

# The benefits of using the QCF to engage and motivate 14–19 learners on Foundation Learning programmes

Foundation Learning Support



**Foundation Learning Support is delivered  
by LSN on behalf of the Learning and Skills  
Improvement Service (LSIS).**

Published by LSN on behalf of LSIS

[www.lsnlearning.org.uk](http://www.lsnlearning.org.uk)

Registered with the Charity Commissioners

LSN is committed to providing publications  
that are accessible to all

CIMS 100156PD

ISBN 978-1-84572-983-7

© Learning and Skills Improvement Service (LSIS) 2010

You are welcome to copy this publication for  
internal use within your organisation. Otherwise,  
no part of this publication may be reproduced,  
stored in a retrieval system, or transmitted in any  
form or by any means, electronic, electrical, chemical,  
optical, photocopying, recording or otherwise, without  
prior written permission of the copyright owner.

All information in this document is correct as  
at August 2010

#### **Further information**

For further information about the issues discussed  
in this publication:

Tel 020 7492 5262

Email [foundationlearning@lsnlearning.org.uk](mailto:foundationlearning@lsnlearning.org.uk)

# Contents

Introduction	4
What is the QCF?	5
Features of the QCF	6
What are the benefits of the QCF?	7
The relationship between Foundation Learning and the QCF	7
Understanding the flexibilities of QCF qualifications	9
Selecting QCF qualifications	10
Using the QCF to accredit learner engagement activities	11
Using the QCF to accredit the learning process	14
Using qualifications and units from the QCF to accredit skills	15
Using the QCF to support progression	17
Using the QCF to support inclusion and learners with learning difficulties and/or disabilities	18
Further information	20

Readers of this resource will be involved in delivering learning in schools, colleges, work-based learning and community organisations. The terms 'schools' or 'providers', used in the text are intended as a proxy for the full range of organisations that will be involved in delivering QCF-accredited learning.

# Introduction

This resource is intended to help local authority managers, curriculum managers and practitioners to use the features of the Qualifications and Credit Framework (QCF) to engage and motivate learners on Foundation Learning programmes. It builds on other LSIS Foundation Learning resources that provide an introduction to Foundation Learning.

This guide covers:

- the features of the QCF
- the relationship between Foundation Learning and the QCF
- using the QCF to accredit the learning process
- using the QCF to accredit skills
- using the QCF to support progression
- selecting qualifications to meet learner needs.

It is based on the experience of the Foundation Learning pilot and should be read alongside *A Guide to funding Foundation Learning* (2010)<sup>1</sup> and *Delivering Foundation Learning programmes: guidance and case studies* (2010)<sup>2</sup>, which are for all providers and schools.

1  
*A Guide to Funding  
Foundation Learning*,  
YPLA June 2010,  
[www.ypla.gov.uk/aboutus/  
ourwork/funding/funding-  
foundation-learning/](http://www.ypla.gov.uk/aboutus/ourwork/funding/funding-foundation-learning/)

2  
*Delivering Foundation  
Learning programmes:  
Guidance and case studies*,  
QCDA March 2010, [https://  
orderline.qcda.gov.uk/gem  
pdf/1849623937.PDF](https://orderline.qcda.gov.uk/gem/pdf/1849623937.PDF)

## What is the QCF?

The QCF enables learners to gain qualifications at their own pace along flexible routes. Qualifications are available from Entry 1 up to Level 8. All qualifications in the QCF are built from smaller units of learning. Learners can build up their units over time and put them towards a full qualification. They can bank all their achievements over time and add to them, as appropriate, as they move from education into a job or from one job to another. Employer organisations are fully involved in the introduction of QCF qualifications, which will be recognised by employers.

Figure 1: Size and challenge in the QCF

Challenge	Award	Certificate	Diploma
	8	8	8
	7	7	7
	6	6	6
	5	5	5
	4	4	4
	3	3	3
	2	2	2
	1	1	1
	Entry 1, 2, 3	Entry 1, 2, 3	Entry 1, 2, 3
	1–12 credits	13–36 credits	37 credits and above
	Size		

## Features of the QCF

In the QCF, qualifications are made up of units. Every unit and qualification in the framework has a credit value, with one credit representing approximately 10 hours of learning time, and a level between Entry level and Level 8 indicating difficulty.

