

Ginger Nut Training.



Document Title

Functional Skills Assessment & Delivery Framework

Originator

Quality and Compliance Lead

Responsible Person

Quality and Compliance Lead

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Version

Framework purpose, contents and quick links

The Functional Skills Framework brings together Ginger Nut Training's strategic commitments and operational requirements for English and mathematics within apprenticeships. It provides one consistent approach to entitlement, initial assessment, curriculum planning, inclusive teaching, occupational contextualisation, progress, assessment, achievement, escalation and quality assurance.

The framework consists of two controlled documents. The Policy sets the requirements and accountability; the Standard Operating Procedure explains how staff apply them in practice. Both documents must be read together.

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Functional Skills Policy

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Policy status: Approval-level requirements. Detailed working instructions are contained in the Functional Skills Standard Operating Procedure.

1. Policy intent and scope

Ginger Nut Training (GNT) is committed to ensuring that every apprentice develops the English and mathematics knowledge, skills and confidence required to succeed in their apprenticeship, perform effectively in their occupation and progress in employment, further learning and wider life. Functional Skills form an integral part of the apprenticeship curriculum. Teaching builds from each apprentice's assessed starting point, addresses identified gaps and provides an appropriately sequenced pathway towards the requirements applicable to their age, prior attainment, apprenticeship level and gateway. This policy applies to all apprentices, standards and levels delivered by GNT and to every person involved in planning, delivery, support, assessment, administration, quality assurance and oversight, including subcontractors. The funding rules in force on each apprentice's start date apply.

2. Policy principles

- English and mathematics are taught explicitly and applied meaningfully within the apprentice's occupational context.
- Apprentices receive clear information about their entitlement, available options and applicable requirements.
- Initial assessment, diagnostic information, apprentice voice and identified support needs inform an ambitious individual curriculum.
- Delivery includes active teaching, feedback and review and is not wholly dependent on self-directed distance learning.
- Support and reasonable adjustments remove barriers while maintaining the integrity of the qualification and occupational expectations.
- Assessment entry is based on evidence of readiness. Performance information, apprentice and employer feedback and equality of outcomes drive improvement.

3. Roles and accountability

Role	Accountability
Apprentice	Engages with agreed teaching and assessment, completes authentic work, participates in reviews and communicates barriers.
Employer	Supports participation and workplace application, contributes to reviews and confirms whether optional study for a 19+ apprentice is included in the Training Plan.
Apprenticeship Tutor	Retains oversight of the whole programme, embeds occupational English and mathematics, monitors progress and coordinates action.
Functional Skills Tutor	Plans and delivers teaching, monitors progress, prepares apprentices for assessment and responds to results.
Learner Success and Inclusion	Coordinates support, reasonable adjustments, access arrangements and specialist referrals and reviews impact.
Funding and	Verifies prior attainment, maintains accurate learning aims and dates, retains evidence and

Role	Accountability
Administration	administers bookings, results and claims.
IQA and Managers	Assure teaching, assessment, evidence and consistency through sampling, standardisation, data analysis and improvement action.
Quality & Compliance Lead	Oversees compliance, performance, equality gaps, escalation, governance reporting and Quality Improvement Plan actions.

4. Entitlement and requirements

At initial assessment, GNT establishes and records whether standalone English and/or mathematics forms part of the apprenticeship. The decision takes account of age at the start of apprenticeship training, verified prior attainment, assessed starting point, apprenticeship level, gateway requirements and any mandatory qualification requirement.

Apprentice position	GNT requirement
Age 16–18; no suitable equivalent	English and/or mathematics is mandatory and forms part of the signed Training Plan.
Age 16–18; level 3 or higher apprenticeship	Approved level 2 English and mathematics must be held or achieved before successful completion.
Level 2 apprenticeship	Apply the current starting-attainment rules. Where level 1 is not held, study begins towards level 1 and a 16–18 apprentice must achieve it; progression towards level 2 follows where meaningful progress remains possible. Where level 1 is held, study and assessment progress to level 2.
Age 19+; no suitable equivalent	Standalone English and/or mathematics is optional. The apprentice makes an informed choice. Employer agreement is required for delivery and funding within the apprenticeship Training Plan.
Age 19+; employer does not agree	Explain and record the apprentice's statutory entitlement to separate Adult Skills Fund provision in their own time. The employer does not make the apprentice's final personal decision.
Mandatory qualification or gateway	Complete and evidence the specific requirement irrespective of the general 19+ optional position.
Eligible SEND/LDD exception	Apply only through the formal individual evidence, professional judgement, learning-plan and second-opinion process required by the funding rules.

