

# Independent Living Skills

## Programme Specification

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

Published May 2025

Mae'r ddogfen hon hefyd ar gael yn y Gymraeg |

This document is also available in Welsh

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## 1. Introduction

This programme specification sets out the delivery model for full-time Independent Living Skills (ILS) programmes. It provides an overview of the purpose and outcomes along with the components which make up each ILS programme.

The specification also details the requirements for recording the programmes, and their associated learning activities, on the Lifelong Learning Wales Record (LLWR).

## 2. Overview of the ILS Curriculum

The ILS curriculum has been developed in response to the recommendations set out in the [2017 Estyn Thematic Report](#) and each programme is designed to provide a practical approach for gaining and consolidating skills, to prepare learners for adult life.

The curriculum 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.

There are four full-time learning programmes:

- Pathway 1 – for learners with profound learning difficulties and/or disabilities
- Pathway 2 – for learners with severe learning difficulties and/or disabilities
- Pathway 3 – for learners with moderate learning difficulties and/or social, emotional and mental health difficulties and/or disabilities
- Pathway 4 – for learners with learning difficulties and/or disabilities on supported internships. Medr would not expect learners from a mainstream programme to access Pathway 4 unless a need is identified. Any learners engaging in Pathway 4 provision from mainstream programmes must be discussed with Medr so we are able to inform future policy in this area. A form for doing so can be found in Annex E.

Each ILS Pathway is built around a Core made up of four learning pillars:

**Health and Wellbeing**  
**Employability**  
**Independent Living**  
**Community Inclusion**

Communication, numeracy, and digital literacy skills are a key feature of learning under all Pathways, with opportunities to develop and practise these skills embedded within each of the four pillars. This provision will look different for each of the four Pathways and will be dependent on learner skills and their long term destinations.

Programmes may also include work-related experience, together with qualifications or other assessable learning activities. The inclusion of qualifications or other assessable learning activities must add value and meet specific learner needs supporting them to meet their long term destinations.

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 provision must be destination-led, maintaining a person-centred approach to delivery. Learners should be involved in determining their long term destinations where possible. Destination-led planning must start by considering the skills and knowledge the learner will need for their likely next steps, ensuring they are equipped for life after college. Programmes must be tailored to meet individual learners needs and aspirations. They must have clear outcomes, based around the four pillars of ILS, designed with the learner, and with realistic time to achieve and embed skills and knowledge.

There must also be a system for setting clear, individual targets and for monitoring and reviewing progress against these targets. Programmes should also be flexible enough to adjust targets and activities where this is necessary.

Whilst programmes may include a small amount of accreditation, the focus must be on providing activities which reflect individual learner needs. With progress towards agreed outcomes recorded and moderated through reliable approaches to quality assurance, such as, Recognising and Recording Progress and Achievement (RARPA).

### **3. Individual Programme Requirements**

Detailed programme specifications for the 4 Pathways are attached at Annex A-D.

These specifications also form part of the Agreement between further education institutions (FEIs) and the Welsh Ministers for the delivery and funding of ILS programmes. You must ensure your ILS provision adheres to this Programme Specification.

All learners enrolled on an ILS programme, who have a statutory right to an IDP, must have one within the agreed time-period to be enrolled on the programme. It is important to note that English as a Second Language does not constitute a need for provision in ILS.

### **4. Programme Funding**

In 2021/22, a single funding rate was introduced for all full-time ILS delivery. The rate can be found in the [Programme Directory](#). This was introduced following a review of the funding for the ILS learning area, which took place between November 2019 and January 2020.

The review was informed by information and advice on staffing levels and delivery costs submitted by FEIs. The funding rate reflects the average cost of delivering ILS programmes across the sector and is based on the costs of core teaching and learning staff, together with uplifts for departmental running costs and other overheads. A single funding rate across ensures a more equitable distribution of funding and a more accurate recording of ILS activity.

