



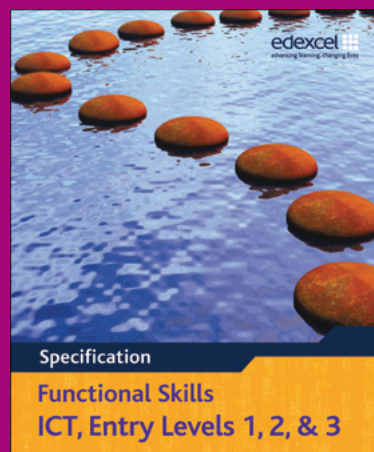
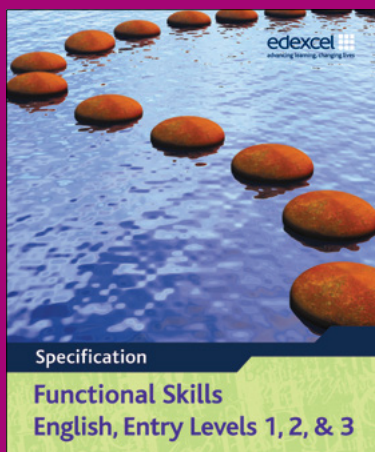
Entry and Level 1 Programmes (Foundation Learning)

Recognising vocational learning below Level 1

Stretch Learner profile	Learner needs and progression aims	Learner age
Entry Level learners with moderate to severe learning difficulties or disabilities	Gaining skills for supported employment or independent living	14+

Entry and Level 1 Programmes (Foundation Learning) gives your learners access to a range of courses designed to introduce them to the skills they will need to interact with others, cope with everyday situations and follow a progression route that meets their needs.

Building a personalised Entry and Level 1 programme using our useful profile will mean your learners can progress at their own pace and focus on areas of most benefit to them.



Suggested learning programmes

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

We've recommended a programme of smaller qualifications with recognisable achievements, less formalised assessment, and 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 (Foundation Learning) course.



About the Learner

This adult learner is studying part-time in an FE college and is on a supported internship with a retail employer 2 days per week. The learner's ambition is to secure sustainable employment in the retail sector.

Suggested Study Programme

This personalised curriculum combines the Pearson Entry Level Award in Skills for Supported Employment (Entry 1) with the Pearson Entry Level Award in Skills for Independence and Work (Entry 2) and Functional Skills.

Delivery Components

Personal/Employability Development

- Developing skills for the workplace: Getting Things Done
- Developing skills for the workplace: Following Instructions
- Discovering the retail workplace
- Travelling: Using Public Transport

English/Maths/ICT skills

- Entry 1 Functional Skills in English and Mathematics

Progression Destinations

- Supported employment

Support Resources

- Free downloadable transcripts to support assessment
- Free exemplar tasks and assignment briefs
- FAQ's
- E1 overview of Pearson qualifications

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





About the Learner

This young learner is studying at school and is supported by both a main teacher and 2 teaching assistants. He enjoys practical work and is able to engage with others. He needs a lot of re-enforcement and practise in order to demonstrate his abilities.

Suggested Study Programme

This personalised curriculum is based around the **Pearson Entry Level Diploma in Personal Progress**. The units selected cover a range of vocational, PSD and functional skills learning. It is likely also that the learning programme will be a mix of accredited and non-accredited provision. Learners could achieve small awards within personal progress, for example in ICT skills throughout the year/s culminating in a Diploma at the end of the programme.

Delivery Components

Vocational Learning

- Exploring Art
- Exploring Dance
- Exploring Music
- Engaging in a Creative Group Project

Personal Development

- Developing Learning Skills: Learning to Learn
- Dealing with Problems

English/Maths/ICT skills

- Entry Level award (E1) in Communication Skills
- Entry Level award (E1) in Mathematical Skills
- Entry Level award (E1) in ICT Skills

Or

- Entry 1 Functional Skills in English/Maths/ICT

Progression Destinations

Vocational Learning

- Pearson Entry Level 2 in Skills for Independence and work

Personal Development

- Pearson Entry Level 2 qualifications in Personal and Social Development

English/Maths/ICT skills

- Entry 1 or 2 Functional Skills in English/Maths/ICT

Other

- Supported employment
- Independent living

Support Resources

- Free downloadable transcripts to support assessment
- Free exemplar tasks and assignment briefs
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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.



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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 'Stretch' profile learners

Substantial qualification

- 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. Although not in the core of a **Traineeship**, you and the employer have the flexibility to offer vocational qualifications.
- **Learners with learning difficulties and/or disabilities (LLDD)** may be on a non-accredited course or working towards a qualification.
- **Qualifications**
The Pearson Personal Progress and Skills for Independence and Work qualifications provide a structured programme introducing learners to vocational learning.
- **Structured framework**
Qualifications can be an effective motivator for learners enabling them to see their progress through the framework of a qualification.

English & Maths

- 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.
- **Learners with learning difficulties and/or disabilities (LLDD)** will be excluded from the English and maths requirement where appropriate.
- **Stepping stones**
Qualifications other than GCSEs are seen by the government as 'stepping stone' qualifications on the journey towards achieving GCSEs.
- **Bite sized qualifications**
At Entry Level 1 it may be more appropriate to consider bite sized qualifications developing English, maths and ICT skills from the Pearson offer.

Work experience

- Work experience, supported internships, or other work related learning or activities 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** 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.
- **Supported internship**
If appropriate, this may be an option where provider and employer work in partnership to provide substantial work experience.

Work preparation

- 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.
- **Protected work experience placement**
If a provider assesses the learner as having significant support needs they can organise a protected work experience placement within their own organisation doing 'live' work, giving the learner the opportunity to experience a real working environment for example, in a college restaurant, retail shop, or car maintenance garage. (Protected work experience placements cannot be used as part of a Traineeship).

Other activity

- Both **16-19 Study Programmes** and **Traineeships** give you the flexibility to offer other activities alongside the core elements.
- **Other activities** need to be planned, organised and timetabled by the institution and delivered within the normal working pattern.
- **Tutorial**
Regular 1-1 tutorials can help you check on progress and achievement, and regular group tutorials can help you check on progress in working with others.
- **On-the-job-coaching and ongoing visits to employer** to check on progress made can help you track how learners are progressing.
- **Group working**
Project based activities can encourage working with others and develop enterprise and entrepreneurial skills.

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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