Prior attainment, a 19+ decision not to opt in and the SEND/LDD minimum-requirement exception are distinct decisions and require different evidence. GNT does not record them under a single generic “exemption” category.

5. Assessment, planning and curriculum

- Funding and Administration verify the Personal Learning Record and acceptable qualification evidence before recording prior attainment.
- Where standalone English and/or mathematics is funded and acceptable prior attainment is not presented, GNT completes an assessment based on the National Standards for Adult Literacy and Numeracy and uses the outcome to determine the starting level.
- BKSB provides Functional Skills initial and diagnostic assessment. Cognassist informs learning and support strategies but does not replace Functional Skills assessment, provide a diagnosis or evidence an exception.
- The signed Training Plan records the agreed qualification, planned dates, delivery approach, responsibilities and support. Funding begins only when active learning starts.

- Each apprentice has an individual Method Plan that sequences explicit teaching, occupational application, practice, review and assessment preparation.
- English and mathematics training is recorded separately from the apprenticeship's minimum off-the-job training requirement.

6. Inclusive delivery and occupational relevance

Teaching links subject knowledge to relevant occupational duties, terminology, communication, information, data, calculations and problem-solving while retaining preparation for the full qualification. Employers provide opportunities for workplace application; GNT retains responsibility for curriculum sequencing, teaching and assessment decisions.

GNT identifies support needs early and uses accessible teaching, reasonable adjustments, assistive strategies and targeted support. The impact of support is reviewed. Learning support records distinguish additional support arising from an identified need from the underlying English or mathematics teaching.

7. Progress, assessment and achievement

- Tutors review progress at least monthly using taught work, diagnostic gaps, attendance, apprentice voice, support impact, practice evidence and planned milestones.
- Assessment entry is based on a body of evidence demonstrating readiness and confirmation that required access arrangements are approved.
- Assessment, invigilation, security, authenticity, internal quality assurance and claims comply with current awarding-organisation requirements.
- An unsuccessful result triggers analysis, targeted teaching, an updated plan and a new readiness decision before resit.
- English achievement requires Reading, Writing and Speaking, Listening and Communicating. Gateway evidence matches the applicable age, programme and standard requirements.

8. Escalation and learner protection

Missed learning, insufficient progress, delayed assessment readiness, ineffective support, employer barriers and repeated unsuccessful results trigger staged intervention. Funding, evidence, malpractice, security or systemic concerns are escalated immediately to the Quality & Compliance Lead and the relevant claim or decision is paused where continuation creates risk.

SEND/LDD, reasonable-adjustment and wellbeing concerns follow the Learner Success and Inclusion process. Safeguarding concerns are reported immediately to the Designated Safeguarding Lead.

Apprentices retain access to complaints, appeals and, for a disputed SEND/LDD exception judgement, an independent second professional opinion without disadvantage.

9. Quality assurance and performance

GNT evaluates compliance and educational impact through monthly performance review, termly IQA and standardisation, quarterly curriculum review and annual self-assessment and Quality Improvement Planning. Data is analysed by subject, level, programme, tutor, age and relevant learner groups.

2026–27 indicator	Internal target / trigger
Overall Functional Skills achievement	At least 85%
First-time pass rate	At least 75% in each subject
Timely completion	At least 90% by the apprentice's planned milestone
Active learning and progress evidence	At least 95% of sampled records compliant and demonstrating

2026–27 indicator	Internal target / trigger
	progress
Equality gap	Any unexplained gap above 5 percentage points triggers QIP action
Learner experience	At least 90% report useful, accessible and occupationally relevant teaching

These are internal improvement measures, not funding-rule or Ofsted thresholds. Senior leaders approve targets annually using prior performance, external comparisons and the Quality Improvement Plan.

