

Independent Living Skills

Programme Specification

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

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

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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 specifications have been further updated to reflect initial changes required, highlighted in the [2025 Estyn Thematic Report](#).

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
Pathway 2
Pathway 3
Pathway 4

ILS Pathways are built around a core curriculum based on four pillars:

Health and Wellbeing
Employability¹
Independent Living
Community Inclusion

The inclusion of communication, literacy, numeracy, and digital literacy should be tailored to each learner's intended outcomes and targets. All provision must be person-centred, with the curriculum designed around the learner's individual needs and the targets outlined in their Individual Development Plan (IDP). Institutions should also consider wider skills development in programmes such as peer on peer abuse, period dignity, and Welsh language and culture. These programmes must be adapted to meet the diverse needs of learners on each Pathway. Institutions must ensure appropriate risk assessments and insurance are in place for any off-site work experience conducted as part of Work Related Experience or under the Employability pillar.

All provision must be destination-led, maintaining a person-centred approach to delivery. Wherever possible, learners should be actively involved in identifying and shaping their long-term destinations. Planning must begin by considering the skills and knowledge

¹ Pathway 1 does not include Employability as Medr recognises this would not be appropriate for all learners on this Pathway.

required for the learners likely next steps, ensuring they are equipped for life after college. Programmes must be tailored to meet each learner's individual needs and aspirations, with clearly defined outcomes based on the four pillars, linked to the learners IDP. These outcomes should be co-designed with the learner and structured with realistic timeframes to allow for the development and embedding of skills and knowledge. While some learners may benefit from accredited learning/qualifications (hereafter referred to as qualifications) as part of their provision, these should be the exception. Accredited learning/qualifications should not be included in curriculum plans until the learner has completed a baseline assessment and communicated their long-term aspirations.

An effective baseline assessment process is essential to ensure the suitability of provision. This assessment must take into account the learner's needs, abilities, and aspirations, where a learner has an IDP, this should be considered to support the baseline assessment process. It should draw on information from previous education settings, including statutory documents, and incorporate input from the learner, and their parents/carers (where appropriate). Additional insights may be provided by Children and Adult Services and/or the Local Health Board. The baseline assessment should be outcome-focused, identifying the skills the learner needs to develop in order to achieve their desired destination.

There must also be a system for setting clear, individual targets, led by the learner. Targets should be appropriate, time bound and sufficiently challenging to promote meaningful progress. Programmes should be flexible enough to accommodate adjustments to targets and activities as needed. Learners progression routes should be discussed at the start of the programme, with clear milestones for transition out of ILS to appropriate destinations. Although there is not a specified limit on duration, learners must be making meaningful progression towards clear outcome driven targets, linked to long term goals, to continue in ILS. Progress towards these targets should be recorded and moderated using reliable quality assurance methods, 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 in place within the agreed timeframe following enrolment. An IDP is not required to apply for an ILS programme, and FEIs must not use the absence of an IDP as a barrier to entry. It is the responsibility of the FEI to assess the learner's needs and ensure an IDP is developed once the learner has commenced the programme, if one was not already in place. It is important to clarify that English as a Second Language does **not** constitute a need for provision within an ILS programme.

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 [Terms and Conditions of Funding](#), 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:

Pathway 1	1401AXXB
Pathway 2	1401BXXB
Pathway 3	1401CXXB
Pathway 4	1401DXXB

Recording non-accredited activity

As ILS programmes should be focused on meeting learners individual needs, most, if not all, of the provision will be non-accredited. The “Core” of a non-accredited programme should include skills development under the four pillars. If appropriate to individual learner aspirations, accreditation can be used to support the skills development of learners. The bulk of each programme should fall under “Core” (LA47 = 04).