Learning time refers to both planned and independent study time. The concept of one credit being equal to 10 hours learning time can be helpful when thinking about the size of units and qualifications.

Units come in a variety of sizes; some are small (worth one credit) and others are larger (e.g. worth four credits or more).

In the QCF, learners accumulate credits in small steps by completing units, which can then build up into a full qualification. The three sizes of qualification in the QCF are:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits or more).

Awarding organisations set rules of combination that determine how the units can be combined into qualifications.

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/Diploma)
- a descriptor of the content of the qualification.

All QCF qualifications are titled in the same way to help learners and employers to compare different qualifications.

Figure 2: Examples of QCF Qualifications



## What are the benefits of the QCF?

The structure and range of QCF qualifications available for Foundation Learning provides great flexibility for learners. Learners who might previously have found it difficult to gain large qualifications are able to accredit their learning using small units. These units can be built up over time to form a whole qualification and, where rules of combination permit, units and credit can be transferred between qualifications.

The QCF also provides new opportunities to accredit different types of learning and for learners, engaged in what is currently referred to as pre-entry learning, to access nationally recognised accreditation, providing a more inclusive qualifications framework.

Through the QCF, learners can:

- acquire the skills and qualifications that employers are looking for
- have a better understanding of the qualifications available to them
- more easily see how qualifications can help their personal and career development
- fit learning around their home and work lives
- avoid duplicating the learning and assessment they have already completed.

## The relationship between Foundation Learning and the QCF

Foundation Learning is a way to provide personalised learning programmes for young people working predominantly at Entry level and Level 1. It helps learners in England who are working at these levels to develop their potential and prepares them to progress towards Level 2 learning (e.g. apprenticeships) and other destinations such as supported employment or independent living.

Foundation Learning makes it easier for schools, colleges and other providers to design and deliver successful learning programmes and recognises the need for flexible accreditation and enhanced support for learners.

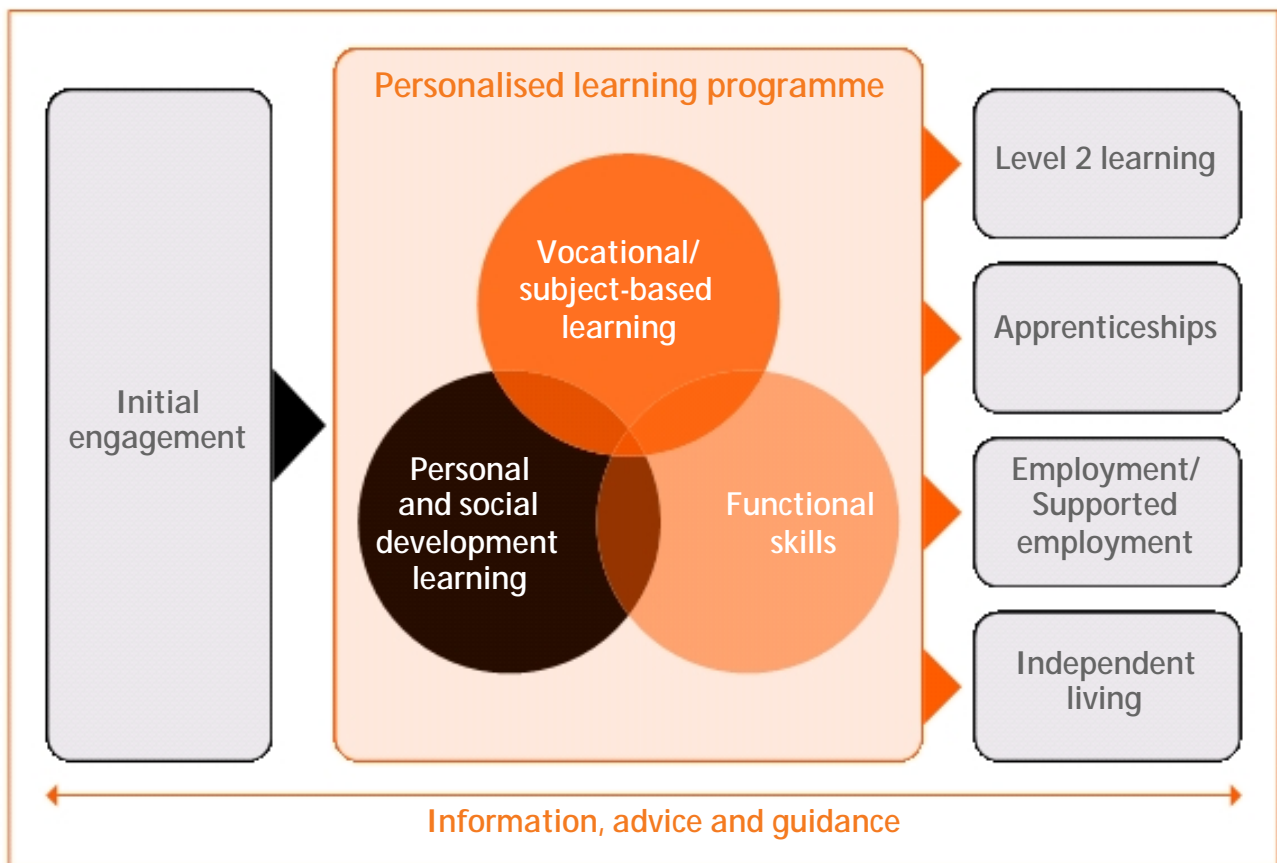
It is an important qualification route for many young people on their journey to Level 2 learning and apprenticeships (see Figure 3) and from summer 2010 replaced the Key Stage 4 engagement and Entry to Employment (E2E) programmes.

