

LSIS

Learning and Skills
Improvement Service

Dedicated to development

Foundation Learning Tier Support Programme

Progression
Pathways
within the
Foundation
Learning Tier

Getting started

A guide for colleges
and providers preparing
for implementation

 QIA
Quality
Improvement
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Foreword

Welcome to *Progression Pathways within the Foundation Learning Tier*. This getting started guide is for staff in colleges and providers who are preparing to deliver Progression Pathways.

The resource provides an introduction to Progression Pathways by:

- outlining the factors that providers will need to consider in implementing Progression Pathways
- including suggestions and guidance that will enable readers to consider their readiness to offer Progression Pathways within the Foundation Learning Tier (FLT).

It should be read alongside the most recent versions of the Learning and Skills Council's (LSC's) Prospectus for Progression Pathways and the Qualifications and Curriculum Authority's (QCA's) FLT Progression Pathways Qualifications Catalogue.

You will find this resource helpful if you are preparing to implement Progression Pathways from autumn 2009 and want to develop a basic understanding of what you need to know and what sources of information are most important in planning for implementation.

You will also find it helpful if you are implementing Progression Pathways from autumn 2008 and you want to review your understanding of key ideas.

The resource will help you to get started by considering organisational issues and some of the implications for teaching and learning arising from the implementation of Progression Pathways.

This resource is not intended to be exhaustive. It introduces key documents and other sources of support that you might find helpful. Further information on the FLT Post 16 Support Programme can be found at <http://flt.excellence.qia.org.uk>

Each section of this resource follows the same format:

- an overview of what each section covers
- a list of things to think about as you work through this section
- relevant content
- a self assessment checklist
- actions you might consider taking after completing each section.

The resource includes a trouble shooter tool that links issues commonly experienced by providers preparing to implement Progression Pathways to relevant resources.

You may wish to make notes as you work through this document. You will find a notes and action planning page at the end.

Functional skills

This resource does not directly address functional skills. The Functional Skills Support Programme offers:

- development and publication of support materials
- training and network programmes, including customised training and support at a regional and local level
- a national functional skills team including regional advisers for English, mathematics and ICT.

Further information can be found at <http://excellence.qia.org.uk/159670>

Introduction

This section covers:

- where Progression Pathways sit
- the features of Progression Pathways
- the benefits of Progression Pathways
- how to use this resource.

Where Progression Pathways sit

The term Foundation Learning Tier (FLT) has become widely understood to refer to the anticipated reforms to learning programmes at entry and level 1, including Entry to Employment (E2E). Entry and level 1 of the Qualifications and Credit Framework (QCF) are also described as the Foundation Learning Tier.

As a college or provider preparing to deliver the new learning programmes, it is important to recognise that the key outcome of the reforms is the development of Progression Pathways.

¹ LSC Prospectus for Progression Pathways, para 13, August 2008. <http://qfr.lsc.gov.uk/flt/support/>

Progression Pathways set down the parameters for designing personalised learning programmes to support individual progression through the achievement of an appropriate combination of qualifications from entry and level 1 of the QCF.¹

Staff involved in developing the new programmes or providing information, advice and guidance to potential learners as well as the learners undertaking them, all need to have a shared understanding of Progression Pathways and the intentions behind their introduction.

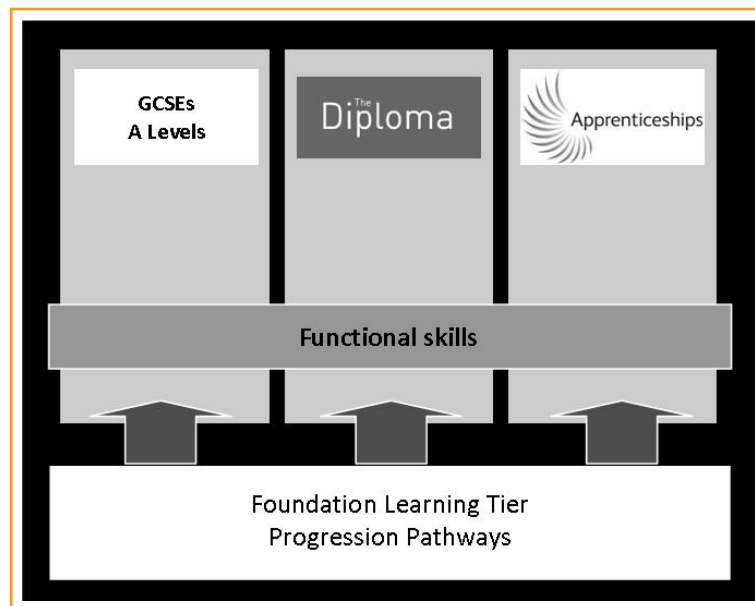
Progression Pathways are designed to improve progression through entry level and level 1 towards further learning at level 2 and beyond. The starting point of the learner and their planned destination are key to the design of their programme and the choice of qualifications included within the Progression Pathway

