



Functional Skills (Apprenticeships) Delivery Policy

Purpose and Scope of Policy

This policy aims to ensure that EDLounge Ltd promotes and supports teaching and learning where all apprentices have opportunities to develop Maths, English and Functional skills to support the achievement of learning goals and career aims. The purpose of this strategy is to ensure that the maths, English and where relevant ICT development needs of apprentices attending courses are identified and appropriately addressed. This policy applies to all apprentices who are funded, or part funded through the Education Skills Funding Agency.

Maths and English Skills delivery

The following maths and English programmes are included within EDLounge Ltd offer:

- Functional Skills English and Maths
- ESOL
- In some Standards ICT

EDLounge Ltd believes that Functional Skills are important to educational and personal development for apprentices because they are:

- Essential for individuals to function in everyday life, work, leisure and education.
- Necessary in developing a commitment to lifelong learning to enhance the lives of individuals, improve employability and to create the skills that our economy and employers need.
- Help towards meeting the Government's drive for improvements in the maths and English skills of all apprentices.

Functional Skills provision at EDLounge Ltd aims to meet the following needs: -

- Mandatory for the completion of Apprenticeship frameworks
- Apprentices who are under 19 and do not have GCSE A*-C -6,7, or 8 in English and/or maths will be required, as part of their programme, to pursue a course which either leads directly to these qualifications, or which provide significant progress towards future GCSE entry or success.
- Please see Addendum Feb 2019 <https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding>

EDLounge Ltd is committed to providing opportunities for apprentices to develop their English and Mathematics beyond their level at entry to the company and where appropriate gain external accreditation for this. Successful delivery of English and maths Functional Skills is achieved through a whole organisational approach concentrating on the following key features: -

- To ensure a co-ordinated approach.
- To define support systems (managerial, resources, learner support, staff development).
- To define procedures for initial assessment and review and monitoring of apprentices' progress.
- To support effective internal verification and moderation.
- To ensure clear communication and to define procedures for sharing good practice.
- To maintain the standards set by the assessment, moderation and external examination process.
- To ensure that there are robust continuous quality improvements.

EDLounge Ltd will ensure apprentices have the opportunity to become functionally literate and numerate to Level 2 where appropriate, Where Functional Skills specified in their respective frameworks or standards this will be included in their learning programmes. All apprentices will be offered an effective and robust initial assessment. The completion of this initial and diagnostic assessments and supplementary screening will ensure that each learner's current levels of skills will be identified on his or her ILP (Individual Learning Plan).

Workforce

EDLounge Ltd is committed to ensuring that tutors and learning support staff have the relevant skills, qualifications and experience to deliver programmes with effective Functional Skills embedding and support.

All EDLounge Ltd tutors and learning support staff are required to submit information on teaching qualifications and maths and English GCSEs (or equivalent) to ensure staff have the necessary skills to embed and support maths and English learning effectively. Where staff are identified as not having GCSE maths and English (or equivalent) EDLounge Ltd will signpost them towards support to consolidate their skills and gain the relevant qualification(s) and where possible internal support will be provided.

It is essential that all staff can embed at a functional level in order to ensure apprentices are being provided with holistic support, with their maths and English skills at every reasonable opportunity.

Responsibilities

To be competent in the Functional Skills being taught it is highly recommended that all teachers of Functional Skills within EDLounge Ltd are encouraged to work towards a relevant subject specialist qualification if not already doing so. Anybody assessing and/or internally verifying these qualifications will need to be competent and confident in the skills being assessed. It is best practice that all subject tutors who deliver Functional Skills should hold the relevant qualification at one level higher than that at which they are teaching.

Functional skills and additional support co-ordinator provide;

- High quality learning experience
- Setting and achieving targets for achievement at course level
- Monitor and track apprentices' progress
- Screening, initial assessment and diagnostic assessment
- Planning schemes of work and assessment
- Teaching, learning and assessment
- Effective registration, examination entry arrangements

The co-ordinator and delivery team;

- Develop Functional Skills to the levels suited to their individual needs and goals.
- Be taught the underpinning skills and understanding
- Practice and apply the skills in relevant and meaningful contexts
- Review their skills development
- Prepare for assessment

It is absolutely vital that all course tutors assess and deliver to the criteria/standards. Consistency/standardisation will be addressed through the following: -

- Staff development sessions.
- Discussions and co-ordination within course team.
- Through the work of external bodies.
- Peer observations.
- Quality Assurance checks.
- Feedback from external standards moderators liaising with Functional Skills tutors.

Staff will be confident and competent to teach Functional Skills through:

- Being fully conversant with the Functional Skills and Apprenticeship standards from the assessment criteria contained within the respective handbooks and marking criteria for each Functional Skills assessments.

EDLounge Ltd internal quality assurance observation staff should also ensure that training is undertaken around Functional Skills.