Foundation Learning is delivered through personalised learning programmes, built around the learner's starting point, their individual needs and their progression aspirations.

A programme for 14 to 19 learners should include:

- subject or vocational knowledge, skills and understanding
- functional skills
- personal and social development.

Figure 3: Key components of a 14-19 Foundation Learning programme



The programmes are likely to vary in terms of their duration, content, the QCF qualifications used to accredit learning, and the balance of vocational learning, personal and social development learning and functional skills learning, depending on the intended destination of the learner.

A Foundation Learning programme will also include initial engagement activities and information, advice and guidance (IAG) for the learner.

Schools, colleges and other providers will design programmes for their learners using Entry level and Level 1 functional skills, and Qualifications and Credit Framework (QCF) qualifications wherever possible.



# Understanding the flexibilities of QCF qualifications

A large number of qualifications on the QCF have been developed specifically for Foundation Learning. QCF qualifications are available to accredit vocational learning, personal and social development learning and combinations of both. Awarding organisations and employer representative sector bodies have worked together to develop vocational qualifications.

Although each QCF qualification is made up of nationally recognised units, young people on Foundation Learning programmes need to work towards whole qualifications.

## Rules of Combination

Every QCF qualification has a rule of combination. Awarding organisations determine the units that can be used within each of their QCF qualifications. They decide any mandatory units, how units can be combined to make qualifications of different sizes, and how units from levels above or below the level of a qualification can be used. These rules are referred to as the rules of combination. Rules of combination also describe any barred units or units that cannot be used together within the qualification. They can be found on the Register of Regulated Qualifications (RRQ) at <http://register.ofqual.gov.uk>

## Accommodating learner needs

The design of a QCF qualification determines its flexibility. Some qualifications offer many units and allow you to select the units that are appropriate to learners' needs. For example, the National Open College Network (NOCN) Entry level Certificate in Skills Towards Enabling Progression (Step-UP), at Entry 3, offers a choice of over 100 units. Typically this qualification might involve completing 10 units to give the learner 21 credits. Some qualifications have no mandatory units and allow you to choose only the units you need from a wide range. Schools, colleges and other learning providers are likely, however, to initially focus on a limited range of units when planning to deliver these qualifications.

## Allowing learner progression

Some qualifications allow learners to gain a small Award and later to add additional units and turn it into a larger Certificate. For example, the City & Guilds Level 1 Award in Employability and Personal Development is also available as a larger Certificate. A learner who has achieved the Award could add further credits to achieve the Certificate. Some qualifications also offer the opportunity to add additional units to turn a Certificate into a larger Diploma.

