

Foundation Learning as a progression route to Apprenticeships

The Toolkit

Introduction

Although Middlesbrough has a higher than average take up on Apprenticeship programmes, a significant number of 16 year olds drop out within the early stages of the programme.

The reasons for poor retention include:

- Lack appropriate employability skills
- Little understanding of what an apprenticeship programme is
- Made the wrong choice in terms of sector

The purpose of this project was to identify young people in year 11 that have expressed an interest in following an apprenticeship route or who have indicated they want a job when they leave school. The young people are given support through a foundation learning programme that will enable them to develop skills and sample units that will assist them in making an effective transition into an apprenticeship programme and more importantly ensures they are able to achieve their Apprenticeship framework.

Aims

The development project focuses on

- Identifying the young people that will benefit from following a foundation learning into apprenticeship programme
- Giving the young people appropriate IAG on Apprenticeships
- Assessing the individual's abilities and identifying the appropriate level for each individual
- Supporting liaison between school and training provider to ensure appropriate vocational units are delivered

Outcomes

This Toolkit has been produced to assist you in setting up the front-end of the foundation learning into apprenticeships programme. The Toolkit consists of four sections as follows:

1. Section 1: Guidance on setting up a service level agreement (SLA) between schools and providers – this includes a flowchart on the suggested process and checklists for drawing up an SLA between the school and provider delivering the vocational element of the foundation learning programme. There is also a checklist to support each individual's personalised programme.
2. Section 2: A flowchart showing suggested steps in the IAG process.
3. Section 3: A flowchart showing the recommended steps in selecting appropriate learners.
4. Section 4: The recommended process to follow to build up vocational skills and units that allow for eventual progression to an apprenticeship programme. This section also gives you example vocational qualifications for individuals that may be interested in retail, customer service, IT and business and administration.

Section 1: Guidance for drawing up an SLA between schools and providers

School and provider agree Foundation Learning programmes for individuals and groups of learners to bridge skills gap between school outcomes and apprenticeship framework

School selects provider(s) from local approved list

School and provider agree outline of roles, responsibilities, delivery model and use of resources

- Staffing
- Premises
- Facilities
- Equipment

Draw up outline of generic SLA
- see SLA checklist

Schools identify and assess needs of individual learners

School and provider agree individual programme and draw up appendix to generic SLA for each individual
-see checklist

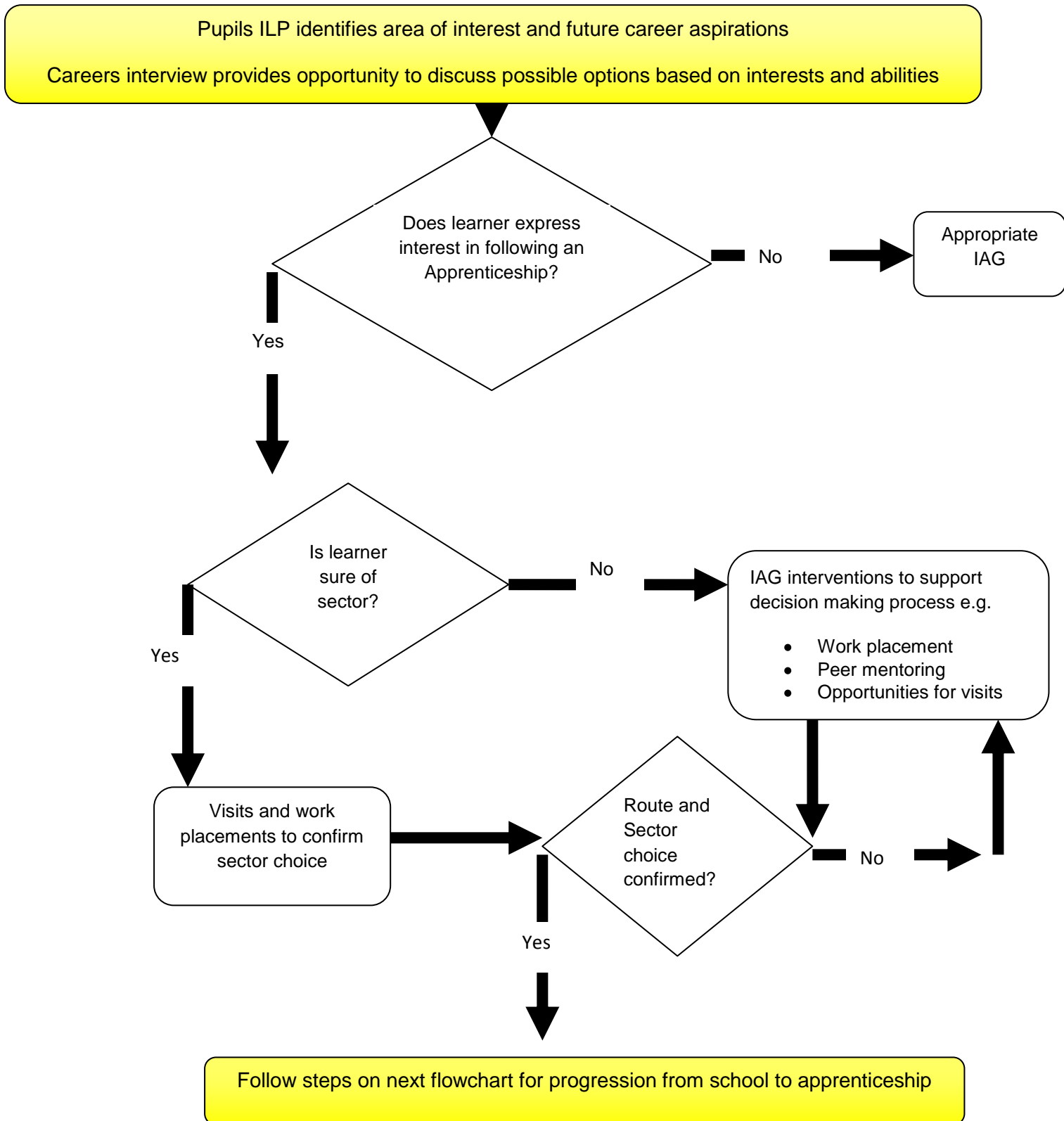
Section 1: Checklist for drawing up a Service Level Agreement between a school and a Foundation Learning provider