For adults, Progression Pathways will provide them with an opportunity to gain skills which for many will help them move into work. This will benefit not just individuals, but their children, families and communities.

Within the 14–19 phase, FLT Progression Pathways are one of four national suites and frameworks (Figure 1). The others are GCSEs, A-levels, Diplomas and Apprenticeships. They provide, for the first time, a comprehensive and coherent qualification offer to meet the needs of every young person. The choices available support a range of learning preferences, from the general to the occupationally specific.¹

2 Promoting achievement, valuing success: a strategy for 14–19 qualifications, Department for Children, Schools and Families, 2008, 14.

Figure 1. The place of Progression Pathways within the 14–19 qualifications strategy²



The features of Progression Pathways

Progression Pathways set down the parameters for building learning programmes at entry and level 1. Learning programmes for some learners working at entry and level 1 have not always provided the best opportunities to accredit their learning within a nationally recognised system, nor supported progress to learning at higher levels nor ensured that vital skills, for example in English, maths and ICT, are developed.

The specifications for Progression Pathways enable tutors to work with learners to build a personalised learning programme that:

- supports progression through the achievement of nationally recognised qualifications
- integrates with the starting requirements of learning opportunities at level 2 and beyond
- ensures learners' English, maths and ICT skills are developed to an appropriate level.

A Progression Pathway is a combination of entry and level 1 qualifications from the QCF. However, the Progression Pathway itself is not certificated. Each Progression Pathway will include these distinct components:

- vocational learning
- functional skills
- personal and social development skills.

The LSC Prospectus for Progression Pathways gives the timetable for implementation, the specifications and curriculum guidance for each Progression Pathway.

The benefits of Progression Pathways

Progression Pathways are not simply about accrediting learning through qualifications, they describe a coherent combination of qualifications that will form the basis for a learner's programme, a programme that will be delivered through a supportive learner journey. Learners will undertake individual learning programmes that meet or exceed the minimum specification for the Progression Pathway and are planned on the basis of their:

- aims and aspirations
- prior achievement
- starting point
- learning capacity.

The benefits to learners of Progression Pathways include:

- having nationally recognised accreditation which allows for credit accumulation and transfer
- qualifications which can accredit learning at more than one level
- coherent learning programmes emphasising the skills employers demand
- personalised programmes with the capacity to select accreditation based on learner aspirations, and local employment and level 2 learning opportunities
- an emphasis on transferable skills
- integration with learning opportunities at level 2 and beyond.

It is vital that learners' programmes lead to genuine progression. The opportunity presented by Progression Pathways will encourage greater collaboration between providers in the delivery of learners' programmes. It will also support collaboration between Progression Pathway providers and those offering learning at level 2 and beyond.

How to use this resource

The remaining sections of this resource focus on the issues associated with preparing to implement Progression Pathways in the post-16 sector. They cover:

- preparing to improve progression towards level 2 – what you need to know before you start to develop a Progression Pathway
- developing your initial Progression Pathway offer – a process for building and implementing a Progression Pathway
- learners experience – planning the learner's journey through their learning programme
- monitoring and improving the learning programme – monitoring and sharing your experiences of implementing Progression Pathways.

self check

Read through the following checklist and tick the box that applies to your current knowledge of implementation in your organisation:

Column A – I know that this is in place in my organisation

Column B – I know that this is not in place in my organisation

Column C – I'm not sure if this is in place in my organisation.

	A In place	B Not in place	C I'm not sure
Someone is taking responsibility for the introduction of Progression Pathways across the organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic information on the introduction of Progression Pathways is being communicated to staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are aware of the support available for the introduction of Progression Pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff and partner organisations understand the benefits of Progression Pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Actions you might consider taking after completing this section

- Identify the challenges in your existing foundation learning offer that you are seeking to overcome through the introduction of Progression Pathways.
- Identify who is responsible for communicating information about Progression Pathways within your organisation.
- Read the LSC Prospectus for Progression Pathways.