Workforce Training and CPD

To support embedding of maths and English, vocational tutors will have access to a bank of resources for the support of maths and English skills gaps that have been developed and released. All staff also have access to all resources which can be used both for their own CPD and to help support apprentices.

To facilitate improvements in maths and English embedding at EDLounge Ltd, the Lead Internal Quality Assurer (IQA) for maths and English will provide staff with Continuing Professional Development (CPD) through standardisation meetings and external courses such as; enhancement programmes. The lead IQA will also be responsible for co-ordinating with other IQA and subject leads to ensure all members of staff are taking a standardised approach and that all relevant updates are disseminated appropriately.

Supporting Functional Skills delivery within Vocational Courses & Apprenticeships

For courses that are not specific maths and English programmes, tutors and learning support staff are required to:

- Identify the functional maths and English skills apprentices need to use and apply in relation to the subject area and level of the course.
- Discuss with apprentices at induction the importance of improving their English and maths as appropriate in the context of their learning goals.
- Use appropriate initial assessment methods to identify group and individual learning needs to enable each learner to meet their subject specific learning aims.
- Embed contextualised functional maths and English tasks through session planning and effective use of resources (including ILT) to develop apprentices' skills in the context of the subject area.
- Identify individual maths and English learning aims within Individual Learning Plans (ILP) to show apprentices' starting point and achievements.
- Monitor and review apprentices' progress in the identified maths and English skills through comprehensive use of the Individual Learning Plan (ILP).

- Consider the development of apprentices' maths and English skills when marking work and providing feedback, keeping samples of marked work within the ILP.
- Provide appropriate information, advice and guidance (either directly or through signposting) on locally available maths and English courses to support a move forwards with further learning where need is identified should EDLounge Ltd not be able to provide this provision.
- Refer apprentices to appropriate maths and English provision where need is identified should EDLounge Ltd not be able to provide this provision.

Quality Assurance and Improvements

Maths and English embedding are checked as part of observations of teaching and learning. No notice session visits will also be carried out to ensure that aspects of the maths and English strategy are being incorporated and applied in line with CPD delivery and resources that are developed and made available.

Learner's progress tracking will be monitored and sampled by Coordinators and IQAs to ensure that targets are being met and progress is being made. EDLounge quality assurance staff will also ensure that tutors are aware of the specific needs of apprentices.

Lead IQA (Maths, English) Requirements

Programme managers should ensure the following processes and procedures are followed:

- Tutors and support staff have maths and English GCSEs Grade A*-C (or equivalent) or are encouraged and supported to achieve these qualifications within 1 year of commencing delivery of the programme
- Tutors and support staff attend the EDLounge Ltd Tutor and Support Staff CPD event or all relevant information and resources are cascaded to delivery staff through at least one member of the delivery staff attending the event
- Tutors develop and make good use of initial assessment to assess group and individual functional maths and English skills needs
- ILPs include robust evidence of initial assessment, maths and English aims and feedback, examples of marked work and maths and English target sheets.

These requirements will be checked and monitored through audit visits by the EDLounge quality assurance team. maths and English embedding aspects will be reported via a Quality Report with RAG rating against grading criteria and an action plan if required.

Functional Skills Exemptions and the addendum Feb 2019:

All apprentices with a grade 2 or below can study towards a pass in functional skills level 2, or they can still study towards a GCSE grade 9 to 4. Once they have achieved this, there is no requirement to undertake further maths or English qualifications to meet the condition of funding. Those with a grade 3 must still study GCSE only.

This adjustment allows providers and apprentices with prior attainment of GCSE grade 2 and below, to choose which level 2 qualification is most appropriate. <https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding>. Further information on [16 to 19 maths and English funding](#) is available. Please check aspects when looking at the ILR.

The Department for Education (DFE) treat some qualifications in math's, English language and literature as equivalent to GCSE grade 9 to 4 or A* to C. This means that apprentices who already hold the below qualifications, may not need to undertake the England and/or maths functional skills

element of the apprenticeship; but this will be checked against each apprenticeship standard to be sure:

- international GCSEs, regulated or unregulated, or equivalent level 1/level 2 certificates grade A* to C/9 to 4
- GCSEs grade A* to C, obtained in Wales, including maths numeracy
- GCSEs grade A* to C, obtained in Northern Ireland
- Scottish Intermediate 2 certificates grade A to C
- Scottish Standard Grades (credit level) grade 1 to 2
- Scottish National 5 certificates grade A to C
- international O levels grade A* to C
- A and AS levels at any pass grade
- full International Baccalaureate (IB) level 3 Diploma (LARS reference 50034157)
- International Baccalaureate Certificate in maths core math's qualifications at level 3

Review

This policy is reviewed on an annual basis or earlier where required, by the Head of EDLounge and Quality Manager for example to respond to legislative or funding changes.

Version No	Purpose / Change	Lead	Inception/ Review Date	Next Review Date
1	Document Inception	Mick Farrar Quality Manager	July 2020	July 2021
2	Document review update			