GENERIC CHECKLIST	
Initial statements to follow local procedures and protocols	
Safeguarding <ul style="list-style-type: none"> • <i>Is the school satisfied with the safeguarding arrangements the provider has in place?</i> 	
Qualifications that provider is able to deliver <ul style="list-style-type: none"> • <i>Do both parties understand the sector, the levels and the type of qualification that the provider has the staff and facilities to deliver?</i> • <i>Is the qualification to be delivered entirely by the provider at their premises using their staff and resources or does the school have responsibility for part of the delivery?</i> 	
Guided learning Hours for each qualification <ul style="list-style-type: none"> • <i>Will this be covered in a block – or on a hours or days per week basis?</i> 	
Supervision arrangements for learners <ul style="list-style-type: none"> • <i>Does the provider expect the school to send a member of staff with pupils and if so what is the required staff to pupil ratio?</i> • <i>What are the arrangements to cover supervision at the start and end of the day and during breaks?</i> • <i>What are the arrangements for provider reporting attendance to schools?</i> 	
Assessment and reporting arrangements <ul style="list-style-type: none"> • <i>Will school or provider be responsible for key assessments?</i> • <i>How will outcomes of key assessments be shared between school and providers?</i> 	
Funding <ul style="list-style-type: none"> • <i>Is the funding</i> <ul style="list-style-type: none"> ○ <i>per learner;</i> ○ <i>per group;</i> ○ <i>per course;</i> ○ <i>per time period;</i> ○ <i>per qualification</i> • <i>What happens to funding arrangements if an individual drops out?</i> 	

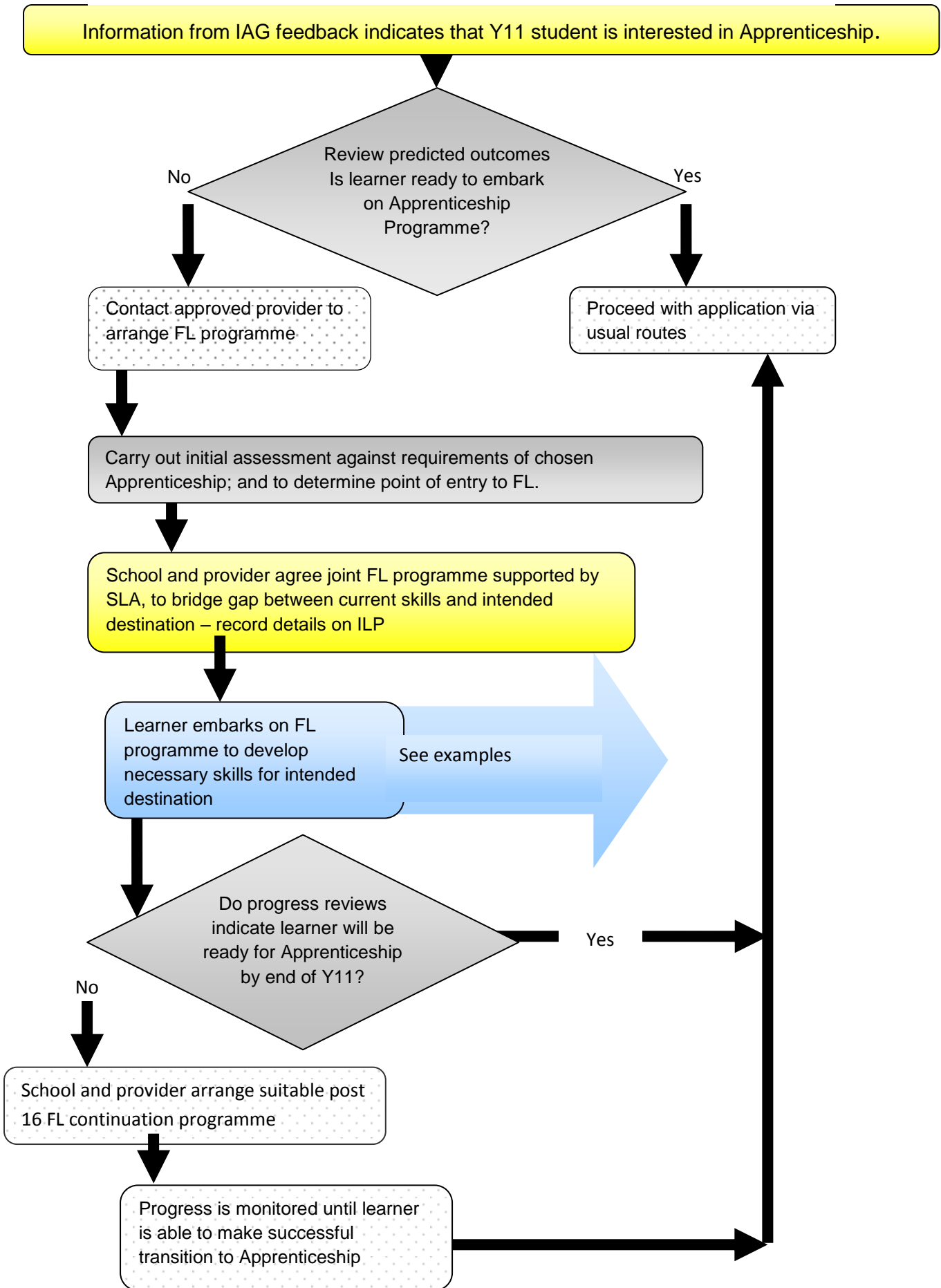
Section 1: Checklist for drawing up an SLA between a school and a Foundation Learning provider