1

Preparing to improve progression towards level 2

This section looks at:

- the Progression Pathway specifications
- the importance of the Qualifications and Credit Framework
- the FLT Progression Pathways Qualifications Catalogue
- the provider requirements.

Things to think about as you work through this section

- How well prepared are we to begin preparations to implement Progression Pathways?
- Are we familiar with the key documents required to implement Progression Pathways?
- Are we in a position to offer the appropriate qualifications for Progression Pathways?

Progression Pathway specifications

Progression Pathways are being implemented between 2008 and 2010. The LSC expects that Progression Pathways will be fully implemented across publicly funded entry and level 1 provision by autumn 2010.

There are four Progression Pathways:

- the Progression Pathway to a first full level 2 (in the QCF)
- the Progression Pathway to skilled work or an Apprenticeship
- the Progression Pathway to supported employment or independent living
- the Progression Pathway to a Foundation Diploma or GCSEs.

The first three of these are the focus of phased implementation in the post-16 sector and of this resource. It is likely that some providers may come into contact with the QCA-led test and trial of the fourth Progression Pathway through their work with schools.

There are several key documents that post-16 providers will need to become familiar with in preparing to implement a Progression Pathway. These are:

- the LSC Prospectus for Progression Pathways
- the QCA FLT Progression Pathways Qualifications Catalogue
- the LSC Provider Requirements for Progression Pathways.

The LSC Prospectus for Progression Pathways

Progression Pathways are defined by a specification describing minimum qualification and credit requirements. The specification for each of the four Progression Pathways is contained within the most recent version of the LSC Prospectus for Progression Pathways. The specification refers to qualifications that are part of the new Qualifications and Credit Framework (QCF). The specification for each Progression Pathway covers:

- vocational learning
- functional skills
- personal and social development skills.

Qualifications and Credit Framework

Progression Pathways are built from qualifications contained within the new QCF. The QCF provides a new way of recognising skills and qualifications. It does this by awarding credit for qualifications and small steps of learning, referred to as units. Within the QCF every unit and qualification in the framework has a credit value (one credit represents 10 hours of learning time, both taught time and planned, unsupervised learning time) and a level between entry and level 8, showing how difficult it is. There are three sizes of qualifications in the QCF:

- awards (1–12 credits)
- certificates (13–36 credits)
- diplomas (37 credits or more).

Each qualification title contains:

- the level of the qualification (from entry level at the bottom to level 8 at the top)
- the size of qualification (award, certificate or diploma)
- details indicating the content of the qualification.

By looking at the title of a qualification you will be able to see how difficult it is, how long it will take the average learner to complete, and its general content.

The FLT Progression Pathways Qualifications Catalogue

The qualifications catalogue developed by QCA indicates which accredited qualifications can be used within each of the Progression Pathways. It lists qualifications by Progression Pathway and within each Progression Pathway by strand of learning: the vocational strand, the personal and social development strand, and functional skills. The individual listings contain the qualification title and level, the name of the awarding body and provide a hyperlink to the qualification's listing on the National Database of Accredited Qualifications (NDAQ). The Catalogue is updated regularly and can be found on the QCA website.

The LSC Provider Requirements for Progression Pathways

The Provider Requirements are published by the LSC. They are designed to guide colleges and other providers in the building and delivery of coherent Progression Pathways based on learners' needs and aspirations. They set out the LSC's expectations in terms of the organisational arrangements needed to underpin the effective delivery of Progression Pathways and make the transition from delivering existing provision to Progression Pathways.



Read through the following checklist and tick the box that applies to your current knowledge of implementation in your organisation:

Column A – I know that this is in place in my organisation

Column B – I know that this is not in place in my organisation

Column C – I'm not sure if this is in place in my organisation.

	A In place	B Not in place	C I'm not sure
All curriculum managers have considered the place of Progression Pathways and the implications of their introduction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have held staff training on the introduction of Progression Pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have a basic understanding of the QCF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are planning on the basis of the most recent Progression Pathway specifications contained in the Prospectus for Progression Pathways and the FLT Progression Pathways Qualifications Catalogue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are planning on the basis of the LSC Provider Requirements for Progression Pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Actions you might consider taking after completing this section

- Undertake a stocktaking exercise to identify the programmes and curriculum areas that are likely to be affected by full implementation of Progression Pathways by 2010.
- Facilitate a workshop to support staff in developing an understanding of the key changes to foundation learning.

