

FUNCTIONAL SKILLS POLICY

1 – Policy Overview

1.1 – Policy Statement

Projecting Success is committed to developing and improving the essential skills of all apprentices who have not yet achieved Level 2 qualifications in English and Maths. This procedure describes the key points of how the needs of apprentices will be met in studying for Functional Skills and committing to ensure Equality and Diversity for all apprentices. In particular:

- The Standard requirements for the successful completion of Higher Apprenticeships.
- That the development of Functional skills, especially linked to the vocational provision, is valued by employers.

1.2 – Policy Aim

The overall aim of this procedure is to promote and enhance the development of functional skills provision across Projecting Success, raising levels of achievement, and encouraging the drive towards improving English and Maths skills for all our apprentices.

Principles on which the Procedure is based.

There are a number of principles that should be applied to Functional Skills delivery. They are:

- All Apprenticeship apprentices regardless of age, who do not have Level 2 qualifications in English and maths, should pursue a qualification in the relevant Functional Skill.
- All Apprentices should be encouraged and given the opportunity to take part in Functional Skills even where they have Approved Prior Learning (APL).
- For all apprentices the level and nature of the Functional Skill award studied should be determined by the individual apprentice's ability and need as shown by initial assessment and current qualifications.
- Work based apprentices will be supported to achieve the Functional Skills at an appropriate level to achieve their framework.
- Apprenticeship Standards apprentice's will be supported to achieve the Functional Skills at an appropriate level to achieve the standard.

- The provision of Functional Skills should wherever possible be embedded within the apprentice's main qualification and supplemented where necessary by discreet teaching.
- The provision of Functional Skills should be planned and structured to ensure the apprentice has the maximum opportunity to achieve.

2 – Entitlements & Responsibilities

2.1 - Apprentice Entitlement

- Apprentices shall be entitled to the opportunity to achieve and progress in Functional Skills at a level appropriate to their needs and aspirations.
- All apprentices are entitled to an initial assessment of English and maths.
- All apprentices who have APL will be given the opportunity to take part in Functional Skills in English and Maths.

2.2 - Apprentice Responsibilities

Successful teaching and learning of Functional Skills is a two-way process which also places responsibilities on the apprentices. Apprentice success is most likely to be achieved when apprentices:

- Make a positive commitment and contribution to their own development and learning.
- Attend all Functional Skills lessons with all necessary equipment.
- Make best use of their time, including timely completion of work, preparation for tests and working to achieve their personal objectives.
- Act on the advice and feedback from the training staff on their progress and what they need to do to improve.
- Make a positive contribution in teaching and learning sessions and/or assessments.
- Co-operate with the training staff and fellow apprentices.
- Comply with the assessment regulations for the qualification.
- Adhere to Health and Safety regulations.

- Where APL is being claimed that the apprentice provides sufficient evidence that is provided at the start of the programme and approved against the ACE Transferable Skills Guidance.