ADDITIONAL CHECKLIST FOR INDIVIDUAL LEARNERS	
<p>Safeguarding</p> <ul style="list-style-type: none"> • <i>Are there any additional risks attached to this learner that the provider should be made aware of?</i> 	
<p>Qualifications</p> <ul style="list-style-type: none"> • <i>What units of what qualifications at what level is this individual going to study with the provider?</i> • <i>Are there any units or qualifications that the school undertakes to deliver in order to make up a complete programme?</i> • <i>Are there any issues known to the school which they need to share with the provider which might otherwise impact on the learner's progress?</i> 	
<p>Guided learning Hours for each qualification</p> <ul style="list-style-type: none"> • <i>On what days/times is the learner to attend the provider's premises and for what period?</i> • <i>Is there a time limit by which the learner is to have achieved the particular qualification or unit(s)?</i> 	
<p>Supervision arrangements for learners</p> <ul style="list-style-type: none"> • <i>Clarify the individual supervision arrangements for each individual learner including the responsibility of school and provider</i> 	
<p>Assessment and reporting arrangements</p> <ul style="list-style-type: none"> • <i>Will school or provider be responsible for key assessments?</i> • <i>How will outcomes of key assessments be shared between school and providers?</i> 	
<p>Funding</p> <ul style="list-style-type: none"> • <i>How much is the school to pay for the provision for this learner?</i> • <i>Does this depend upon achieving a particular qualification?</i> • <i>What will be the funding implications for this learner if they or another member of the group does not complete the course.</i> 	

Section 2: Flowchart showing stages in IAG arrangements



Section 3: Flowchart showing steps in selecting learners



SECTION 4: Process for building progression into a Foundation Learning programme

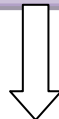
- Identify the mandatory outcomes for the destination Apprenticeship programme
- see page 9 for details



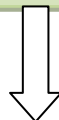
- Identify the relevant L2 qualifications and research the detail of these on National Database of Accredited Qualifications (NDAQ)
- See page 10 for details



- When you have identified the L2 qualification, establish whether there is a L1 version. You will want to explore the various sizes of qualifications available (Award, Certificate or Diploma) and the various Awarding Organisations offering the qualification.
- See page 11 for details
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- From the L1 qualification select a range of L2 units you will offer learners who are able to achieve units at this level. In order to build progression into your programmes you will need to select units that appear in both the L1 and the L2 qualifications.
- See page 12 for details



Using the information you have gained about the qualifications you can now design a Foundation Learning programme that:

- Helps learners develop a range of skills relevant to their vocational choice.
- Allows those skills to be accredited using QCF units and qualifications.
- Includes opportunities to build progression into their Foundation Learning programme.

- Identify the mandatory outcomes for the destination Apprenticeship programme.

Search the Apprenticeship website at:

<http://www.apprenticeships.org.uk/Partners/FrameworkSearch.aspx>

- Under the **Partnership** tab select **Framework Search**.
- Select from the drop-down menu the Apprenticeship you want to search and the level.
- Your results will list the outcomes for that Apprenticeship Programme.

- Complete the pro-forma to help you select an appropriate range of units to offer learners working at different levels.

Results will be displayed giving the following components

Component	Level	Credit Value
Competence Based Element		
Knowledge based element		
Transferable Skills		
Additional Employer Requirements		
Employee Rights and Responsibilities		

- Identify the relevant L2 qualifications and research the detail of these on NDAQ <http://www.accreditedqualifications.org.uk/AdvancedQualificationSearch.aspx>
- Ensure you are familiar with the size of qualification, the credit value, the range of units and the Rules of Combination (ROC) for this qualification.

- Select the **Search for Qualifications** tab and select
 - The **level of the qualification (L2)**
 - The **sector/subject** category
 - The **Awarding Organisation** (optional)
- Then select **Search**
- The results will show a list of qualifications relevant to the search fields.