2

Developing your initial Progression Pathway offer

This section looks at:

- developing the initial Progression Pathway offer
- a process for implementing Progression Pathways.

Things to think about as you work through this section

- Are we in a position to offer potential learners information, advice and guidance on the Progression Pathways offer?
- How well does our staff team understand our Progression Pathways offer?
- How will Progression Pathways affect our learners with learning difficulties and disabilities, adults working at entry and level 1 and young people not yet ready for level 2 learning?
- How will Progression Pathways affect full and part-time programmes?

The process for implementing an initial Progression Pathway offer can be divided into four steps.

Step 1. Preparation

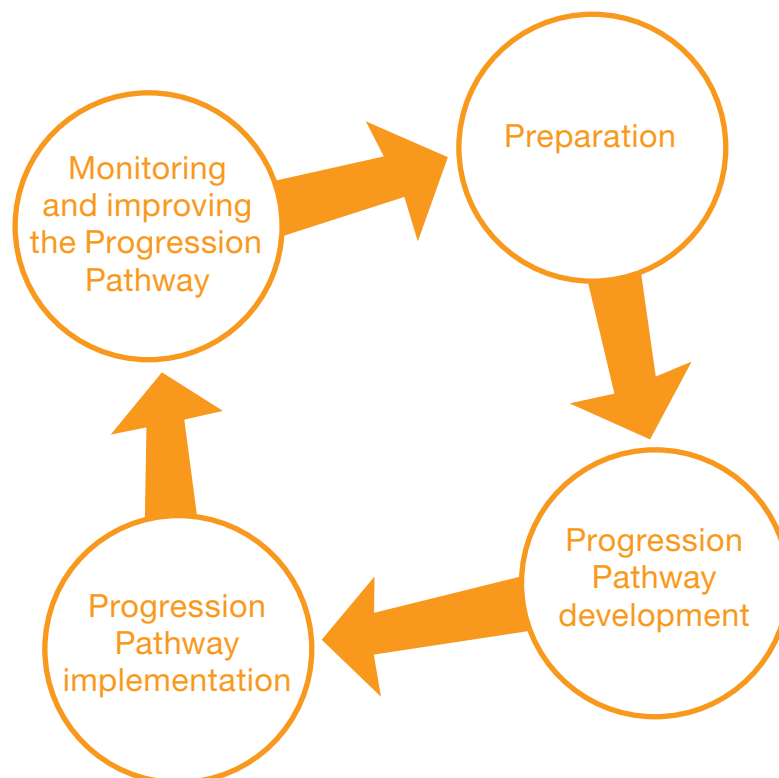
- Ensure you have copies of the Prospectus for Progression Pathways and the FLT Progression Pathways Qualifications Catalogue.
- Familiarise yourself with the specification(s) for the Progression Pathway(s) you intend to offer.
- Consider the needs of your learners and the local entry requirements for level 2 learning or employment.
- Consider forming a group to oversee the development of Progression Pathways across the whole organisation.
- Register with MIAP (Managing Information Across Partners) as a learner registration body to gain access to the Learner Registration Service.
- Ensure you are able to issue unique learner numbers to learners and validate them if learners have one already.

Step 2. Developing the Progression Pathway

- Consider the implications of the LSC's Provider Requirements for Progression Pathways.
- Develop partnership arrangements to support the delivery of Progression Pathways.
- Consider using the FLT support programme's Provider Development Framework to audit your current arrangements and produce an action plan.
- Identify the qualifications from the Progression Pathways Qualifications Catalogue which you will offer to learners to support each of the Progression Pathways that you will deliver.
- Register with the awarding bodies for the qualifications you wish to deliver.
- Identify the units you will offer from the qualifications you will deliver.
- Provide guidance to organisations and colleagues offering information, advice and guidance to potential learners.
- Consider each stage of the learner's journey and amend any procedures or working instructions for staff.
- Decide how you will record each stage of the learner's journey.

Developing your Progression Pathway can be thought of as a step-by-step process (Figure 2).