## 5. Data Submission Requirements

Medr will use data from LLWR to monitor programme delivery and learning outcomes for ILS. 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 codes should be used:

<b>Pathway 1</b>	1401AXXB
<b>Pathway 2</b>	1401BXXB
<b>Pathway 3</b>	1401CXXB
<b>Pathway 4</b>	1401DXXB

### **Recording Non-Accredited Activity**

ILS programmes are based around the four pillars of ILS and, whilst programmes may include an element of accreditation, the focus for learners should be on providing activities which reflect individual learners needs. Progress towards agreed outcomes should be recorded and moderated through reliable approaches to quality assurance, such as, RARPA.

With this in mind, the “Core” of a non-accredited programme should include skills development under the four pillars. Where appropriate, this includes qualification units or other assessable learning activities linked to skills development.

The bulk of each programme should fall under “Core” (LA47 = 04). This includes specific qualification units or other assessable learning activity.

FE institutions are asked to use the following coding conventions:

#### Core activity

Non-assessable learning which falls under the four pillars of ILS should be recorded at LA06 using the following format:

<b>Pathway 1</b>	LCLLILP1
<b>Pathway 2</b>	LCLLILP2
<b>Pathway 3</b>	LCLLILP3
<b>Pathway 4</b>	LCLLILP4

There are not specific activity codes for literacy and numeracy as we would expect these to be either embedded under the four pillars or, where relevant, for learners to be following an Essential Skills qualification at entry 1 and above.

Where a learner is undertaking an Essential Skills qualification, this should be recorded as Core using the relevant QAN number at LA06.

### Main activity

To record an activity at LA47 with a “5” (Main), a qualification must exist in the Qualifications Wales database. For non-accredited ILS programmes we would not expect to see any activity recorded as Main.

Any qualification units or other assessable learning activities linked to skills development should be recorded as CLIF.

### Qualification Units of Other Assessable Learning Activities (CLIF)

Qualification units or other assessable learning activities (i.e. LA40=1) should be recorded at LA47 with a “06” (CLIF) and be coded in line with the guidance at LA06 using the format **LTQQXXXX**. Assessable activity must be relevant to the needs of the individual learner, i.e. clearly linked to achieving an agreed outcome.

In line with the guidance at LA06, please use the following format:

LCCCXXXX	For OCN units
LCKKXXXX	For vocational activities
LCLLXXXX	For non-vocational learning activities

For the **XXXX** identifier, this should reflect the ILS pillar, so:

HW <b>NN</b>	For activities under the Health and Wellbeing pillar
EM <b>NN</b>	For activities under the Employability pillar
IL <b>NN</b>	For activities under the Independent Living pillar
CI <b>NN</b>	For activities under the Community Inclusion pillar

**NN** in this instance would be a number to differentiate between two learning aims of the same type.

### Work Related Experience activity

Work related experience (WRE) which takes place outside of the FE environment should be recorded under WRE using the format “LCKKEMWE”.

## **6. Monitoring and Learning outcomes**

The approach to monitoring will focus on compliance with all the programme specifications. ILS programmes continue to be outside of the performance measures.

## **7. Contact Details**

For any queries relating to the content of this Programme Specification, please contact Medr at [InvestmentandPerformance@medr.cymru](mailto:InvestmentandPerformance@medr.cymru).

## 8. Annexes

### A. Pathway 1 Programme Specification

**Medr**

Y Comisiwn Addysg Drydyddol ac Ymchwil  
Commission for Tertiary Education and Research



Programme name	Pathway 1
Programme Code	1401AXXB
Subject Sector Area	Foundations for Learning and Life

#### Outline of purpose and outcomes of programme

Pathway 1 is primarily for learners with profound learning difficulties and/or disabilities. This includes a range of learners; from those who are only able to encounter activities and experiences, giving reflex responses; to those who are communicating with a growing vocabulary, listening, responding and following simple instructions, and beginning to recognise and write simple words.

Learners on Pathway 1 are likely to require significant support throughout their programme of study, both to enable them to make progress and to ensure wellbeing and safety.

Three of the four pillars of learning provide the Core of the programme:

- Health and Wellbeing
- Independent Living
- Community Inclusion

The curriculum should provide a practical approach for maintaining, gaining and consolidating skills in these areas. Sensory methods are particularly important for these learners. There should be a focus on developing communication and interaction skills, including the use of assistive technology, to prepare learners for adult life.