- Select the relevant L2 qualification (see the Apprenticeship mandatory outcomes)
- The results will provide details of the **qualification** including; credit value, assessment method, the Rules of Combination (ROC), and range of units available.
- To view the detail of the **units** including; credit value, the learning outcome and assessment criteria, click on the unit title. This section will also indicate whether the unit is available to all Awarding Organisations (shared).
- **Shared units** are those that can be used by any Awarding Organisation. This provides flexibility in terms of delivery across partners
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Selecting units to include in your Foundation Learning offer should be based on the principle of identifying those skill areas that will help the learner to progress to their destination. **First identify the skill area then select the unit.**

- When you have identified the L2 qualification, establish whether there is a L1 version. You will want to explore the various sizes of qualifications available (Award, Certificate or Diploma) and the various Awarding Organisations offering the qualification.

- Use NDAQ to search for the relevant qualifications:
- Select the **Search for Qualifications** tab and select
 - The **level of the qualification (L2)**
 - The **sector/subject** category
 - The **Awarding Organisation** (optional)
- Then select **Search**
- The results will show a list of qualifications relevant to the search fields.

- When you have selected the Level 1 version ensure you are familiar with the size of qualification, the credit value, the range of units and the Rules of Combination (ROC) for this qualification.

Building progression can be achieved in a variety of ways. Options include:

- Route 1: Selecting L2 units that appear in both the L1 and the L2 qualifications and therefore developing specific skills at L2 (and credits) prior to the Apprenticeship Programme.
- Route 2: Selecting L1 units to help build learners skill incrementally which can be contribute towards further skills development in the Apprenticeship Programme.
- Route 3: Selecting Entry level units that build learners skills which can be contribute towards further skills development in the Apprenticeship Programme.

Route 1

- From the L1 qualification select a range of L2 units you will offer learners who are able to achieve units at this level.
- Double-check that you understand the ROC for both the L1 and L2 qualification. Providers should do this to ensure that any units achieved during the Foundation Learning programme can be 'counted' in the subsequent Apprenticeship

Route 2 & 3

- From the L1 qualification select a range of L1 or E3 units you will offer learners who are able to achieve units at this level.
- When selecting units first select the skill area to be developed then select the unit.

Where the destination apprenticeship programme does not include QCF qualifications or there are no L1 equivalent qualifications available in the QCF, you will not be able to identify specific units that can be used in the apprenticeship programme.

However you can still apply the principle of identifying the skill areas, then selecting an appropriate unit to build progression as with Route 2 and 3

Building progression to an Apprenticeship programme

Pro-forma

What are the mandatory outcomes for the destination Apprenticeship? This information can be extracted from the Apprenticeship website.

Component	Level	Credit Value
Competence Based Element		
Knowledge based element		
Transferable Skills		
Additional Employer Requirements		
Employee Rights and Responsibilities		

Which Awarding Organisation have you selected?	
What is the qualification number for the L2 qualification?	
Is there a L1 version of this qualification?	
What is the qualification number for the L1 qualification?	

Which L2 units could you deliver as part of the L1 qualification that could contribute to the achievement of the subsequent L2 qualification?

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*Note: Building this type of progression depends wholly on the **selection of the units and qualifications** as not all units and qualifications are used in the Apprenticeship Frameworks.*

Toolkit Appendix

This section includes examples of how to build progression into the design of Foundation Learning programmes.

Examples include building progression to:

1. An Apprenticeship in Retail
2. An Apprenticeship in Business Administration
3. An Apprenticeship in Customer Service
4. An Apprenticeship in IT (IT User)

Guidance

The examples show:

- a) A completed pro-forma which outlines the requirements of the destination Apprenticeship programme.
- b) Examples of possible qualifications that could be included in a Foundation Learning programme which ultimately leads to the destination. These are shown as 'routes' for learners who may be working at different levels and progress at different rates. Each route is illustrated using a different colour code - appendix 2 includes descriptions of the three routes.

The examples shown in this section illustrate the *vocational* element of the Foundation Learning programme only. However, personalised learning programmes will also include

- Functional Skills
- Personal and Social Development Skills
- Wrap- around of engagement, IAG and ongoing learner support.

The examples are for illustration purposes only and you will want to provide a Foundation Learning offer from which you can develop personalised learning programmes that meet the needs of individual learners.

Building progression to: An Apprenticeship in Retail

What are the mandatory outcomes for the destination Apprenticeship? This information can be extracted from the Apprenticeship website.

Component	Level	Credit Value
Competence Based Element		
<i>L2 Certificate/Diploma in Retail Skills</i>	2	24/37
Knowledge based element		
<i>Level 2 Certificate in Retail Knowledge</i>	2	14
Transferable Skills	1	N/A
<i>Key Skill Application of Number</i>	1	N/A
<i>Key Skill Communication</i>		
or (Apprentices on pilots only)	1	5
<i>Functional Skill English</i>	1	5
<i>Functional Skill Mathematics</i>		
Additional Employer Requirements		
<i>None</i>		
Employee Rights and Responsibilities		
<i>ERR is delivered and evidenced as part of the Certificate in Retail Knowledge</i>		

Which Awarding Organisation have you selected?	OCR
What is the qualification number for the L2 qualification?	<i>OCR Level 2 Certificate in Retail Skills (500/2897/2)</i>
Is there a L1 version of this qualification?	Yes

What is the qualification number for the L1 qualification?