Figure 2. Developing a Progression Pathway



Step 3. Implementing the Progression Pathway

- Determine staff responsibilities and roles for delivering Progression Pathways.
- Determine responsibilities and roles across partner organisations.
- Undertake a review of any further staff training and development needs and plan how to meet them.
- Identify learners' training and support needs through initial assessment and ongoing review.
- Identify the most appropriate Progression Pathway and a realistic progression destination for each learner.
- Involve the learners in selecting the combination of qualifications and units to form their individual learning programme.
- Provide appropriate support and learning opportunities.
- Track progress against units and qualifications.
- Celebrate and record progress.

Step 4. Monitoring and improving the Progression Pathway

- Implement quality monitoring arrangements across partner organisations.
- Collect unit and qualification-specific feedback from learners.
- Collect and analyse feedback from staff, employers and partners.
- Monitor progression rates and destinations against earlier data.
- Monitor data for unit selection, unit completion and achievement of whole qualifications.
- Periodically revise and replenish the unit and qualification offer as the range of qualifications within the FLT Qualifications Catalogue grows.
- Observe learning sessions, paying attention to the extent to which teaching approaches that personalise learning are used.
- Audit documents used to plan and record learning, paying attention to the extent to which the learner journey is personalised.
- Consider the extent to which Progression Pathways based learning programmes are meeting the needs of priority learners.
- Continue to roll out Progression Pathways based learning programmes across the organisation.

The benefits of planning your Progression Pathway

Communicating the benefits of the changes to foundation learning and the introduction of Progression Pathways to colleagues and other stakeholders is a vital part of the development process.

Planning your initial Progression Pathway offer provides benefits to learners and the organisation. A well-planned initial Progression Pathway offer will help learners to:

- take greater ownership of their programme and make informed choices about the skills they need to develop
- play an active role in agreeing the selection of qualifications and units with their tutors
- maintain their motivation after they have started the Progression Pathway
- understand what they are committing to in starting a Progression Pathway
- recognise the progress they are making in completing units and qualifications
- provide clear feedback on what they have enjoyed and learned through their learning programme.

A well-planned initial Progression Pathways offer will help the organisation to:

- provide an engaging and enjoyable learning experience
- plan group learning activities that take account of differing learning needs
- reduce the stress, caused by last-minute planning, on staff and managers
- minimise disruption due to staff absence or turnover
- staff and resource learning opportunities
- match learners' training and support needs to well-planned learning and work placement opportunities
- meet the needs of employers
- offer a smooth transition from existing foundation provision
- work with providers of level 2 learning to plan for progression
- meet the provider requirements for Progression Pathways.



Read through the following checklist and tick the box that applies to your current knowledge of implementation in your organisation:

Column A – I know that this is in place in my organisation

Column B – I know that this is not in place in my organisation

Column C – I'm not sure if this is in place in my organisation.

	A In place	B Not in place	C I'm not sure
We have established a process and timeline for implementing and evaluating Progression Pathways across the organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are accessing support through the FLT Post 16 Support Programme and the Functional Skills Support Programme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have allocated responsibilities for the phased implementation of Progression Pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have identified which qualifications we plan to offer within our Progression Pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have started to identify the resource requirements to deliver Progression Pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Actions you might consider taking after completing this section

- Review the FLT Progression Pathways Qualification Catalogue.
- Facilitate a curriculum development workshop to produce an initial offer for your Progression Pathway.
- Consider forming a group to oversee the development of Progression Pathways across the whole organisation.
- Involve providers of level 2 learning programmes (including providers of Apprenticeships, Diplomas and Train to Gain) in shaping the Progression Pathway offer.
- Test your initial Progression Pathway offer against the entry requirements for local level 2 learning opportunities.

3

The learner experience

This section looks at:

- identifying Progression Pathway learners
- provider requirements
- planning and recording the learner journey.

Things to think about as you work through this section

- How are we supporting information, advice and guidance for potential Progression Pathway learners?
- Do we have arrangements in place to determine that learners need FLT Progression Pathways before moving on to higher level learning?
- Are we in a position to plan and record the journey of a learner through a Progression Pathway?
- To what extent have we taken the provider requirements into account?

Identifying Progression Pathway learners

The identification of learners who may benefit from a Progression Pathway is a key part of the information, advice and guidance process.

Learners are likely to seek advice as they consider a Progression Pathway, informal advice from parents, carers, colleague and friends as well as formal advice from Connexions, school and providers of Progression Pathways. As a provider you will need to consider how you can provide information to potential learners, their parents/carers and local organisations providing information, advice and guidance. Table 1 provides a summary guide to the three post-16 Progression Pathways and the learners who may benefit from each. It should be used alongside the most recent version of the Prospectus for Progression Pathways.

