![Medr - Y Comisiwn Addysg Drydyddol ac Ymchwil / Commission for Tertiary Education and Research]

Foundation Programme

Programme Specification

This version of the specification is valid until the FE sector is informed otherwise

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Noddir gan **Lywodraeth Cymru**
Sponsored by **Welsh Government**

Contents

1.   Introduction

This programme specification sets out the delivery model for the Foundation Programme. It provides an overview of the purposes and outcomes along with the components which make up the Foundation Programme; and details the data submission requirements to enable Medr to monitor programme delivery and learning outcomes.

This Specification also forms part of the Agreement between Institutions and the Welsh Ministers for the delivery and funding of the Foundation Programme. Institutions must ensure the Foundation Programme provision adheres to this programme specification.

2.   Purpose of the Programme

The Foundation Programme is a one-year bridging programme designed to enable learners with complex additional learning needs (ALN) to transition into mainstream education. Learners will likely either have been out of education and/or training or have been following a bespoke and/or adapted curriculum.

The Programme enables learners to develop skills to access, engage and successfully complete a vocational programme in the mainstream provision.

3.   Delivery Overview

As the Foundation Programme is intended to be person-centered, the delivery model could be different for individual learners. It is expected that the provision increases throughout the year to culminate in a full-time learning programme. Learners are also expected to infill into appropriate vocational mainstream sessions in Term 3 in preparation for the following September.

To enable person-centered delivery the Programme is designed to accommodate smaller class sizes of around 8-10 learners. Learners should have a base classroom with access to a quiet space to ensure familiarity and the ability to be flexible based on learner needs.

4.   Learner Profile

Institutions must adhere to the Learner Eligibility criteria found in the Post-16 Funding Framework.

Learners will not have the necessary skills to access the mainstream curriculum, however, they don't identify with the Independent Living Skills (ILS) offer. Learners will require a high level of pastoral support and will benefit from the Recognising and Recording Progress and Achievement (RARPA) approaches in ILS.

An effective baseline assessment process, taking account of learner needs, abilities and aspirations is key to ensuring the suitability of provision. The baseline assessment must also draw on information provided by the previous education setting including statutory documents, the learner, and parents/carers (where appropriate). It may also take account of information provided by Children and Adult Services and/or the Local Health Board.

All learners enrolled on a Foundation Programme, who have a statutory right to an Individual Development Plan, must have one within the agreed time-period to be enrolled on the programme.

5. Programme Content

The Programme is underpinned by a person-centred approach to delivery, recognising teaching and learning is most effective when based on learners' own needs, interests and aspirations.

The Programme should incorporate the target setting practices of ILS to ensure learners are able to access mainstream provision following completion. The Foundation Programme should look to the four pillars of ILS in setting targets that are outcome-driven, time-bound and destination led.

Learners will likely require a higher level of emotional support and educational input around adaptive resilience skills, improving own learning and performance, emotional wellbeing, and socialising skills to engage with education and develop strategies to manage themselves. Non-accredited areas of the Programme should be recorded and moderated through reliable approaches to quality assurance, such as, RARPA.

The Programme must follow the same basic structure as other full-time learning programmes, namely:

Core

GCSE resits (if appropriate)	Or	Level 1 or 2 Essential Skills Wales in Communications Level 1 or 2 Essential Skills Wales in Application of Number

Main Qualification

Pearson BTEC Level 1 Subsidiary Award in Personal Growth and Wellbeing (Qualification Number: 603/6124/4)	Or	Pearson BTEC Level 2 Subsidiary Award in Personal Growth and Wellbeing (Qualification Number: 603/6002/1)

Community Learner Industry Focus (CLIF)

Units/modules of the learners' chosen vocational area for full-time learning in the next academic year.

6. Data Submission Requirements

Medr will use data from LLWR to monitor programme delivery and learning outcomes for the Foundation Programme. In line with the conditions set out in the annual *Grant Award*

Letter, institutions must ensure data is submitted in the correct format and in a timely manner.

The LLWR User Support Manual sets out the guidelines Institutions must follow when submitting LLWR data for the current academic year.

Programme Code

The following programme code should be used:

Foundation Programme   1401EXXB

7.   Monitoring and Learning outcomes

Monitoring and audit will play a role in ensuring the guidance is being applied consistently and to help assess whether policies, procedures and controls are adequate.

Monitoring Approach

The approach to monitoring will focus on the following areas:
- Compliance with the programme specifications; and
- Learning outcomes for the programme.

This will be achieved through a combination of in year and end-of-year monitoring; a data matching exercise; and detailed audit testing of learners on Foundation Programmes.

Compliance with Programme Specifications

Medr will use LLWR data to monitor compliance with the programme specification. This will include monitoring of the data from the programme and activity datasets to check programme delivery requirements are being met.

Learning Outcomes

Learner destination is a key performance measure for the Foundation Programme and crucial in evaluating programme delivery.

It is expected the vast majority of learners who successfully complete the Foundation Programme will progress onto full-time further education programmes.

Audit Testing

In addition to the approach to monitoring set out above, all data returned by Institutions will be subject to existing end of year audit requirements. Within this, a particular emphasis will be placed in the *Auditors' Note for Guidance* to ensure external auditors appropriately sample learners undertaking Foundation Programmes.

8. Contact Details

For any queries relating to the content of this programme specification, please contact Medr at InvestmentandPerformance@medr.cymru.