## Accommodating spiky profiles

Most qualifications allow units at different levels to be combined in the same qualification. For example, up to nine credits can be carried forward from units from ABC Level 1 Certificate in Retail Skills to an ABC Level 2 Certificate in Retail Skills. This provides new opportunities for learners to undertake, for example, a Level 1 qualification that might include some Entry 3 units and some Level 2 units, subject to the qualification's rules of combination.

## Selecting QCF qualifications

### The Foundation Learning Qualifications Catalogue

The Qualifications Catalogue supports the implementation of Foundation Learning. The catalogue:

- shows you which qualifications can be part of a Foundation Learning programme for young people, including key information such as credits and levels
- lists qualifications by level, sector, and lists achievement and attainment table points
- helps you to structure a learning programme using the three Foundation Learning components - functional skills, vocational and subject learning, and personal and social development.

The Qualifications Catalogue can be found at <http://www.qcda.gov.uk/resources/>

Foundation Learning provides the flexibility for school, colleges and other providers to select the QCF qualifications that are appropriate to the needs of their learners. It is important to consider the point at which decisions are made about which qualifications to use.

Providers should avoid selecting a qualification and then planning a curriculum around the requirements of the qualification. They should plan a curriculum based on the learners' needs and then identify qualification(s) or units within a qualification which will allow them to recognise relevant achievements.

You may find the process described on the next page helpful when integrating QCF qualifications into your Foundation Learning programmes.

### Stage 1

Identify the knowledge, skills and understanding that you are aiming to develop with your learners.

### Stage 2

Consider the range of levels at which your learners are working (for example Entry 2, Entry 3 or Level 1).

### Stage 3

Plan a curriculum that will engage learners and provide the opportunities to develop the relevant knowledge, skills and understanding. Seek to build on local employment and progression opportunities.

### Stage 4

Explore possible qualifications using the Foundation Learning Qualifications Catalogue and by using the link within it to the Register of Regulated Qualifications, you can view individual units within qualifications.

### Stage 5

Select the qualification(s) which best match your learners' needs.

## Using the QCF to accredit learner engagement activities

It may be possible during the engagement process with a learner to begin to use units from QCF qualifications to accredit a learner's wide range of skills, knowledge and understanding. This can provide new opportunities for organisations with a focus on engagement such as voluntary and community organisations and youth services, to start learners on a route towards gaining nationally recognised qualifications. There are a number of units within QCF qualifications that lend themselves to recognising skills developed through informal learning. These may be particularly useful for learners who have previously been out of education, employment or training for some time.

On the next page are two examples of QCF common units that could be used during the engagement process. Organisations with a focus on engagement would be unlikely to complete a whole qualification. However, the QCF enables credit accumulation and transfer. This means the learner could take these units and complete the qualification when they progressed into more structured work-based or college learning.

*Examples of two QCF units that are contained in the qualification titled Personal and Social Development. This qualification is available from several awarding organisations and at levels from Entry 1 to Level 2.*

### K/502/0651 Making the most of leisure time

Learning outcome	Assessment criteria
1. Understand how to make the best use of their leisure time.	1.1 Describe the benefits of participating in leisure activities. 1.2 Describe a range of leisure activities available to them. 1.3 Identify ways in which they can make the best use of their leisure time.
2. Be able to participate in a range of activities.	2.1 Make arrangements to take part in different leisure activities to include: <ul style="list-style-type: none"> <li>a) a relaxing activity</li> <li>b) a challenging activity</li> <li>c) an activity which involves learning a new skill.</li> </ul> 2.2 Take part in the activities.
3. Carry out a review of the activities they have tried.	3.1 Describe their experiences of the activities. 3.2 State their preference for one activity from those tried out and give reasons for this choice.

### M/502/0473 Community action

Learning outcome	Assessment criteria
1. Demonstrate an understanding of the role that community groups play.	1.1 Describe two different community groups and their activities. 1.2 State why these groups are important for the community.
2. Demonstrate their involvement in community activities.	2.1 Contribute to activities within the community. 2.2 Explain how the activities benefit themselves and the community. 2.3 With others plan further activities to continue/maintain benefits to the community.