Table 1. Key points from the Prospectus for Progression Pathways on target groups

What the Prospectus says	Progression Pathway to skilled work or an Apprenticeship	Progression Pathway to supported employment or independent living	Progression Pathway to a first full level 2 (in the QCF)
<ul style="list-style-type: none"> ● This pathway is suitable for young people aged between 16 and 18 and adult learners aged 19 and over who are seeking to progress into sustainable employment. ● It is mainly intended for learners working predominantly at level 1. ● It may also be suitable for some learners working at entry level. ● Learners will range from those intending to progress to an Apprenticeship to those who want to move into employment. 	<ul style="list-style-type: none"> ● This Progression Pathway has been designed for young people aged between 16 and 18 and adult learners aged 19 years and over who wish to move to supported employment or who are seeking to increase their levels of independence. ● The majority of learners following the Progression Pathway will have learning difficulties and/or disabilities. ● The Pathway is only suitable for those learners for whom supported employment or increased independence are appropriate destinations. ● It is suitable for learners (in most cases with a disability, including a learning disability) who would benefit from supported employment services, that is help in finding employment and ongoing support once they are in a job. ● It is suitable for learners seeking to develop their independent living skills, where ‘independent living’ is defined in line with the Disability Rights Commission’s definition of the term. 	<ul style="list-style-type: none"> ● This Progression Pathway has been designed for young people aged between 16 and 18 and adult learners aged 19 years and over who wish to move to supported employment or who are seeking to increase their levels of independence. ● The majority of learners following the Progression Pathway will have learning difficulties and/or disabilities. ● The Pathway is only suitable for those learners for whom supported employment or increased independence are appropriate destinations. ● It is suitable for learners (in most cases with a disability, including a learning disability) who would benefit from supported employment services, that is help in finding employment and ongoing support once they are in a job. ● It is suitable for learners seeking to develop their independent living skills, where ‘independent living’ is defined in line with the Disability Rights Commission’s definition of the term. 	<ul style="list-style-type: none"> ● The pathway is for adults who would be unable to progress directly to a first full level 2. ● The target group is likely to include adults with no or a few low-level qualifications. ● It is for those who may have been out of formal learning for some years. ● It is for those who have been out of employment or are in employment with very limited opportunities to train or have their training recognised.

The information, advice and guidance process and the initial assessment process are essential in determining learner suitability. You will need to consider how existing arrangements can be developed to ensure that they enable a learner's starting point and aspirations to be considered alongside the Progression Pathway specification and local progression opportunities. As a provider you will need to:

- determine that the learner genuinely needs Progression Pathways before progressing to higher level learning
- identify potential destination routes (including other providers who may be offering Apprenticeships or Diplomas)
- where appropriate, plan your Progression Pathway offer based on the entry requirements for local level 2 learning programmes and employment opportunities.

Provider requirements

The LSC Provider Requirements for Progression Pathways support the delivery of coherent Progression Pathways and ensure learners' programmes offer the support and challenge to help them progress. The provider requirements cover the following areas:

- 1 Personalised learning** – Providers must demonstrate that they are working towards increased and improved personalisation of learning.
- 2 Recognition of achievement and progression** – Providers must have processes and systems to offer recognition of achievement (including prior learning and achievement) from the outset of the learner's journey, using qualifications from the QCF as specified in the Progression Pathway(s). Providers will be expected to demonstrate success for learners in their achievements, identify meaningful progression destinations, and track learner achievement and onward progress of learners over time.
- 3 Coherent Progression Pathways** – Providers must demonstrate that learners have access to a coherent, integrated curriculum offer, which includes vocational knowledge, skills and understanding; functional skills; and personal and social development skills.
- 4 Effective initial assessment and ongoing review** – Providers must demonstrate that their processes and systems for initial assessment and ongoing review will support successful progress through the Progression Pathways.

- 5 Reaching priority learners** – Providers must demonstrate that they have effective strategies for reaching priority learners and motivating them to succeed.
- 6 Partnerships** – Providers must show how they work in partnership with support agencies, employers and other providers to implement Progression Pathways.
- 7 Support for learners** – Providers will need to show how support for learners is used to improve access to and progression through the learning related to identified needs of learners.
- 8 Organisation and management** – Providers need to demonstrate that they have high standards within their organisation, appropriate organisational structures and effective organisational processes to implement the Progression Pathways successfully.

