

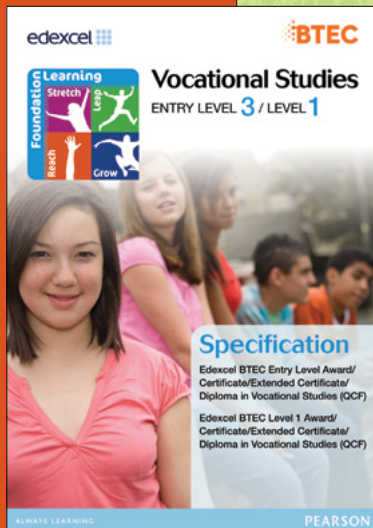
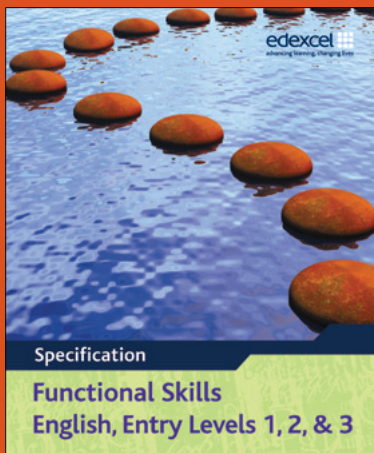
Entry and Level 1 Programmes (Foundation Learning)



Expanding your learner's opportunities to progress

Reach Learner profile	Learner needs and progression aims	Learner age
Learners with spiky profiles or specific skills gaps	Requires upskilling in certain areas for progression, whatever the route	14-18

Wherever your learners want to get to – first steps to employment, further education or an Apprenticeship - Entry and Level 1 Programmes (Foundation Learning) can help them get there. Our Reach programmes aim to address particular skills gaps or learning needs, so each programme can feature a combination of units that best suit the individual learner.



Suggested learning programmes

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

We've recommended programmes that focuses on Functional Skills and work-related skills to bring learners up-to-speed with the relevant skills to enable progression to any destination. In addition to the suggested learning programmes we have also clearly set out **progression opportunities** that could follow such a course.



About the Learner

This 17 year old learner is unsure of what vocational sector he would like to eventually work in. He has some interest in the trade occupations. Having achieved a range of qualifications at Entry 3, he is now considering a more vocational pathway.



Suggested Study Programme

This learner has achieved the foundations of Entry Level learning and now needs to consider his vocational options. As he is un-decided on which vocational choice, it is suggested that he follow a taster programme that gives him options in both Engineering and Construction via the Vocational Studies route. His study programme has a work experience element, working with a local building contractor 1 day a week and his college study also consists of developing his maths and English skills.

Delivery Components

Vocational Learning

- Pearson BTEC Level 1 Vocational Studies
- (Construction and Engineering focus)

Personal Development

- Pearson Level 1 Award in Personal and Social Development
- Pearson BTEC Level 1 Award in WorkSkills

English/Maths/ICT skills

- Level 1 Functional Skills (English)
- Level 1 Functional Skills (Mathematics)

Progression Destinations

Vocational Learning

- Pearson BTEC Level 2 in Construction or Engineering

Personal Development

- Pearson Level 2 Award in WorkSkills

English/Maths/ICT skills

- GCSE Mathematics
- GCSE English

Support Resources

- Learner Activity Pack
- Video clip

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





About the Learner

This 16 year old learner left school with 4 GCSE's (Grades D-G) and a Level 1 BTEC in Performing Arts. She is keen to continue studying performing Arts, but has been advised by her college to consolidate her skills in English and maths to aid her progression opportunities.

Suggested Study Programme

This curriculum example recognises the needs of those learners with skills gaps and those who need to develop in order to progress to the next level. The vocational learning option here recognises her prior achievement in Performing Arts and reflects her interests. By studying Functional Skills she will work towards achieving GCSE's in both English and Mathematics.

Delivery Components

Vocational Learning

- Pearson BTEC Level 2 in Performing Arts

Personal Development

- Pearson Level 1 Award in Personal and Social Development

English and Maths skills

- Level 2 Functional Skills (English)
- Level 1 Functional Skills (Mathematics)

Progression Destinations

Vocational Learning

- Pearson BTEC Level 3 in Performing Arts

Personal Development

- Pearson Level 2 Award in Personal and Social Development

English and Maths skills

- GCSE English
- GCSE Mathematics

Support Resources

- Learner Activity Pack
- Video clip

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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.





New Government initiatives

New initiatives from the Department for Education 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 'Reach' 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 where a full qualification isn't appropriate. 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. Length of study A longer 16-19 Study Programme of an academic year may be more appropriate, consisting of a substantial qualification. 	<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. Stepping stones 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 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 16-19 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 interpersonal skills. Engage Employability engagement through visits and guest speakers. 	<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. In addition, any other activities that help you support the learner to progress can be offered. 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.

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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