*OCR Level 1 Certificate in Retail Skills
(500/2296/9)*

Which L2 units could you deliver as part of the L1 qualification that could contribute to the achievement of the subsequent L2 qualification?

- *M/500/5701 Process customer orders in a retail environment*
- *R/500/8977 Resolve customer service problems*
- *A/500/5569 Receive goods and materials into storage in a retail environment*
- *M/500/5570 Put goods and materials into storage in a retail environment*
- *K/500/5700 Keep stock on sale and required levels in a retail environment*
- *A/500/5703 Process returned goods and materials in a retail environment*
- *J/500/5700 Prepare products for sale to customers in a retail environment*
- *M/500/9764 Display stock to promote sales to customers in a retail environment*
- *M/500/5214 Help customers choose products in a retail environment*
- *A/500/5216 Maximise product sales in a retail environment*
- *T/500/5215 Provide information and advice to customers in a retail environment*
- *F/500/5217 Demonstrate products to customers in a retail environment*
- *R/500/9773 Process payments for purchases in a retail environment*

Note: Building this type of progression depends wholly on the **selection of the units and qualifications** as not all units and qualifications are used in the Apprenticeship Frameworks.

Route 1 This is how this component of the Foundation Learning programme might look for an individual that is working predominately at level 1, but has the ability to achieve some Level 2

OCR Level 1 Certificate in Retail Skills (500/2296/9)	Level 1	19
Unit	Level	Credit Value
<i>F/500/5184</i> <i>Work effectively in your retail team (mandatory unit)</i>	1	7
<i>A500/5183</i> <i>Help to maintain health and safety in a retail environment.</i>	1	5
M/500/5701 Process customer orders in a retail environment	2	3
R/500/8977 Resolve customer service problems	2	6
	12 credits at L1 9 credits at L2 Total = 21 credits	

This is an example of how this achievement can contribute to the subsequent L2 qualification in the Apprenticeship programme.

OCR Level 2 Certificate in Retail Skills (500/2897/2)	Level 2	24
Unit	Level	Credit Value
<i>F/500/5186</i> <i>Work effectively in your retail team (mandatory unit)</i>	2	8
M/500/5701 Process customer orders in a retail environment	2	3
R/500/8977 Resolve customer service problems	2	6
<i>K5/00/5700</i> <i>Keep stock on sale at required levels in a retail environment</i>	2	3
<i>M/500/5570</i> <i>Put goods and materials into storage in a</i>	2	4

<i>retail environment</i>		
	24 credits at L2	

Route 2

OCR Level 1 Certificate in Retail Skills (500/2296/9)	Level 1	19
Unit	Level	Credit Value
<i>F/500/5184 Work effectively in your retail team (mandatory unit)</i>	1	7
<i>A500/5183 Help to maintain health and safety in a retail environment.</i>	1	5
<i>H/500/5209 Keep stock at required levels in a retail environment</i>	1	3
<i>K/500/8791 Wrap and pack goods for customers in a retail environment</i>	1	3
<i>D/500/4964 Move goods and materials manually in a retail environment</i>	1	3
	<i>Total = 21 credits</i>	

Route 2

ABC Level 1 Award in Retail Skills (500/7588/3)	Level 1	7
Unit	Level	Credit Value
<i>D/500/4964 Move goods and materials manually in a retail environment</i>	1	3
<i>Y/500/5563 Process donated goods for resale or</i>	1	6

<i>recycling in a retail environment</i>		
	<i>Total = 9 credits</i>	

Route 3

City and Guilds Award in introduction to Retail Skills (500/6836/2)	Entry 3	9
Unit	Level	Credit Value
M/501/9520 <i>Discovering the retail workplace</i>	E2	3
J/501/9524 <i>Introduction to handling stock in a retail environment</i>	E3	3
F/501/9523 <i>Introduction to looking after customers in a retail environment</i>	E3	3
	<i>Total = 9 credits</i>	

Building progression to: An Apprenticeship in Business and Administration

What are the mandatory outcomes for the destination Apprenticeship? This information can be extracted from the Apprenticeship website.

Component	Level	Credit Value
Competence Based Element <i>NVQ Level 2 in Business & Administration</i>	2	N/A
Knowledge based element <i>Business and Administration Level 2 (includes ERR)</i>	2	21
Transferable Skills <i>Functional Skill English</i> <i>Functional Skill Mathematics</i>	2 1	5 5
Additional Employer Requirements <i>None</i>		
Employee Rights and Responsibilities <i>Yes, as part of knowledge based element</i>		

Which Awarding Organisation have you selected?	<i>OCR</i>
What is the qualification number for the L2 qualification?	<i>OCR Level 2 Certificate in Business and Administration (500/9645/X)</i>
Is there a L1 version of this qualification?	<i>Yes</i>
What is the qualification number for the L1 qualification?	<i>OCR Level 1 Certificate in Business and Administration (500/9426/9)</i>

Which L2 units could you deliver as part of the L1 qualification that could contribute to the achievement of the subsequent L2 qualification?