You may wish to consider the extent to which you can meet these requirements as you prepare to implement Progression Pathways. If you are new to Progression Pathways you may wish to make use of the FLT Post 16 Support Programme's Provider Development Framework. It will help you to:

- review your current practice against the LSC's Provider Requirements
- identify evidence to support your current practice against the requirements
- identify your development needs in relation to the requirements
- create a development and action plan to fulfil the requirements.

Planning and recording the learner journey

The learner journey is a model widely used by colleges and training providers to plan, monitor and improve learners' experience.

Preparing to implement Progression Pathways will involve considering your arrangements at each stage of the learner journey and making appropriate adjustments. Staff will require guidance on planning and recording learning at each stage of the learner journey. It is likely that existing arrangements can be adapted and enhanced to ensure that learners and staff have a clear understanding of how the learner's programme should be planned and recorded.

Many providers think of the learner journey as having the components shown in Figure 3.

Figure 3. Components of the learner journey



You may find it helpful to map the provider requirements against the stages of the learner journey. This will help you to identify the key learning processes, learner records and quality monitoring arrangements that need to be reviewed in light of the provider requirements.



Read through the following checklist and tick the box that applies to your current knowledge of implementation in your organisation:

Column A – I know that this is in place in my organisation

Column B – I know that this is not in place in my organisation

Column C – I'm not sure if this is in place in my organisation.

	A In place	B Not in place	C I'm not sure
We have established a strategy for helping prospective learners to understand Progression Pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have developed arrangements to support staff in identifying Progression Pathway learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We know which Progression Pathway we will offer and to which groups of learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are publicity materials for our Progression Pathway offer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have considered the implications of the LSC's Provider Requirements across our foundation learning provision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We understand how our Progression Pathway offer will be funded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have appropriate systems in place to support planning and recording of the learner journey.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local providers of level 2 learning programmes are signed up to our Progression Pathway and understand how we will prepare learners for progression to their programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Actions you might consider taking after completing this section

- Consider the implications of Progression Pathways at each stage of the learner journey (see figure 3 on page 19).
- Identify the information required by those providing information, advice and guidance to school leavers; those not in education, employment or training; adults with a learning difficulty or disability; and adults not ready for level 2 learning programmes.
- Undertake an audit of the implication of Progression Pathways across all foundation provision offered by your organisation.

4

Monitoring and improving the quality of the learning programme

This section looks at:

- quality monitoring and improvement
- the Common Inspection Framework and Framework for Excellence
- learner voice
- sharing your experiences.

Things to think about as you work through this section

- How can we identify characteristics of our most successful existing foundation programmes and ensure they form part of our Progression Pathways?
- What are the implications of Progression Pathways for our existing quality monitoring and improvement arrangements?
- How can we ensure that learners play a role in developing our Progression Pathways?

Quality monitoring and improvement

Quality monitoring and improvement arrangements should be extended to cover the delivery of Progression Pathways. This may involve:

- revising procedures and working instructions for staff
- amending observation of teaching and learning guidance
- changing the ways in which feedback is collected from learners
- changing the documents used to plan and record learning and the guidance issued to staff, then checking the use of these documents
- reconsidering the data collected and analysed by managers
- evaluating the effectiveness of the learners' new programmes.

The Common Inspection Framework and Framework for Excellence

The phased implementation of Progression Pathways should be included within your annual self-assessment process. It will be considered within the Ofsted inspection process, and will eventually be covered by the LSC's Framework for Excellence. You will need to ensure qualification success rates are monitored and managed carefully throughout the phased implementation of Progression Pathways.

Learner voice

Learner voice has a vital role in monitoring and improving the quality of learning programmes, particularly new ones. Learner involvement and learner voice are not new ideas. Many providers of learning at entry and level 1 have supported greater learner involvement as a way of meeting learners' needs and delivering excellent provision.

For learners, the benefits of having their voice taken seriously are clear: a more responsive, more engaging offer that enables them to shape their learning experience. Learner voice is particularly important at the lower levels where it has the potential to deliver improved outcomes for more learners, especially those who might otherwise not succeed.

As a provider there are considerable benefits in co-opting learners into the development of Progression Pathways:

- increased participation, retention, progression and achievement
- learners who are more expert and independent, and who can help to shape learning experiences
- having better quality of information about the learners' perspectives, which can be used to drive professional and organisational development and quality improvement
- learners who feel more involved and are motivated to put something back into the organisation, for instance by coming back to share their experience of industry with future generations of learners.

