six months of engaging in the traineeship. 	<ul style="list-style-type: none"> ● Work preparation can be part of a 16-19 Study Programme, either as a qualification, or as other activity. Work preparation is the final core element of a Traineeship. It can be accredited or non-accredited learning and the aim is to focus on the needs of the learner. It could for example encompass aspects such as CV writing, interview preparation, job search and inter-personal skills. 	<ul style="list-style-type: none"> ● Both 16-19 Study Programmes and Traineeships give you the flexibility to offer other activities alongside the core elements. Work preparation for example, can be included in 16-19 Study Programmes and substantial qualifications can be used in Traineeships. ● Other activities need to be planned, organised and timetabled by the institution and delivered within the normal working pattern. ● Tutorial/mentoring Regular 1-1 tutorials can help you check on progress and achievement. ● On-the-job-coaching and ongoing visits to employer to check on progress made can help you track how learners are progressing.

For more detailed advice and information on how these new initiatives could impact on your learners email us at: teachingfoundationlearning@pearson.com



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