- *Y/601/2510 Support the organisation of business travel or accommodation*
- *Y/601/2457 Meet and welcome visitors*
- *H/601/2493 Use office equipment*

Note: Building this type of progression depends wholly on the **selection of the units and qualifications** as not all units and qualifications are used in the Apprenticeship Frameworks.

Route 1

This is how this component of the FL programme might look for an individual that is working predominately at level 1, but has the ability to achieve some Level 2

OCR Level 1 Certificate in Business and Administration (500/9426/9)	Level 1	15
Unit	Level	Credit Value
A/601/2449 <i>Work in a Business Environment (mandatory units)</i>	Level 1	3
F/601/2453 <i>Communicate in a Business environment (mandatory units)</i>	Level 1	4
H/601/2493 <i>Use office equipment</i>	Level 2	4
Y/601/2457 <i>Meet and welcome visitors</i>	Level 2	3
L/502/4627 <i>Word processing software</i>	Level 1	3
	10 credits at L1 7 credits at L2 Total = 17 credits	

How this achievement can contribute to the subsequent L2 qualification in the Apprenticeship programme.

OCR Level 2 Certificate in Business Administration (500/9645/X)	Level 2	21
Unit	Level	Credit Value
F/601/2470 <i>Work in a business environment (mandatory unit)</i>	2	2

D/601/2475 <i>Communicate in a business environment (mandatory unit)</i>	2	3
F/601/2467 <i>Manage own performance in a business environment (mandatory unit)</i>	2	2
L/601/2469 <i>Improve own performance in a business environment (mandatory unit)</i>	2	2
H/601/2493 Use office equipment	2	4
Y/601/2457 Meet and welcome visitors	2	3
Y/601/2488 <i>Research information</i>	2	4
R/601/2487 <i>Organise and report data</i>	2	3
Y/601/2491 <i>Archive information</i>	2	2
	25 credits at L2	

Route 2

OCR Level 1 Certificate in Business Administration (500/9426/9)	Level 1	15
Unit	Level	Credit Value
A/601/2449 <i>Work in a Business Environment (mandatory units)</i>	1	3
F/601/2453 <i>Communicate in a Business environment (mandatory units)</i>	1	4
K/601/2446 <i>Make and receive telephone calls</i>	1	3
L/601/2455 <i>Assist in handling mail</i>	1	2
J/502/4299 <i>Using email</i>	1	2
A/601/2452 <i>Work with other people in a business environment</i>	1	2
	16 credits at L1	

Route 2

Edexcel BTEC Level 1 Award in Business Administration (500/4992/6)	Level 1	7
Unit	Level	Credit Value
M/502/4006 <i>Welcome visitors</i>	1	2
A/501/7236 <i>Communicating electronically</i>	1	3
F/501/7240 <i>Supporting business meetings</i>	1	4
	9 credits at L1	

Route 3

<i>EDEXCEL BTEC Entry Level Award in Business Administration (500/5525/2)</i>	Entry 3	6
Unit	Level	Credit Value
<i>M/501/7234 Using a computer in Business Administration</i>	<i>E2</i>	<i>3</i>
<i>H/600/1090 Working in Business and Administration</i>	<i>E3</i>	<i>2</i>
<i>L/600/1097 Professional behaviour in an office environment</i>	<i>E3</i>	<i>2</i>
	<i>Total = 7 credits</i>	

Building progression to: An Apprenticeship in Customer Service

What are the mandatory outcomes for the destination Apprenticeship? This information can be extracted from the Apprenticeship website.

Component	Level	Credit Value
<p>Competence Based Element</p> <p><i>NVQ Level 2 in Customer Service</i></p>	2	N/A
<p>Knowledge based element</p> <p><i>The candidate must complete a technical certificate selected from the following list:</i></p> <ul style="list-style-type: none"> • <i>Edexcel BTEC Level 2 Award in Customer Service</i> • <i>OCR Level 2 Certificate in Customer Service</i> • <i>EDI Certificate in Customer Service Level 2</i> • <i>City and Guilds Level 2 Certificate in Customer Service</i> • <i>IMI Certificate in Customer Service for the Motor Industry Level 2</i> • <i>VCTC Level 2 Certificate in Customer Care</i> • <i>Edexcel Level 2 BTEC Certificate in Customer Service</i> 	2	28
<p>Transferable Skills</p> <p><i>Key Skills Application of Number</i></p> <p><i>Key Skills Communication</i></p> <p>or</p> <p><i>Functional Skill English</i></p> <p><i>Functional Skill Maths</i></p> <p><i>Functional Skill ICT</i></p>	1 1 1 1 1	N/A N/A 5 5 5
<p>Additional Employer Requirements</p> <p>None</p>		
<p>Employee Rights and Responsibilities</p> <p><i>ERR not covered in the NVQ of Technical Certificate (Knowledge based element) must be delivered during the induction period and evidence presented by</i></p>		

completing either ICS ERR checklist or back page of ICS ERR workbook.

Which Awarding Organisation have you selected?	OCR
What is the qualification number for the L2 qualification?	<i>OCR level 2 Certificate in Customer Service (500/8625/X)</i>
Is there a L1 version of this qualification?	Yes
What is the qualification number for the L1 qualification?	<i>OCR level 1 Certificate in Customer Service (500/9843/3)</i>

Which L2 units could you deliver as part of the L1 qualification that could contribute to the achievement of the subsequent L2 qualification?

