

FOUNDATION LEARNING TIER (FLT) UPDATE



What is FLT

The LSC and QCA are working together to reform provision below Level 2. By 2010 a revised set of credit-based units and qualifications will be in place with clear progression routes through Entry Level and Level 1 to Level 2 in order to raise participation and achievement amongst learners and help them to progress through life and work. This programme of work is known as Foundation Learning Tier; this is also the term used within the QCF to describe qualification at Entry Level and Level 1.

FLT is being developed for two main reasons. Firstly that the 'gap' from Entry to Level 2 is too large and complex. Secondly, that a significant amount of provision at Entry and Level 1 fails to lead to any progression and traps learners in 'the revolving door'. A key outcome of FLT is the development of Progression Pathways. These are frameworks for learning built from Entry and Level 1 qualifications within the QCF. Each Pathway will comprise of 3 components, vocational knowledge, skills and understanding, functional skills and personal and social development(PSD). These will be supported by wrap-around IAG., effective initial assessment and ongoing review. FLT pathways will become the priority for funding, rather than stand-alone qualifications. By 2010/11 Progression Pathways will replace current arrangements such as E2E and KS4 Engagement.

Progression Pathways will provide progression to; first full Level 2, Level 2 Apprenticeship Framework, Independent Living or Supported Employment or Foundation (Level 1) Diploma or GCSE's. Horizontal progression and accumulation of accredited achievement for small steps of learning will be important for some learners for who vertical progression, including to Level 2 may not be appropriate, although the majority of learners are expected to progress to Level 2.

2007/08 is the developmental year for Progression Pathways. On-line resources will be developed to support all providers from 2008/09. 2008/09 providers involved in developments will pilot Progression Pathways. In 2009/10 Progression Pathways will become an established part of mainstream provision, with full implementation in 2010/11.

Positives

- Principles appropriate to levels
- Horizontal progression where appropriate
- LDD provision **should** be enhanced by this initiative
- Entry Level cross cutting employability skills preferable to current entry level vocational qualifications.
- Focus on Functional Skills, vocational knowledge and PSD not vocational training for most pathways
- Alignment of Pre-Apprenticeship Pathway with apprenticeship frameworks.
- Focus on LDD through the Independent Living/Supported Employment Pathway

- Use of draft common units in PSD to accredit PSD skills.
- Only compulsory unit at E1 is communication.

Negatives

- Funding – no mention as yet of funding. Will it attract extra on top of AUPU?
- Funding – stand alone qualifications may not be funded.
- Level 1 – It appears that Level 1 has become somewhat restricted to Diplomas and we have lost some of the original ethos with suggested a more holistic curriculum.
- Conflicting comments in draft prospectus e.g. GCSE primary offer for Level 1 page 32 whereas page 33 states that the Level 1 Diploma will form the principle qualification offer for learners at Level 1.
- E2E – This is a really successful programme because of its flexibility - concerns if this flexibility was removed.
- Current provision at Pre-Entry, Entry and Level 1 is tailored to individual needs concerns that programme led pathways would mean that this personalised approach would be more difficult to offer.
- No recognition of achievement/certification when a pathway completed. This could be demotivating