FEIs 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:

Pathway 1	LCLLILP1
Pathway 2	LCLLILP2
Pathway 3	LCLLILP3
Pathway 4	LCLLILP4

There are not specific activity codes for literacy and numeracy as we would expect these to be embedded in the programme, responding to individual learner needs. If relevant, learners could engage in Essential Skills qualifications. The decision for engaging with a qualification in literacy and numeracy should be linked to the learners next steps and future aspirations. 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 NN	For activities under the Health and Wellbeing pillar
EM NN	For activities under the Employability pillar
IL NN	For activities under the Independent Living pillar
CI NN	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. Institutions must complete their self-assessments within the RARPA framework to monitor the success of their programmes. Medr may request sight of the self-assessments to gain assurances in the quality of provision.

7. Contact details

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

8. Annexes

A. Pathway 1 Programme Specification



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

Outline of purpose and outcomes of programme

Pathway 1 supports the broadest spectrum of learner needs and can be divided into two cohorts:

- learners who are only able to encounter activities and experiences, giving reflex responses.
- learners who are communicating with a growing vocabulary, listening, responding and following simple instructions, and may be beginning to recognise and write simple words.

Learners on Pathway 1 will require significant support throughout their programme of study to facilitate progress and ensure their wellbeing and safety. This level of support is likely to continue throughout their lives. The programme should therefore focus supporting learners in developing skills to be as independent as possible, with particular emphasis on enabling learners to make appropriate choices, leading to a greater sense of autonomy.

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

- Health and Wellbeing
- Independent Living
- Community Inclusion

The curriculum should adopt a practical approach to maintaining, developing, and consolidating skills within these areas. Sensory-based methods are especially valuable for learners on this pathway. There should be a strong emphasis on enhancing communication and interaction skills, including the use of assistive technologies, to prepare learners for adult life. Promoting the ability to make appropriate choices should remain a central focus throughout the programme.

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

- Contribute to person-centred planning of their individual programme to the extent of the learners ability. This will identify their existing strengths and areas for relevant skills development.
- Agree realistic individual targets for their programme of learning.

- Engage in practical learning activities within each of the three areas of the ILS 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 through activities embedded within the framework.
- Contribute to person-centred reviews of their learning, to identify the progress made against individual targets and set out the next steps. This process should be supported by the IDP reviews.

Accreditation should not feature as part of this programme; instead progression outcomes are based on achievement of individual targets relating to preparation for adult life.

Likely destinations

Learners will be equipped with self-advocacy skills, able to make choices and express wants and needs via personalised communication methods. These skills will be centred around interactions within the home and their immediate community. Learners will have the skills to complete tasks in their home, with ongoing supervision.

Given their level of need, learners will need significant and sustained support across all areas of life. As such, social care and/or day provision are the most likely destinations following their transition from college.

Programme requirements: Core

The Core of the programme is built around three of the four pillars of ILS and should be purposefully designed to offer activities to support learners in developing skills for future living. The curriculum must provide sufficient time for learners to achieve these skills realistically and embed them meaningfully. Communication and interaction are central to the learning experience, with opportunities to develop and practice these skills – alongside the use of assistive technology – integrated throughout each of the pillars.

Programme requirements: Work Related Experience (WRE)

There is no Work Related Experience element to Pathway 1. Learners should be supported in engaging with their local communities in appropriate settings for each learner.

Programme requirements: Qualifications or other Assessable Learning Activities

Qualifications will not be appropriate for learners on this Pathway. All targets should be set based on learner needs, their IDPs and future aspirations based on the baseline assessment.

Total Guided Contract Hours for the Programme 650

B. Pathway 2 Programme Specification

Programme name	Pathway 2
Programme Code	1401BXXB
Subject Sector Area	Foundations for Learning and Life

Outline of purpose and outcomes of programme

Learners on Pathway 2 may present with a range of conditions resulting in significant intellectual or cognitive impairments. They may also experience difficulties related to mobility, coordination, communication, and perception. The majority of these learners will have attended special schools rather than mainstream educational settings. In cases where learners have been educated in mainstream environments, they will have followed a bespoke curriculum supported by intensive interventions.