Destination-led planning for each learner is a key part of this programme. Having identified a starting point and an end goal, the range of activities on this programme should be designed to provide learners with the relevant knowledge, skills and understanding for their individual learning journey. The learners progress will be evidenced by the successful achievement of mutually agreed targets.

By studying on this programme, learners will be supported to:

- Contribute to person-centred planning of their individual programme, which will identify their existing strengths and areas for relevant skills development within the four pillars framework.
- Agree realistic individual targets for their programme of learning.

- Engage in practical learning activities within each of the three areas of the ILS four pillars framework.
- Make progress on their individual targets through learning activities that are relevant to their current lives, to their transition to adulthood and their aspirations for the future.
- Make progress on individual targets that maintain, develop and improve communication skills, numeracy skills and digital literacy skills through activities embedded within the four pillars framework.
- Contribute to person-centred reviews of their learning, to identify the progress made against individual targets and set out the next steps.

Accreditation is not a prime or necessary outcome for this programme; instead progression outcomes are based on achievement of individual targets relating to preparation for adult life. A high priority should be given to baseline assessment in relation to the four pillars and in ensuring that mechanisms are in place so learners targets are both appropriate and sufficiently challenging.

Quality and rigour on the programme is maintained through the use of systems, such as RARPA, to measure learners progress and achievements.

### Likely Destinations

Learners will need significant continued support in all areas of their lives in order to live and be part of their local communities. Social care and/or day provision is the likely destination for learners when they leave college.

### Programme requirements: Core

The Core is based around the four pillars of ILS and should be designed specifically to provide activities to enable learners to develop skills which prepare them for future living. It must also allow time for realistic achievement and embedding of these skills. Communication and interaction skills, including the use of assistive technology, are a key part of learning with opportunities to develop and practice these skills embedded within each of the pillars.

Health and Wellbeing	Employability*	Independent Living	Community Inclusion
Health	Awareness and understanding of the work environment	Choice and decision making	Accessing and participating in the community (college and local)
Movement	Responding to others needs	Communicating needs	Developing social skills for adult life
Diet	Being ready for work	Personal hygiene	Understanding self
Sexual Health	Working together/in a team	General confidence	Relating appropriately to others in

			preparation for adult life
Safeguarding	Communication	Learning to use appropriate technology and strategies for independence	
Creativity	Own behaviour and performance		
Communicating likes and dislikes	Following instructions		
Making informed choices	Health and safety		
Safeguarding – keeping safe at home and in the community			

\*Employability is not mandatory for learners with very profound needs. If there are learners who are more able and for whom supported employment would be a possibility the Core could include the elements listed above.

### Programme requirements: Work Related Experience (WRE)

If it is felt appropriate for learners to take part in WRE, it will be in a familiar and supportive environment with an element of interest/vocational choice. WRE may include links with local social enterprises. Work tasks should be tailored for each learner following an assessment of their abilities, and understanding of the likely demands of the task.

Preparation for WRE is included in the employability Core element, but taster visits and specific preparation for placement should be included in the WRE part of the curriculum.

Any WRE will require significant support to enable successful, sustained employment placement and to ensure wellbeing and safety, particularly at the start of the placement.

### Programme requirements: Qualifications or other Assessable Learning Activities

For Pathway 1 learners qualifications are unlikely to be appropriate. Rather, the focus should be on providing activities which reflect individual learners needs; with progress towards agreed outcomes recorded and moderated through reliable approaches to quality assurance, such as RARPA.

**Total Guided Contract Hours for the Programme** 650

## B. Pathway 2 Programme Specification

**Medr**

Y Comisiwn Addysg Drydyddol ac Ymchwil  
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Programme name	Pathway 2
Programme Code	1401BXXB
Subject Sector Area	Foundations for Learning and Life

### Outline of purpose and outcomes of programme

Pathway 2 is primarily for learners with severe learning difficulties and/or disabilities. Learners may have a range of conditions resulting in significant intellectual or cognitive impairments. Learners may also have difficulties in mobility, co-ordination, communication and perception. It is again important to note that English as a Second Language does not constitute a need for a Pathway 2 programme. The majority, if not all, will have attended special schools rather than mainstream school provision.

