

PRACTICE ONE: Planning and Design

The provider has a planned approach to the overall design of its foundation learning programmes that is consistent with the social, cultural, vocational and learning context of the learners.

REQUIREMENT 1.1

The provider has and applies an explicit foundation learning definition, philosophy and strategy and objectives relevant to the provider's context.

The provider's definition is consistent with the definition in the FLQA requirements.

Key questions

- What are the provider's contexts?
- How well are the provider's foundation learning definition, philosophy, strategy and objectives reflected in its documentation?
- Is the provider's definition consistent with the Adult Literacy Strategy definition below?
- How well do staff (tutors, administrative staff and managers) understand their contribution to meeting the provider's objectives?

1. Good practice (with cited evidence)	2. Development needs and planned actions
3. Success indicators	4. Who is responsible and by when

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REQUIREMENT 1.2

The provider has identified target groups, their potential foundation learning needs and goals, and how the design of the programme meets their needs.

Key questions

- How well does the documented system identify target groups and their potential needs and goals?
- How does the design of the programme meet learners' needs and goals?
- How does the provider identify and analyse current trends and variations in target learner groups?

1. Good practice (with cited evidence)	2. Development needs and planned actions
3. Success indicators	4. Who is responsible and by when