Learners on Pathway 2 are likely to require comprehensive support across all aspects of college life, including learning, independence, and communication. Many may also have personal care needs. This support is essential not only to facilitate progress but also to safeguard their wellbeing and ensure a safe and inclusive learning environment.

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

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

The curriculum adopts a practical approach to developing and consolidating skills within each of these areas, with the aim of preparing learners for adult life.

Communication, literacy, numeracy and digital literacy skills are integral components of the learning experience. Opportunities to develop and practice these skills are embedded throughout all four pillars, ensuring learners build on the competencies needed for greater independence and active participation in their communities

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

- 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, literacy, 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. This process should be supported by the IDP reviews.

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. If accreditation is deemed to be appropriate for an individual, this should complement their targets and be directly related to their next steps/end destinations.

Likely destinations

Learners will be able to express their preferences and develop communication skills related to their relationships and interacting in the workplace. Learners will have skills to make independent choices about how they use their time. Through the development of practical skills, learners will be able to complete simple everyday tasks in the home with increasing independence. Learners will develop skills that would be applicable to volunteering and to potential employment with ongoing support.

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 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.

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

Programme requirements: Work Related Experience

WRE will take place in a supportive environment aligned with learner’s interests and vocational aspirations. Opportunities may include partnerships with local social enterprises. Work tasks should be individually tailored, based on a thorough assessment of learner’s abilities and an understanding of the likely demands with each task.

Preparation for work experience is included in the Employability Core element of the curriculum. However, but taster visits and targeted preparation for specific placements will be delivered through the WRE component.

Work experience is likely to require significant support to enable successful and sustained engagement in employment or volunteering, particularly during the initial stages of placement. This support is essential to safeguard the learner's wellbeing and safety. Where appropriate, placements should be selected with the potential to lead to future employment or volunteering opportunities.

Programme requirements: Qualifications or other Assessable Learning Activities

Qualifications are unlikely to be appropriate for the majority of learners on this Pathway. Where a qualification is deemed appropriate and purposeful, it should complement the learner's individual targets and be clearly linked to their intended outcomes. Qualifications should not be built into the curriculum for all learners before they begin on their course and baseline assessments have been completed. All targets should be informed by the learner's needs, their IDP, and their future aspirations as identified through the baseline assessment.

Total Guided Contract Hours for the Programme	650
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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 wide range of educational backgrounds, including Pupil Referral Units (PRUs), home education settings, an independent specialist school/college, and specialist resources bases. Some learners may have been school refusers or experienced difficulties engaging in traditional school environments due to social, emotional and mental health (SEMH) needs. Others may have learning difficulties and/or disabilities, while some may have SEMH difficulties which delayed or disrupted their skills development. Many learners may not have thrived in academic settings, resulting in an impact on their behaviour, attainment, self-confidence, and overall motivation and attitude to learning. These factors present significant barriers to accessing mainstream further education provision.

Learners will often require targeted support to develop self-regulation and to build and maintain positive social relationships. A nurturing and supportive environment is essential to help them work towards their individual goals and desired outcomes.

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

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

The curriculum adopts a practical approach to developing and consolidating skills within each of these areas, with the aim of preparing learners for adult life.

Communication, literacy, numeracy and digital literacy skills are integral to the learning experience. Opportunities to develop and practice these skills are embedded throughout all four pillars, ensuring learners gain competencies needed for greater independence and active participation in their communities.

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, literacy and 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. This process should be supported by the IDP reviews.

While some learners may benefit from qualifications as part of their provision, this should be considered the exception rather than the norm. Qualifications should not be embedded into curriculum plans until learners have completed the baseline assessment process and clearly communicated their long-term aspirations. Any qualifications offered should align closely with the learner's individual goals and support meaningful progression.

Likely destinations

These skills will enable them to make confident, informed choices about their next steps. Progression routes may include further education, supported internships, supported apprenticeships, paid employment with support, or volunteering opportunities.