Learners on Pathway 2 are likely to require support in all areas of the curriculum, both to enable them to make progress and to ensure wellbeing and safety.

The four pillars of learning provide the Core of the programme:

- Health and Wellbeing
- Employability
- Independent Living
- Community Inclusion

The curriculum provides a practical approach for gaining and consolidating skills in each of these areas to prepare learners for adult life.

Communication, numeracy and digital literacy skills are a key part of learning, with opportunities to develop and practice these skills embedded within each of the four pillars.

Destination-led planning for each learner is a key part of this programme. Having identified a starting point and an end goal, the range of activities on this programme should be designed to provide learners with the relevant knowledge, skills and understanding for their individual learning journey. The learners progress will be evidenced by the successful achievement of mutually agreed targets.

By studying on this programme, learners will:

- Take part in person-centred planning of their individual programme, identifying their existing strengths and areas for relevant skills development within the four pillars framework.

- Agree realistic individual targets for their programme of learning.
- Engage in practical learning activities within each of the areas of the four pillars framework.
- Work to make progress on their individual targets through learning activities that are relevant to their current lives, their transition to adulthood and their aspirations for the future.
- Work to make progress on individual targets that maintain, develop and improve communication, numeracy and digital literacy skills through activities embedded within the four pillars framework.
- Take part in person-centred reviews of their learning, identifying progress made against individual targets and agreeing next steps.

Accreditation is not a prime or necessary outcome for this programme; instead progression outcomes are based on achievement of individual targets relating to preparation for adult life. A high priority should be given to baseline assessment in relation to the four pillars and in ensuring that mechanisms are in place so learners' targets are both appropriate and sufficiently challenging.

Quality and rigour on the programme is maintained through the use of systems, such as RARPA, to measure learners progress and achievements.

### Likely Destinations

Learners are likely to lead semi-independent lives when they leave college but will need continued support to develop and maintain their independence, play an active part in the community and any work environment. Some learners may progress to Pathway 3 or 4 programmes within the FEI.

### Programme requirements: Core

Learners accessing this programme are likely to have “spiky” profiles. Their abilities will be at a range of different levels from Milestone 5 to Entry level 2 and they may have skills at both higher and lower levels. The curriculum will be person-centred with a strong focus on initial assessment to identify skills and knowledge targets, future needs and progression opportunities.

The Core is based around the four pillars of ILS and should be designed specifically to provide activities that enable learners to develop skills which prepare them for future living. It must also allow time for realistic achievement and embedding of these skills.

Health and Wellbeing	Employability	Independent Living	Community Inclusion
Gaining skills and knowledge about how to maintain health, healthy diet and sexual health	Awareness and understanding the work environment	Choice and decision making skills	Accessing and participating in the community (college and local)

Making informed choices	Developing vocational skills	Self-advocacy (communicating needs appropriately)	Becoming confident in using community facilities, such as, leisure centres, libraries, shops, public transport
Safeguarding – keeping safe at home, in the community and online	Responding to others needs	Personal hygiene skills	Road safety and route finding
Physical fitness skills and confidence, understanding the need for exercise and developing the motivation to engage in regular physical activity for life	Being ready for work	General confidence	Developing social skills for adult life
Developing resilience skills and coping strategies	Timekeeping and productivity	Learning to use appropriate technology	Community responsibility, such as, keeping community spaces clean, being aware of others needs, demonstrating appropriate behaviour in public
Understanding self and relating appropriately to others in preparation for adult life	Working together/in a team	Strategies for independence	
Developing creativity skills, widening knowledge of hobbies and interests	Communication	Using public transport	
	Own behaviour and performance	Timekeeping	
	Following instructions	Cooking and cleaning skills	
	Health and safety	Budgeting and money skills	
	Social skills	Relationships	

	Awareness of own skills	Widening knowledge of hobbies and interests	
	Roles and responsibilities in the workplace		

The development of individuals expressive and receptive communication skills will be a Core element of the programme. It will also include the development of numeracy and digital literacy skills delivered practically through these four pillars of learning.

### Programme requirements: Work Related Experience

WRE will be in a supportive environment that links to learners interest/vocational choice. WRE may include links with local social enterprises. Work tasks should be tailored for each learner following an assessment of learners abilities, and understanding of the likely demands of the task.