3 Shared units are units that any awarding organisation may use

These are personal and social development (PSD) units and are shared by awarding organisations<sup>3</sup>. They are used within a wide range of qualifications and are available at Entry 2 and Entry 3 and Level 1. Some awarding organisations also allow these units to be used within their Level 2 personal and social development qualifications.

## Personal and Social Development Units

These units can provide an opportunity to accredit engagement activities, they also:

- make it easier to build on learners' prior achievements
- allow credit to be accumulated and transferred between awarding organisations
- make it easier for organisations that have a preference for different awarding organisations to work in partnership.

### Shared PSD units

Unit title	Unit Level and RRQ Unit Reference		
	Entry 2	Entry 3	Level 1
Community action	Y/502/0449	F/502/0459	M/502/0473
Developing self	M/502/0442	M/502/0456	K/502/0469
Dealing with problems in daily life	D/502/0436	H/502/0454	L/502/0464
Environmental awareness	L/502/0657	R/502/0658	Y/502/0659
Healthy living	L/502/0450	T/502/0460	F/502/0476
Individual rights and responsibilities	F/502/0445	A/502/0458	K/502/0472
Making the most of leisure time	M/502/0649	H/502/0650	K/502/0651
Managing own money	Y/502/0452	F/502/0462	R/502/0479
Managing social relationships	A/502/0444	T/502/0457	D/502/0470
Parenting awareness	A/502/0654	F/502/0655	J/502/0656
Preparation for work	R/502/0451	A/502/0461	J/502/0477
Working as part of a group	H/502/0437	K/502/0455	R/502/0465
Working towards goals	Y/502/0435	D/502/0453	J/502/0463

By using the unit search function and the unit reference number on <http://register.ofqual.gov.uk>, it is possible to view a list of qualifications associated with any QCF unit. Click on the link 'View Unit's Qualifications' at the bottom of the unit's description page.

## Using the QCF to accredit the learning process

Some QCF units and qualifications can be used to accredit the skills gained by learners during the learning journey. This can motivate learners by helping them to recognise the skills they are developing, both in the content of their learning programme and through the learning process itself. The examples below show how units from some 'combined' qualifications<sup>4</sup> could be used to accredit the stages of the learner journey. Other qualifications and units are available to use.

The unit search function on the Register of Regulated Qualifications allows the qualifications that contain these units to be identified. You can use the unit reference numbers contained in the table below to search for the unit and list qualifications containing the unit.

### *Examples of units drawn from QCF qualifications that could be used to accredit the learning process*

Learner journey	NOCN Skills Towards Enabling Progression Qualifications (QCF)	Edexcel WorkSkills Suite (QCF)	City & Guilds Level 1 Certificate in Employability and Personal Development (QCF)
Recruitment/ IAG	L/500/4698 - Introduction to Making Choices in Pursuit of Personal Goals		
Induction	M/500/4788 - Understanding Equal Opportunities D/500/5368 - Health and Safety Awareness M/500/5522 - Induction to College	J/501/6333 - Investigating Rights and Responsibilities at Work K/501/6416 - Safe learning in the workplace A/501/6331 - Conduct at work	J/501/6879 - Effective skills, qualities and attitudes for learning and work
Initial assessment	A/500/4681 - Building a Personal Career Portfolio J/500/4702 - Recognising Own Skills for Personal Development	M/501/5807 - Self-Assessment	
Identifying a progression destination	H/500/5291 - Personal Career Planning K/500/5292 - Preparation for Work T/500/8888 - Understanding Work-based Learning and Apprenticeships	J/501/5814 - Career Progression	F/501/6878 - Planning for progression

<sup>4</sup> Combined qualifications are listed on the *Foundation Learning Qualifications Catalogue* [www.qcda.gov.uk/resources/](http://www.qcda.gov.uk/resources/). They can be used to accredit personal and social development and/or vocational learning.

## Using qualifications and units from the QCF to accredit skills

Many QCF qualifications contain a variety of units that can be used to accredit the development of generic skills. The Foundation Learning Qualifications Catalogue lists qualifications categorised as 'combined' qualifications, and many of these qualifications have a focus on the development of generic employability skills. The units in these qualifications tend to have generic rather than vocationally specific titles. These can be used in a specific vocational context or within a work placement to accredit the development of work-preparation skills.