Learners will be equipped with the skills to self-regulate their emotions, enabling them to manage stress and deescalate more successfully when faced with challenging situations. They will also be able to recognise when they need support from others and identify support services in their local community they can access as they progress to living independently.

Learners will have developed skills to enable them to manage their personal finance and home management, supporting greater autonomy in daily life. They will be empowered to make appropriate informed choices about their personal relationships and understand when and how to find, and access, support when needed.

In addition, learners will have developed a range of transferable skills applicable to both the workplace and further study. These skills will enable them to make confident, informed choices about their next steps. Progression routes may include further learning, supported internships, supported apprenticeships, supported paid employment, or volunteering opportunities.

Programme requirements: Core

Learners accessing this programme are likely to have “spiky” profiles, with abilities that vary significantly across different areas. They may demonstrate strengths in some skills while requiring substantial support in others. The curriculum will be person-centred, with a strong emphasis on initial assessment to identify each learner's current skills, knowledge and skills targets, future needs and progression opportunities.

The Core of the programme is structured around the four pillars and should be purposefully designed to offer activities that support the development of skills essential for future living. The curriculum must allow sufficient time for learners to achieve these skills realistically and embed them effectively.

A key focus of the Core will be communication, alongside the development of literacy, numeracy, and digital literacy skills. These competencies should be embedded in practical, meaningful ways across the four pillars. Learners on Pathway 3 programmes are more likely to benefit from accreditation or qualifications in these areas. Where skills are delivered as discrete subject, teaching must be contextualised to ensure relevance and personalisation for each learner.

Programme requirements: Work Related Experience

WRE is a particularly significant component for learners on Pathway 3, as employment or vocational progression is a likely destination for this group. In contrast to Pathway 2, WRE plays a more central role in preparing learners for their future.

WRE should take place in a supportive environment that aligns with learner's interests and vocational aspirations. This may include partnerships with local social enterprises. Work tasks should be individually tailored, based on a thorough assessment of the learner's abilities and an understanding of the demands associated with each role.

While general preparation for work experience is embedded within the Employability Core element, WRE will include taster visits and targeted preparation for specific placements.

Work experience is likely to require ongoing support to enable a successful and sustained employment placement, particularly during the initial stages. This support is essential for maintaining wellbeing and safety. Wherever possible, placements should be selected with a view to progression into future employment or a specific vocational pathway.

Programme requirements: Qualifications or other Assessable Learning Activities

Qualifications may be more appropriate for learners on Pathway 3. However, as with other Pathways, this should be by exception and generally, qualifications should not be included in curriculum plans before learners have engaged in the baseline assessment process and communicated their long-term aspirations. Qualifications or other assessable learning activities should add value to the individual learners development, helping them to achieve their long term aspirations

Although qualifications may feature in this Pathway, the focus should still be on providing activities which reflect individual learners needs. When considering qualifications, or other assessable units, FEIs must consider the value added for the learner and whether it is necessary to achieve their targets.

Total Guided Contract Hours for the Programme 650

D. Pathway 4 Programme Specification

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

Outline of purpose and outcomes of programme

Learners on Pathway 4 may progress from Pathway 3 or transition directly from school, EOTAS, EHE, an independent specialist school/college, or they could have been not in education, employment or training (NEET), where preparatory links have been established to ensure readiness for this programme. For the majority of learners, this will be their final year of college before transitioning into employment. All learners on this pathway will require significant support to enable them to successfully achieve and sustain paid employment. Assessment of need and associated employability targets should normally be recorded within a learners IDP.

To access Pathway 4, learners should demonstrate a clear understanding of the requirements of the world of work and show evidence of independent travel skills. Crucially, they must express a genuine desire to engage in employment upon completion of the programme. Learners from mainstream programmes are not expected to access Pathway 4 unless a specific need is identified. Any such cases must be discussed with Medr to help inform future policy decisions. A referral form for this purpose is available in Annex E.