Preparation for work experience is included in the employability Core element, but taster visits and specific preparation for placement will be included in the WRE part of the curriculum.

Work experience is likely to require significant support to enable successful, sustained employment placement and to ensure wellbeing and safety, particularly at the start of the placement. Where appropriate, work experience placements should be chosen with a view to the placement leading to possible future employment.

### Programme requirements: Qualifications or other Assessable Learning Activities

For Pathway 2 learners qualification or qualification units may be considered, but only if these are relevant to the learners individual targets and progression.

Not all learners will need to undertake qualifications or qualification units as this may not be required where the Core has addressed the learner requirements fully. Rather, the focus should be on providing activities which reflect individual learners needs; with progress towards agreed outcomes recorded and moderated through reliable approaches to quality assurance, such as RARPA.

**Total Guided Contract Hours for the Programme** 650

## C. Pathway 3 Programme Specification

Programme name	Pathway 3
Programme Code	1401CXXB
Subject Sector Area	Foundations for Learning and Life

### Outline of purpose and outcomes of programme

Learners on Pathway 3 programmes will come from a variety of backgrounds. Some may have learning difficulties and/or disabilities. Others may have social, emotional and mental health difficulties which delayed or disrupted their skills development. Some learners may not have thrived within the school academic environment, resulting in an impact on their behaviour, attainment, self-confidence and to their motivation/attitude to learning.

The four pillars of learning provide the Core of the programme:

- Health and Wellbeing
- Employability
- Independent Living
- Community Inclusion

The curriculum provides a practical approach for gaining and consolidating skills in each of these areas to prepare learners for adult life.

Communication, numeracy and digital literacy skills are a key part of learning, with opportunities to develop and practice these skills embedded within each of the four pillars.

Destination-led planning for each learner is a key part of this programme. Having identified a starting point and an end goal, the range of activities on this programme should be designed to provide learners with the relevant knowledge, skills and understanding for their individual learning journey. The learners progress will be evidenced by the successful achievement of mutually agreed targets.

By studying on this programme, learners will:

- Take part in person-centred planning of their individual programme, identifying their existing strengths and areas for relevant skills development within the four pillars framework.
- Agree realistic individual targets for their programme of learning.
- Engage in practical learning activities within each of the areas of the four pillars framework.

- Work to make progress on their individual targets through learning activities that are relevant to their current lives, to their transition to adulthood and their aspirations for the future.
- Work to make progress on individual targets that develop and improve communication skills, numeracy skills and digital literacy skills through activities embedded within the four pillars framework.
- Take part in person-centred reviews of their learning, identifying progress made on individual targets and agreeing next steps.

Accreditation is not a prime or necessary outcome for this programme; instead Progression outcomes are based on achievement of individual targets relating to preparation for adult life. On Pathway 3 learners may undertake relevant and meaningful qualifications and/or qualification units linked to progression towards their destination. A high priority should be given to baseline assessment in relation to the four pillars and in ensuring that mechanisms are in place so learners targets are both appropriate and sufficiently challenging.

Quality and rigour on the programme is maintained through the use of systems, such as RARPA, to measure learners progress and achievements.

### Likely Destinations

Learners could progress to supported employment or achieve employment without support. Independent living is a likely long-term destination for most learners, though some will continue to require support for living. Learners may progress to further learning on Pathway 4 or other FE programmes.

### Programme requirements: Core

Learners accessing this programme are likely to have “spiky” profiles. Their abilities will be at a range of different levels and they may have skills at both higher and lower levels. The curriculum will be person-centred with a strong focus on initial assessment to identify skills and knowledge targets, future needs and progression opportunities.

The Core is based around the four pillars of ILS and should be designed specifically to provide activities that enable learners to develop skills which prepare them for future living. It must also allow time for realistic achievement and embedding of these skills.