10. Monitoring and review

The Quality & Compliance Lead reports material risks, performance trends, equality gaps and improvement actions to senior leaders and governance. This policy is reviewed annually and earlier following a material change to funding rules, gateway requirements, awarding-organisation conditions, inspection expectations, systems or the delivery model.

11. References

- Apprenticeship Funding Rules 2026–27, version 3:
<https://www.gov.uk/government/publications/apprenticeship-funding-rules-and-assessment-plan-guidance-2026-to-2027>
- Ofsted FE and Skills Inspection Toolkit and Operating Guides:
<https://www.gov.uk/government/publications/further-education-and-skills-inspection-toolkit-operating-guide-and-information>
- Current acceptable equivalent qualifications, Functional Skills subject content and Highfield requirements.
- Related GNT documents: Functional Skills SOP; Training Plan and Initial Assessment processes; Learner Success and Reasonable Adjustments procedures; Assessment Malpractice; Complaints and Appeals; Safeguarding.

Functional Skills Standard Operating Procedure

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Purpose: This SOP converts the Functional Skills Policy into one operational process from eligibility and initial assessment through delivery, achievement and quality assurance.

1. Process overview

Stage	Owner	Required outcome
1. Eligibility and prior attainment	Funding/Admin	Verified evidence and correct entitlement decision.
2. Assessment and planning	Funding/Admin, tutors, apprentice, employer	Correct starting level, signed Training Plan, support and dates.
3. Commencement	Apprenticeship and Functional Skills Tutors	Active learning begins on the recorded date.
4. Teaching and progress	Tutors and Inclusion	Individual curriculum, evidence, monthly review and intervention.
5. Assessment	Functional Skills Tutor/Admin/IQA	Readiness, approved arrangements, secure assessment and valid decision.
6. Results and claims	Tutor/Admin/IQA	Accurate evidence, claims, certificates and resit action.
7. Assurance	Leads, IQA, Quality	Performance, sampling, standardisation and improvement.

2. Pre-enrolment and programme set-up

2.1 Eligibility checklist

Check the Personal Learning Record and obtain certificates or other acceptable evidence. Apply age at start, apprenticeship level, prior attainment, mandatory qualification and gateway requirements.

Record the decision as mandatory study, 19+ opt-in, verified prior attainment, 19+ not included, or formal SEND/LDD exception.

For a 19+ apprentice, explain the options and record the apprentice's informed choice and employer agreement. Where the employer refuses inclusion, explain the separate Adult Skills Fund entitlement. Do not record prior attainment or a 19+ decision as a SEND/LDD exception.

2.2 Initial and diagnostic assessment

Where funded standalone study is agreed and acceptable prior attainment is absent, assign BKSB initial assessment for each applicable subject.

- Assign BKSB diagnostic assessment and review strengths and specific gaps.
- Start tuition immediately above the assessed level, or at level 2 where assessed as working at level 2.
- Use results to plan curriculum and support, not as a pass/fail judgement of suitability for the apprenticeship.
- Review Cognassist, disclosures, prior support, apprentice voice and tutor observations. Refer identified needs through Learner Success and Inclusion.

2.3 Planning meeting and record

Confirm and record	Minimum evidence
Entitlement and decision	Initial assessment record, verified prior evidence and 19+ decision where applicable.
Programme	Subject, qualification level, accurate planned start/end dates and gateway position.
Delivery	Teaching model, occupational context, tutor responsibilities and individual milestone.
Support	Needs, strategies, reasonable-adjustment/access-arrangement actions and referral.
Agreement	Training Plan signed by apprentice, employer and GNT where study forms part of the apprenticeship.
Learning aim	Correct aim and dates entered; no funding claim before active learning starts.

3. Commencement of delivery

- The apprenticeship tutor confirms the planned start with the Functional Skills Tutor and shares assessment, Training Plan and support information securely.
- On the recorded start date, deliver a taught English and/or mathematics activity. A standalone platform task, worksheet or journal entry does not demonstrate active learning.
- Assign the approved First Day of Learning plan and record subject, level, teaching, occupational context, learning achieved, feedback, next steps and support.
- Set linked activity against diagnostic gaps and the Method Plan. The apprentice completes a concise learning journal entry.
- Where group delivery begins later, or subjects start separately, record the accurate date and rationale in the Training Plan and notify Funding/Admin before claiming.
- Confirm the apprentice can access resources and agreed support. Escalate unresolved barriers.