- *L/601/1614 Follow the rules to deliver customer service*
- *T/601/1221 Deal with customers face to face*
- *F/601/1223 Deal with incoming telephone calls from customers*
- *J/601/1224 Make telephone calls to customers*
- *R/601/1212 Communicate effectively with Customers*
- *L/601/0933 Give customers a positive impression of yourself and your organisation*
- *D/601/0936 Promote additional services or products to customers*
- *H/601/1215 Process information about customers*
- *M/601/1217 Live up to the customer service promise*
- *T/601/1218 Make customer service personal*
- *M/601/1220 Go the extra mile in customer service*
- *J/601/1210 Deliver reliable customer service*
- *Y/601/1213 Deliver customer service on your customer's premises*
- *K/601/1216 Recognise diversity when delivering customer service*
- *A/601/1219 Deal with customers across a language divide*
- *A/601/1222 Use questioning techniques when delivering customer service*
- *L/601/1225 Deal with customers using bespoke software*
- *Y/601/1227 Maintain customer service through effective handover*
- *M/601/1511 Resolve customer service problems*
- *T/601/1512 Deliver customer service to difficult people*

Note: Building this type of progression depends wholly on the **selection of the units and qualifications** as not all units and qualifications are used in the Apprenticeship Frameworks.

Route 1:

This is how this component of the FL programme might look for an individual that is working predominately at level 1, but has the ability to achieve some Level 2

OCR Level 1 Certificate in Customer Service (500/9843/3)	Level 1	22
Unit	Level	Credit Value
<i>F/601/1609</i> <i>Communicate using customer service language (mandatory unit)</i>	1	4
L/601/1614 Follow the rules to deliver customer service (mandatory unit)	2	4
T/601/1221 Deal with customers face to face	2	5
<i>A/601/1205</i> <i>Do your job in a customer friendly way</i>	1	5
<i>M/601/1508</i> <i>Recognise and deal with customer queries, requests and problems</i>	1	5
	14 credits at L1 9 credits at L2 Total = 23 credits	

How this achievement can contribute to the subsequent L2 qualification in the Apprenticeship programme.

OCR Level 2 Certificate in Customer Services (500/8625/X)	Level 2	28
Unit	Level	Credit Value
<i>F/601/1609</i> <i>Communicate using customer service language (mandatory unit)</i>	1	4
L/601/1614 Follow the rules to deliver customer service (mandatory unit)	2	4
T/601/1221 Deal with customers face to face	2	5

Y/601/1213 <i>Deliver customer service on your customer's premises</i>	2	5
M/601/1511 <i>Resolve customer service problems</i>	2	6
H/601/1540 <i>Support customers using on-line customer services</i>	2	5
	<i>29 credits at L2</i>	

Route 2

Skillsfirst Level 1 NVQ Certificate in Customer Service (500/9008/2)	Level 1	22
Unit	Level	Credit Value
<i>F/601/1609 Communicate using customer service language (mandatory unit)</i>	1	4
<i>L/601/1614 Follow the rules to deliver customer service</i>	2	4
<i>R/601/1209 Maintain a positive and customer-friendly attitude</i>	1	5
<i>A/601/1205 Do your job in a customer friendly way</i>	1	5
<i>T/601/1509 Take details of customer service problems</i>	1	4
	18 credits at L1 4 credits at L2 Total = 22 credits	

Route 2

City & Guilds Level 1 Award in Customer Service (500/3682/8)	Level 1	6
Unit	Level	Credit Value
<i>Y/501/4375 Principles of Customer Service (mandatory unit)</i>	1	6

Building progression to: An Apprenticeship in IT

What are the mandatory outcomes for the destination Apprenticeship? This information can be extracted from the Apprenticeship website.

Component	Level	Credit Value
Competence Based Element <i>QCF Diploma for IT User Skills</i>	2	38
Knowledge based element <i>N/A</i>		
Transferable Skills <i>Key Skill Application of Number</i> <i>Key Skill Communication</i>	1 1	N/A N/A
or (Apprentices on pilots only) <i>Functional Skill English</i> <i>Functional Skill Mathematics</i>	1 1	5 5
Additional Employer Requirements <i>None</i>		
Employee Rights and Responsibilities <i>Assessed using the e-skills UK Employment Rights and Responsibilities workbook.</i> <i>This can be downloaded at www.e-skills.com/apprenticeships</i>		

Which Awarding Organisation have you selected?	ASCENTIS
What is the qualification number for the L2 qualification?	<i>ASCENTIS Level 2 Diploma in IT User Skills (500/7279/1)</i>
Is there a L1 version of this qualification?	Yes
What is the qualification number for the L1 qualification?	<i>ASCENTIS Level 1 Certificate in IT User Skills (500/7280/8)</i>

Which L2 units could you deliver as part of the L1 qualification that could contribute to the achievement of the subsequent L2 qualification?