Health and Wellbeing	Employability	Independent Living	Community Inclusion
Gaining skills and knowledge about how to maintain health, healthy diet and sexual health	Developing vocational skills	Taking responsibility for self and actions	Accessing and participating in the community (college and local)
Making informed choices	Gaining awareness of a range of	Choice and decision making skills	Becoming confident in using community facilities, such as,

	vocational opportunities		leisure centres, libraries, shops, public transport
Safeguarding – keeping safe at home, in the community and online	Understanding the work environment and developing a work ethic	Self-advocacy	Road safety and route finding
Physical fitness skills and confidence, understanding the need for exercise, developing the motivation to engage in regular physical activity for life	Responding to others needs	Personal hygiene skills	Developing social skills for adult life
Developing resilience skills and coping strategies	Being ready for work	General confidence	Community responsibility, such as, awareness of own actions and consequences, keeping community spaces clean, being aware of others needs, learning about volunteering opportunities within the local community, demonstrating appropriate behaviour in public
Understanding self and relating appropriately to others in preparation for adult life	Timekeeping and productivity	Learning to use appropriate technology and strategies for independence	
Developing creativity skills, widening knowledge of hobbies and interests	Working together/in a team	Using public transport	
	Own behaviour and performance	Timekeeping	
	Following instructions	Cooking and cleaning skills	

	Health and safety	Simple home maintenance skills	
	Communication and social skills	Caring skills	
	Awareness of own skills	First aid	
	Roles and responsibilities in the workplace	Budgeting and finance	
	Job application and interview techniques	Relationships	
		Conflict resolution	
		Widening knowledge of hobbies and interests	

The Core will have a communications focus and also include the development of relevant numeracy and digital literacy skills. These skills will be embedded practically through the four pillars of learning. Learners on Pathway 3 programmes are more likely to need accreditation/qualifications in these three areas. Where these skills are taught separately, learning should be contextualised so they remain relevant to the individual learner.

### Programme requirements: Work Related Experience

WRE is a more important element for a Pathway 3 learner, than for learners on Pathway 1 or 2 as work is likely to be the destination for this group of learners.

WRE will be in a supportive environment that links to learners interest/vocational choice. WRE may include links with local social enterprises. Work tasks should be tailored for each learner following an assessment of learners abilities, and understanding of the likely demands of the task.

Preparation for work experience is included in the employability Core element, but taster visits and specific preparation for placement will be included in the WRE part of the curriculum.

Work experience is likely to require some support to enable a successful, sustained employment placement and to ensure wellbeing and safety, particularly at the start of the placement. Work experience placements should be chosen with a view to the placement leading to possible future employment or progression to a specific vocational area.

### Programme requirements: Qualifications or other Assessable Learning Activities

For Pathway 3 learners qualifications and/or qualification units are more likely to be appropriate. This component of the programme should be tailored to meet the specific

needs of the learner. Qualifications or other assessable learning activities should add value to a programme by developing wider skills or by developing skills to a higher level to aid progression to employment or further study.

The focus should still be on providing activities which reflect individual learners needs; with progress towards agreed outcomes recorded and moderated through reliable approaches to quality assurance, such as RARPA. With any qualifications/qualification units adding value to the progression towards the learners end destination.

Total Guided Contract Hours for the Programme	650
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## D. Pathway 4 Programme Specification

**Medr**

Y Comisiwn Addysg Drydyddol ac Ymchwil  
Commission for Tertiary Education and Research



Programme name	Pathway 4
Programme Code	1401DXXB
Subject Sector Area	Foundations for Learning and Life

### Outline of purpose and outcomes of programme

Learners will typically be aged between 16 and 25 and come from a variety of backgrounds. All will have a need for significant support to enable them to successfully achieve paid employment. Assessment of need could be through:

- a diagnosis,
- a learning disability and/or difficulty and/or autism,
- a needs assessment plan.

Learners will also need to have a mature attitude, be willing to learn and develop their skills and be dedicated to finding employment. Many of the learners will have progressed from Pathway 2 or 3 and this Pathway will be the “final year” for learners who have the potential to progress into paid employment. Medr would not expect learners from a mainstream programme to access Pathway 4 unless a need is identified. Any learners engaging in Pathway 4 provision from mainstream programmes must be discussed with Medr so we are able to inform future policy in this area. A form for doing so can be found in Annex E.