Sharing your experiences

The phased implementation of Progression Pathways is a collaborative process. You will wish to both share your experiences and draw on the experience of others in working through the phased implementation process. For providers involved in phased implementation and those making preparations to deliver Progression Pathways during 2009 and 2010 the FLT Post 16 Support Programme provides:

- regional workshops and networking events
- resources
- case studies.

Further information about the FLT Post 16 Support Programme can be found at <http://flt.excellence.qia.org.uk/>



Read through the following checklist and tick the box that applies to your current knowledge of implementation in your organisation:

Column A – I know that this is in place in my organisation

Column B – I know that this is not in place in my organisation

Column C – I'm not sure if this is in place in my organisation.

	A In place	B Not in place	C I'm not sure
We have considered the implications of Progression Pathways on our arrangements for quality monitoring and improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are aware of the need to monitor qualification success rates when implementing new qualifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are canvassing and taking action on the basis of learner views during the phased implementation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are capturing and evaluating our experience of phased implementation so that we can share it with other providers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have started to develop a plan for how we will expand the range of Progression Pathways we offer by 2010.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Actions you might consider taking after completing this section

- Ensure arrangements are in place to evaluate the impact of your initial Progression Pathways on learner participation, achievement and progression.
- Ensure your organisation considers the development and implementation of Progression Pathways within your annual self-assessment process.
- Identify and disseminate best practice from existing foundation programmes that support progression to level 2.
- Ensure staff are aware of opportunities available through the FLT Post 16 Support Programme.



Issue	Relevant resource
<p>Understanding the Progression Pathways specifications</p>	<p>The LSC Prospectus for Progression Pathways: http://qfr.lsc.gov.uk/flt/support</p> <p>A series of quick guides are available from the FLT Post 16 Support Programme on each of the Progression Pathways. http://flt.excellence.qia.org.uk</p>
<p>Ensuring we are offering appropriate qualifications with each Progression Pathway</p>	<p>The QCA FLT Progression Pathway Catalogue: www.qca.org.uk/qca_19836.aspx</p>
<p>Identifying the implications of functional skills on our Progression Pathway</p>	<p>The Functional Skills Support Programme: http://excellence.qia.org.uk/159670</p>
<p>Improving tutor understanding of the QCF</p>	<p>A series of quick guides are available from the Qualification Reform Support Programme website: www.qrsp.org.uk</p>
<p>Improving understanding of the MIAP initiative</p>	<p>The MIAP website is an ideal starting point: www.miap.gov.uk</p>
<p>Planning to meet the provider requirements</p>	<ul style="list-style-type: none"> ● The LSC’s Provider Requirements for Progression Pathways: http://qfr.lsc.gov.uk/flt/support <p>Resources developed by the FLT Post 16 Support Programme:</p> <ul style="list-style-type: none"> ● An overview of resources to support implementation, teaching and learning: http://flt.excellence.qia.org.uk/document.asp?id=244 ● The Provider Development Framework: http://flt.excellence.qia.org.uk/document.asp?id=266 ● Developing effective practice in foundation learning: messages for the implementation of Progression Pathways at entry level and level 1 http://flt.excellence.qia.org.uk/document.asp?id=244
<p>Planning for personalisation</p>	<ul style="list-style-type: none"> ● QCA guidance on personalising the curriculum for 14–25s with learning difficulties: www.qca.org.uk/qca_13985.aspx ● QCA guidance on the need for personalisation: www.qca.org.uk/qca_6109.aspx ● LSIS/QIA resources on developing expert learner: http://teachingandlearning.qia.org.uk/tlp/xcurricula/developing-the-expert-learner.html
<p>Improving learner involvement</p>	<p>The LSC guidance on learner involvement can be found at: www.lsc.gov.uk/LSCGOVUK/Scripts/PublicationDownload.aspx?id=ffda7b3c-dd03-46b4-b636-3fdc8e9004f2</p>
<p>Finding out about funding</p>	<p>The LSC Funding Guide for 2008/09 is published as a series of booklets which is available on the LSC website: www.lsc.gov.uk/providers/funding-policy</p>

Notes and actions log

	1	2	3	4	5	6
Action						
When						
Who can help						

Notes My notes from working through the starter pack	1	2	3	4	5	6