The following two examples of QCF units, shown below and on the next page, illustrate how skills and knowledge can be evidenced through QCF units.

### K/501/5806 Working as a volunteer

This is a two-credit unit, which is owned by Edexcel and features in a number of QCF qualifications. Search on the RRQ website (<http://register.ofqual.gov.uk>) to identify all the qualifications that feature these units.

#### Learning outcome

#### Assessment criteria

1. Know why volunteers are important in different volunteering situations.

P1. State why volunteers are important in different situations where volunteers are used.

2. Know that different skills are required for different areas of voluntary work.

P2. Identify the skills required for a range of types of voluntary work.

3. Know how to apply to become a volunteer.

P3. Follow given guidelines in applying for voluntary work.

4. Be able to undertake voluntary work.

P4. Complete a voluntary work task according to a given brief.

## J/500/5011 Introduction to working with others

This is a two-credit unit, which is owned by ASDAN and features in a number of QCF qualifications. Search on the RRQ website (<http://register.ofqual.gov.uk>) to identify all the qualifications that feature these units.

Learning outcome	Assessment criteria
1. Confirm what the group is going to do and help plan how to do it.	1.1 Describe how working in a group is different from working with one other person. 1.2 Describe the ground rules for working with others. 1.3 Check what is the group's goal. 1.4 Identify the tasks that need to be done, and his/her responsibilities. 1.5 Check and describe the arrangements for working together.
2. Work with others towards achieving the shared goals.	2.1 Get what he/she needs to carry out tasks. 2.2 Complete tasks without disrupting or offending others. 2.3 Complete his/her tasks safely following the methods he/she has been shown. 2.4 Check progress, and ask for help when appropriate. 2.5 Offer support to others when appropriate.
3. Identify ways he/she helped to work towards the group's goals, and how to improve his/her work with others.	3.1 Identify what went well and what went less well when working with others. 3.2 Identify how he/she helped to achieve things together. 3.3 Suggest ways of improving working with others next time.



## Using the QCF to support progression

One of the key features of Foundation Learning programmes is that they focus on progression, wherever possible, to Level 2 qualifications and other destinations such as employment and independent living. Learners' programmes are specifically designed to support learner progression and take account of what learners need in order to make positive progress. QCF units and qualifications can be used to help learners develop the skills and accreditation they need to move on to Level 2 learning. One of the key features of the QCF is that it enables learners to achieve units that they can re-use when they progress. This feature can be used in a variety of ways:

- Learners can gain units, either at Level 1 or Level 2 where the rule of combination permits, within a Level 1 QCF qualification on their Foundation Learning programme that can count towards the Level 2 qualification that they progress to.
- Learners can gain QCF units that can be used within the competence or technical certificate aspect of an apprenticeship.

For some learners, employment with training will continue to remain an appropriate progression route.

For learners with learning difficulties and/or disabilities, progression to supported employment or independent living might be more appropriate.

In the box below are some examples of different ways to support a learner's progression during a programme and their movement towards an appropriate destination.

- Using QCF units to evidence skills and knowledge through planned engagement activities.
- Working with local partners and community organisations to take advantage of the flexibilities of the QCF and to accredit informal learning.
- Accrediting work-placements and work-experience initiatives.
- Introducing joint curriculum development with colleagues delivering Level 2 programmes.
- Accrediting the knowledge, skills and understanding gained through vocational tasters to support learners to make informed choices about their future learning.
- Providing opportunities for learners to achieve higher level learning units within their programme.
- Developing partnership arrangements to build progression routes.
- Accrediting the learner's involvement in job-search training and making choices about progression opportunities.

## Combined qualifications

The Foundation Learning Qualifications Catalogue refers to some qualifications as 'combined' qualifications. These qualifications can be considered to accredit both personal and social development and vocational learning. The use of combined qualifications does not prevent the use of additional PSD or vocational qualifications.