Pathway 4 has been developed to support learners to achieve sustainable paid employment by combining workplace based learning with a personalised study programme which includes elements from the four pillars of learning. The focus of the programme is to equip learners with the relevant skills and qualifications they will need for employment in their chosen area.

Communication, numeracy and digital literacy skills remain a key part of learning, with opportunities to develop and practice these skills both within the workplace and embedded within each of the four pillars.

The aim of Pathway 4 is to prepare learners for paid employment by:

- Supporting them to develop skills valued by employers.
- Enabling them to demonstrate their value in the workplace.
- Developing confidence in their own abilities to perform successfully at work.

By studying on this programme learners will:

- Take part in person-centred planning of their individual programme, identifying their existing strengths and areas for relevant skills development for successful employment.
- Agree realistic individual outcomes and targets for their programme of learning.
- Engage in meaningful work for a significant majority of the time at the employers premises where they will be expected to comply with real job conditions.
- Work to make progress on individual targets that develop and improve their employability skills, along with their communication, numeracy and digital literacy skills, so they are better prepared for work.
- Have the opportunity to practice and improve their independence skills including, where appropriate, independent travel to and from the workplace.
- Gain experience at work for their CV showing they have the skills and willingness to work.
- Take part in person-centred reviews of their learning, identifying progress made.

A high priority should be given to baseline assessment and the importance of putting mechanisms in place to ensure individuals targets are both appropriate and sufficiently challenging. Quality and rigour on the programme is maintained through the use of systems, such as RARPA, to measure learners progress and achievements.

### Likely Destinations

The ideal outcome for a Pathway 4 learner will be the offer of paid employment, possibly from the employer who hosted the interns work placement. Other outcomes could include achievement of individual targets relating to preparation for employment and adult life and the achievement of relevant and meaningful qualifications which will aid progression.

### Programme requirements: Core

#### On the job training

The majority of the learners time must be spent at the employers premises where the learner will be expected to take part in meaningful work and comply with real job conditions. The internship or work-based element should offer on the job training with tasks broken down into small steps of learning. The systematic instruction method can be used by job coaches, where appropriate, to help interns learn new tasks. The amount of time spent at work may vary according to the learners needs, and there will be some learners with health issues who are unable to be at work for long periods. The programme requirements are flexible, and providers can include a staged entry into the workplace with college or other group-based delivery hours front loaded to prepare learners for a successful start to the internship.

#### On the job support

The amount of support provided for each learner will vary according to individual needs. Interns are likely to require more support at the start to enable a successful, sustained employment placement and to ensure wellbeing and safety. On the job support should help the intern to develop strategies that will enable independence in the workplace.

Where possible support should be tapered, with levels of support reducing as the intern gains skills and becomes more confident.

### **Off the job training**

Interns will also take part in learning off the job. This should be based on relevant parts of the four pillars of learning and include a strong focus on employability and the wider skills learners need to be able to work independently. It should both complement their learning in the workplace and be personalised to learners specific needs and aspirations. Off the job training may also include specific areas of vocational learning and relevant vocational awards; for example, in food hygiene or health and safety.

The off the job element will allow learners to work as a group and gain support from each other. It will also help learners bond as a group; helping to prevent feelings of isolation in their individual workplaces.

### **Programme requirements: Qualifications or other Assessable Learning Activities**

Accreditation and qualifications may be appropriate for learners on Pathway 4. Learners should continue to be assessed through progress against individual targets, but formal accreditation through units/qualifications that are relevant to the learners employment outcomes, individual targets and progression needs should also be considered. Quality and rigour on the programme are maintained through the use of systems, such as RARPA, to measure individual progress and achievement.

<b>Total Guided Contract Hours for the Programme</b>	<b>650</b>
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## E. Learners from Mainstream Programmes Accessing Pathway 4 provision

Institution	
Institution contact name and email address	
Number of learners accessing Pathway 4 from Mainstream provision	
Academic year learners intend to start on Pathway 4	

Please give all rationale for learners accessing Pathway 4 from Mainstream

Please outline the end destinations for these learners

Please explain the other provision considered and why this was not appropriate

# Medr

Y Comisiwn Addysg Drydyddol ac Ymchwil  
Commission for Tertiary Education and Research

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