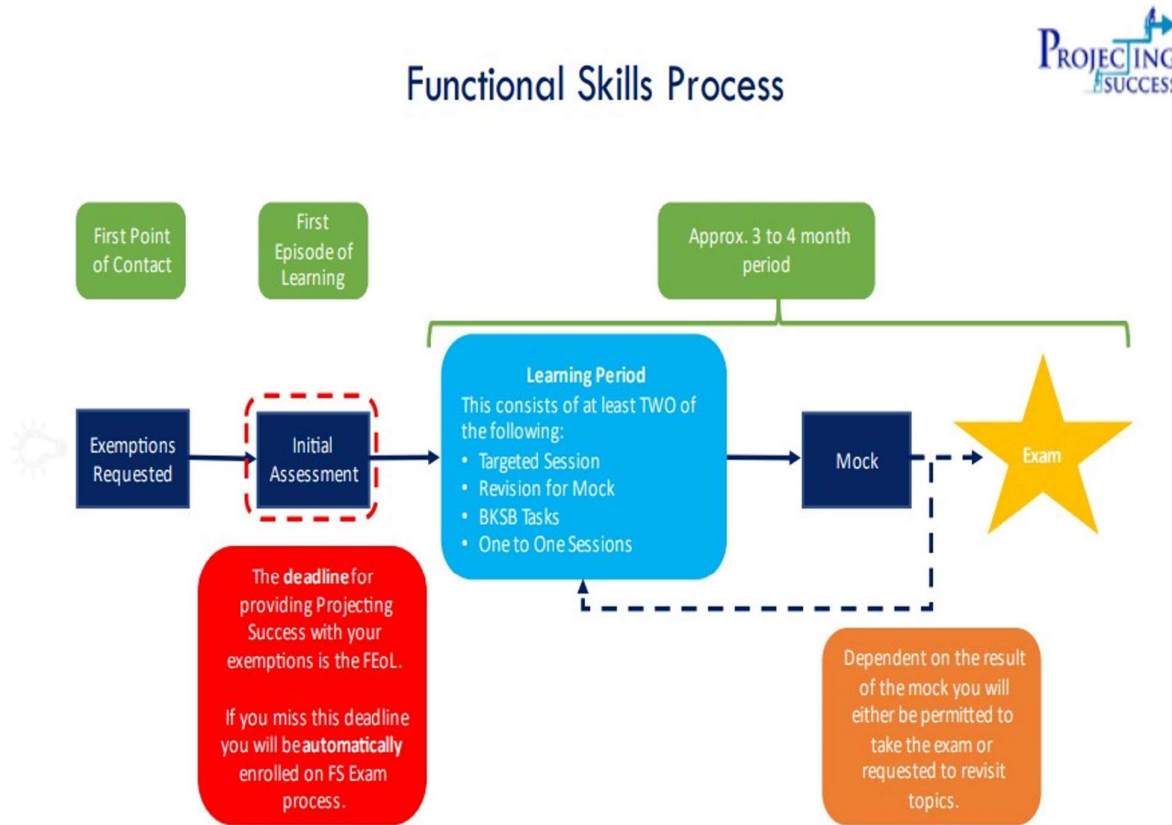
2.3 - Trainer Responsibilities

The tutors and trainers ensure that:

- They have knowledge of the current practice/standards regarding Functional Skills.
- They hold a higher-level Functional Skill or equivalent than what is being delivered for example for Level 1 Apprentices a Trainer must hold a Level 2 Functional Skill in the same topic or equivalent.
- Each member of the team is clear about his/her contribution to the teaching and assessment of Functional Skills including effective embedding of Functional Skills within vocational subjects.
- All Training staff must attend sufficient CPD to effectively embed and/or deliver functional skills including attending all mandatory functional skills training.
- Apprentices have access to Functional Skills to meet their individual needs.
- All Training staff are responsible for rigorously pursuing all apprentices to ensure the full completion of the Functional Skills qualification. (See Process Diagram in Section 3)
- For the delivery of Functional Skills, there are clearly stated aims and objectives for each session.
- Teaching and learning strategies should differentiate as appropriate in order to achieve the aims and objectives, including where necessary the implementation of additional support.
- The assessment of Functional Skills is an integral part of the learning process.
- Formative assessment should be a stimulating and positive experience for apprentices.
- Feedback to apprentices on their assessed Functional Skills work is timely and constructive.
- All Training staff involved in Functional Skills delivery and assessments must meet the requirements of Internal and External Verification.
- All Training staff and invigilators follow Awarding Body guidelines regarding the examination process of all functional skills.

- All Training staff and invigilators follow Awarding Body guidelines regarding the assessment of Speaking, Listening and Communication.

3 - Functional Skills Process



3.1 - Projecting Success Management Responsibilities

Projecting Success management should ensure that:

- All Training staff are fully conversant with Functionals Skills procedures, registration, examination and claiming procedures.
- All Training staff are competent to undertake their roles and responsibilities for the delivery and assessment of Functional Skills.
- All newly appointed staff including Associate members have, as part of their induction, training and development opportunities identified to meet the basic requirements of this procedure.

- All Training staff including Associate Members, receive training and development which enhances competence and skill in Functional Skills and promotes and shares best practice and where appropriate work towards a qualification.
- To provide sufficient training for staff delivering or embedding functional skills.

4 – Training & Standards

4.1 - Training

Training on embedding functional skills will be mandatory for all teaching staff.

- Training on delivering functional skills will be mandatory for all staff upon induction and for staff attend CPD and relevant training as part of CPD.

4.2 - Standards

Standards by which the success of this procedure can be evaluated:

- Success rates for Functional Skills are at, or above, the national benchmark.
- Apprentice feedback, including questionnaire responses and apprentice focus groups showing high levels of satisfaction with the quality of Functional Skills delivery they receive.
- Positive feedback on the quality of support provided by Projecting Success to enhance competence and skill in teaching and the sharing of best practice in Functional Skills delivery.
- Positive self-assessment outcomes across Projecting Success for the standards achieved for Functional Skills provision.
- External verifier reports.

Version History				
Date	Version	Details of Change	Revision By	QA
23/03/2023	5	- Added Version Control - Updated Formatting, Sections & Titles	Jackie Collins	