## Using the QCF to support inclusion and accredit personalised achievements for learners with learning difficulties and/or disabilities

While the requirements of external accreditation and the individual needs of learners with learning difficulties and/or disabilities may seem at first to be at odds with one another, this does not have to be the case. Where schools and providers carefully select QCF qualifications which have the flexibility to recognise achievements relevant to their learners, it is quite possible to meet learner needs through personalised programmes and also use external accreditation to recognise the ensuing achievements. The Personal Progress qualifications at Entry 1, for example, have been designed for this purpose. A wide range of personal and social development and combined qualifications at Entry 2 and 3 that can provide the same flexibility are listed in the Foundation Learning Qualifications Catalogue.

The QCF is fully inclusive. For learners working at Entry level 1 (including National Qualifications Framework Entry 1 and what was previously termed 'pre-entry'), schools will find those qualifications which use the Entry 1 achievement continuum particularly useful, including the Personal Progress qualifications and a number of other Entry 1 qualifications. The achievement continuum is a scale which moves from encountering experiences to applying basic skills and knowledge. Many of the qualifications that use the continuum draw on a set of units that are shared across a number of participating awarding organisations. Each unit relates to an aspect of communication, number, ICT, working with others, learning to learn, dealing with problems, independent living, being part of the community, preparing for work or early awareness of, or engagement with, people, objects and events.

The units are learner referenced. This means that the learner and tutor together can choose what sort of evidence will be relevant for them to produce, taking into account the individual learner's particular needs. They can also decide the level within the broad range of Entry 1 at which to have the learner's achievements recognised using the Entry 1 achievement continuum. On the next page is a sample unit from the Entry 1 Personal Progress qualifications.

## Entry 1 Personal Progress qualifications: sample unit

### R/502/4175 Engaging with the world around you: people

This is a three-credit unit which features in a number of QCF qualifications. Search on the RRQ website (<http://register.ofqual.gov.uk>) to identify all the qualifications that feature these units.

<b>Level:</b>	Entry 1
<b>Credit value:</b>	3
<b>Unit aim:</b>	This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to people recorded
<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Interact with people	1.1 Engage with people

#### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at E1. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Early Awareness to Active Involvement stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly not expected to undertake all these activities in order to meet the assessment criteria.

Assessment criteria	Possible ways of demonstrating that the criteria have been met
1.1 Engage with people	<ul style="list-style-type: none"> <li>• Showing that they are aware that there are other people present (e.g. through a reflex response to the noise that others are making).</li> <li>• Briefly focusing on a person (e.g. when a tutor is talking directly to them).</li> <li>• Taking interest in the people around them (e.g. by tracking them as they move around the room).</li> <li>• Demonstrating response and deliberate reaction to people (e.g. smiling at a person they like).</li> <li>• Indicating wish to communicate (e.g. by attempting to vocalise or gesture).</li> <li>• Initiating communication and indicating that a response is expected (e.g. making a request by vocalising or gesture and waiting for an answer).</li> </ul>

## Further information

The Learning and Skills Improvement Service (LSIS) has the most comprehensive website for information and resources on Foundation Learning: [www.excellencegateway.org.uk/foundationlearning](http://www.excellencegateway.org.uk/foundationlearning)

It also has a range of material to support QCF implementation  
[www.excellencegateway.org.uk/qcf](http://www.excellencegateway.org.uk/qcf)

Register of Regulated Qualifications:  
<http://register.ofqual.gov.uk>

An animated introduction to the QCF:  
[www.qcda.gov.uk/qualifications/qcf/4926.aspx](http://www.qcda.gov.uk/qualifications/qcf/4926.aspx)

The DfE pages on Foundation Learning:  
[www.education.gov.uk/16to19/qualificationsandlearning/foundationlearning](http://www.education.gov.uk/16to19/qualificationsandlearning/foundationlearning)

The Foundation Learning Qualifications Catalogue:  
[www.qcda.gov.uk/resources/](http://www.qcda.gov.uk/resources/)

**Learning and Skills Improvement Service**

Friars House, Manor House Drive

Coventry CV1 2TE

t 024 7662 7900

e [enquiries@lsis.org.uk](mailto:enquiries@lsis.org.uk)

[www.lsis.org.uk](http://www.lsis.org.uk)