Pathway 4 is designed to support learners to achieve sustainable paid employment by combining work-based learning with a personalised study programme which includes elements from the four pillars. The curriculum focuses on equipping learners with the relevant skills and qualifications necessary for success in their chosen vocational area.

Communication, literacy, numeracy and digital literacy remain integral to the learning experience. Opportunities to develop and practice these skills should be relevant to their chosen work area and integrated into their work related training.

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, literacy, 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 to strengthen their CV demonstrating their skills and willingness to work.
- Take part in person-centred reviews of their learning, identifying progress made. This process should be supported by the IDP reviews.

Provision must be quality assured through the RARPA framework, or similar, with different performance measures to other Pathways reflecting the unique delivery of Pathway 4.

Likely destinations

Learners on Pathway 4 will have developed skills in specific job roles that should be transferable to other jobs in their local community. They will have strengthened skills related to independence enabling them to access and sustain employment. They will have developed communication and problem-solving skills contextualised within the workplace.

The ideal outcome for a Pathway 4 learner will be the offer of paid employment, possibly from the employer who hosted the learners' work placement. If employment at the host organisation is not possible, FEIs should be supporting the learner to apply for other opportunities for the end of their programme. This could include, support in using job sites, visits to the job centre/Careers Wales and interview skills.

Programme requirements: Core

On-the-job training

The majority of the learners time must be spent at the employer's premises, where they will engage in meaningful work and adhere to real job conditions. The internship or work-based element should provide structured on-the-job training, with tasks broken down into manageable steps to support learning. Job coaches may use the systematic instruction method to help learners successfully undertake new responsibilities. Job coaches delivering training on Pathway 4 must be qualified in line with national standards².

The time spent in the workplace may vary depending on individual learner needs. Some learners, particularly those with health-related challenges, may be unable to sustain long periods at work. To accommodate this, programme requirements should remain flexible. Providers may implement a staged entry into the workplace, front-loading college or

² Best practice for job coaches is recognised by the British Association for Supported Employment ([BASE](#)), though a [Level 3 Certificate for Supported Employment Practitioners](#). They must also follow the [National Occupational Standards](#) and [Quality Framework](#).

group-based delivery hours to prepare learners for a successful transition into their internship.

On-the-job support

Support levels will vary according to each learner's individual needs. Most learners will require increased support at the beginning of their placement to ensure a successful and sustained experience, while safeguarding their wellbeing and safety. On-the-job support should focus on helping learners develop strategies for independence in the workplace. Where appropriate, support should be gradually reduced as learners gain confidence and competence.

Off-the-job training

Learners will also participate in off-the-job training, which should be rooted in relevant aspects of the four pillars of learning, with a strong emphasis on employability and the broader skills needed for independent work. This training should complement workplace learning and be tailored to each learner's specific needs and aspirations.

Off-the-job training may include specific areas of vocational learning and relevant vocational awards; for example, in food hygiene or health and safety. While the four pillars continue to underpin Pathway 4, learners should have already developed strong foundational skills in most areas. The focus should now shift to employability and how each pillar connects to the world of work – for example, linking the Health and Wellbeing pillar to maintaining a healthy work/life balance.

This element of the programme also provides opportunities for learners to work collaboratively, build peer relationships, and receive mutual support. Group-based learning helps foster a sense of belonging and reduces feelings of isolation in their individual work placements.

Programme requirements: Qualifications or other Assessable Learning Activities

Accreditation and qualifications may be appropriate for some learners on Pathway 4. While ongoing assessment should continue to focus on progress against individual targets, formal accreditation – through units or qualifications – can be considered where it directly supports the learner's employment outcomes, personal goals, and progression needs. Qualifications should only be included when they are essential to enabling the learner to achieve and sustain paid employment.

Total Guided Contract Hours for the Programme	650
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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

www.medr.cymru

2 Cwr y Ddinas
Stryd Tyndall
Caerdydd
CF10 4BZ

2 Capital Quarter
Tyndall Street
Cardiff
CF10 4BZ



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