- *J/502/4402 Computerised accounting software*
- *D/502/4390 Audio software*
- *F/502/4396 Bespoke software*
- *M/502/455 Database software*
- *J/502/4610 Data management software*
- *A/502/4610 design software*
- *D/502/4300 using email*
- *D/502/4292 IT communication fundamentals*
- *L/502/4613 imaging software*
- *A/502/4297 Using the internet*
- *R/502/4385 IT software fundamentals*
- *Y/502/4257 IT security for users*
- *L/502/4207 IT user fundamentals*
- *D/502/4616 Multimedia software*
- *H/502/4245 Optimise IT system performance*
- *L/592/4370 Personal information management software*
- *M/502/4619 Project management software*
- *M/502/4622 Presentation software*
- *L/502/4210 Set up an IT system*
- *R/502/4399 Specialist software*
- *F/502/4624 Spreadsheet software*
- *F/502/4379 Using collaborative technologies*
- *K/502/4375 Using mobile IT devices*
- *M/502/4393 Video software*
- *R/502/4628 word processing software*
- *R/502/4631 Website software*

Note: Building this type of progression depends wholly on the **selection of the units and qualifications** as not all units and qualifications are used in the Apprenticeship Frameworks.

Route 1

This is how this component of the Foundation Learning programme might look for an individual that is working predominately at level 1, but has the ability to achieve some Level 2

ASCENTIS Level 1 Certificate in IT User Skills (500/7280/8)	Level 1	13
Unit	Level	Credit Value
<i>T/502/4153</i> <i>Improving Productivity Using IT (mandatory unit)</i>	1	3
<i>T/502/4296</i> <i>Using the Internet</i>	1	3
<i>J/502/4206</i> <i>IT User Fundamentals</i>	1	3
<i>M/502/4300</i> <i>Using Email</i>	2	3
<i>D/502/4566</i> <i>Desktop Publishing Software</i>	2	4
	<i>9 credits at L1 7 credits at L2 Total = 16 credits</i>	

How this achievement can contribute to the subsequent L2 qualification in the Apprenticeship programme.

ASCENTIS Level 2 Diploma in IT User Skills (500/7279/1)	Level 2	38
Unit	Level	Credit Value
<i>J/502/4156</i> <i>Improving Productivity Using IT (mandatory unit)</i>	2	4
<i>M/502/4300</i> <i>Using Email</i>	2	3
<i>D/502/4566</i> <i>Desktop Publishing Software</i>	2	4
<i>F/502/4625</i>	2	4

<i>Spreadsheet Software</i>		
<i>M/502/4555</i> <i>Database software</i>	2	4
<i>Y/502/4257</i> <i>IT Security for Users</i>	2	2
<i>D/502/4292</i> <i>IT Communication Fundamentals</i>	2	2
<i>R/502/4631</i> <i>Website software</i>	2	4
<i>L/502/4210</i> <i>Set Up an IT System</i>	2	4
<i>H/502/4245</i> <i>Optimise IT System Performance</i>	2	4
<i>R/502/4628</i> <i>Word Processing Software</i>	2	4
	<i>39 credits at L2</i>	

Route 2

ASCENTIS Level 1 Certificate in IT User Skills (500/7280/8)	Level 1	13
Unit	Level	Credit Value
T/502/4153 <i>Improving Productivity Using IT (mandatory unit)</i>	1	3
L/502/4627 <i>Word Processing Software</i>	1	3
J/502/4299 <i>Using Email</i>	1	2
J/502/4206 <i>IT User Fundamentals</i>	1	3
Y/502/4615 <i>Multimedia Software</i>	1	3
	<i>Total = 14 credits</i>	

Route 2

ASCENTIS Level 1 Award in IT User Skills (500/7424/6)	Level 1	9
Unit	Level	Credit Value
L/502/4627 <i>Word Processing Software</i>	1	3
T/502/4296 <i>Using the Internet</i>	1	3
J/502/4206 <i>IT User Fundamentals</i>	1	3
	<i>Total = 9 credits</i>	

Route 3

City and Guilds Entry Level Award for IT Users (500/5886/1)	Entry 3	6
Unit	Level	Credit Value
T/502/0166 <i>IT User Fundamentals</i>	E3	2
Y/502/0189 <i>Computer Basics</i>	E3	1
J/502/0172 <i>Using email</i>	E3	1
D/502/0176 <i>Using mobile IT devices</i>	E3	1
H/502/0177 <i>Audio and video software</i>	E3	2
	<i>Total = 7 credits</i>	

Toolkit Appendix 2: Descriptions of learning routes

Route 1

Colour Code: Orange

For learners who are close to being able to access the full Apprenticeship programme but need to develop other skills and competencies. For them the programme looks at a Level 1 qualification that contains some Level 2 units taken from the Apprenticeship qualification. The desired outcome of this is that learners embark on the full Apprenticeship with some units already completed giving them a very positive start.

Route 2

Colour Code: Blue

For learners who have not reached quite the same level of qualification the vocational element relies on the delivery of a full Level 1 qualification as preparation for the Level 2 Apprenticeship course. They should then be in a position to embark on a successful Apprenticeship as they will have had the benefit of a related Level 1 programme to build their skills and confirm their career choice. It will be particularly important for these learners that the Functional and Personal and Social skill elements of the programme support any gaps in their basic skills.

Route 3

Colour Code: Green

For those learners who are not yet ready to tackle a full Level 1 their vocational programme initially will be an Entry level qualification with some Level 1 units. At the end of this they will be able to progress to one of the other programmes outlined above depending on the progress they have made.