4. Method Plan and ongoing teaching

Assign the approved standalone English, standalone mathematics or combined Method Plan. Individualise it using the assessed starting point, diagnostic gaps, qualification level, teaching sequence, occupational application, support and planned completion date.

Operational milestone	Default target
Standalone English or mathematics	Complete by month 6; months 7–9 available for additional teaching, resit and sign-off.
Combined English and mathematics	Complete by month 7; months 8–9 available for additional teaching, resit and sign-off.
Speaking, Listening and Communicating	Complete by month 3.

An individual milestone takes precedence where the assessed starting point, support needs or apprenticeship duration requires a different plan. Record and justify the variation in the Method Plan and Training Plan.

4.1 Monthly Method Plan update

- teaching completed and learning achieved;
- progress against diagnostic gaps;
- practice and assessment outcomes;
- occupational application;
- attendance and engagement;
- support and its impact;
- barriers, risks and escalation;
- next teaching and review actions; and
- any change to the assessment or completion date.

4.2 Occupational contextualization

- Mathematics: percentages, ratios, measures, schedules, costs, budgets, tolerances, charts, KPIs, estimation and accuracy checks relevant to the role.
- English: professional emails, reports, case notes, presentations, customer communication, technical vocabulary, policies and instructions relevant to the role.
- Use authentic or realistic workplace material while protecting confidentiality. Retain explicit teaching and preparation for the full assessment.

5. OneFile recording requirements

Assessment method	Use / evidence
Initial Assessment – BKSB	Assessed starting level.
Diagnostic	Strengths and specific gaps.
Functional Skills Teaching and Learning	Tutor input, apprentice participation, occupational link, feedback, progress and next steps.
Mock/Practice Paper	Conditions, result, analysis, feedback and readiness actions.
Exam	Booking, attendance, result and achievement evidence.
Functional Skills Prior Attainment	Verified acceptable qualification evidence.
Functional Skills 19+ Decision	Informed apprentice decision, employer agreement or separate ASF signposting.
Speaking, Listening and Communicating	Separate presentation/discussion evidence, record form, feedback and IQA.

Plan titles include subject, topic and activity type. Generic titles such as “Functional Skills Work” or “BKSB Activity” are not used. Criteria are assigned only where evidence demonstrates the relevant knowledge or skill.

5.1 Learning journal minimum

Journal entries record date, subject/topic, duration, activity, learning achieved, link to an identified target, occupational application where relevant, support received and next step. “Completed BKSB” or “attended webinar” does not evidence meaningful learning. Tutors review entries against delivery records. Functional Skills hours are recorded separately from apprenticeship off-the-job training.

5.2 Additional support

Records distinguish Functional Skills teaching from additional support delivered because of an identified need. Record the barrier, strategy or adjustment, apprentice response and impact on participation and progress.

6. Monthly progress and tracking

During the first or second week of each month, the Functional Skills Tutor and apprenticeship tutor review every apprentice undertaking Functional Skills. A 15-minute review is the normal minimum; allocate more time for risk or complexity.

Review	Record / action
Progress	Starting point, diagnostic gaps, Method Plan, taught work and occupational application.
Participation	Attendance, engagement, outstanding plans and journals.
Support	Reasonable adjustments, access arrangements and impact.
Assessment	Practice evidence, results, readiness and planned dates.
Risk	Achievement, gateway, timely completion and employer barriers.
Action	SMART action, owner, deadline, evidence and review date.

Functional Skills Tutor updates the tracking spreadsheet and stores it in the designated OneDrive folder. Apprenticeship tutor records the apprentice-specific update and actions in OneFile Notes. Tutors update Method Plans, Assessment Plans and the Training Plan where the agreed delivery materially changes. High-risk actions are followed up before the next monthly meeting.

7. Assessment readiness and booking

7.1 Readiness decision

The apprenticeship tutor and Functional Skills Tutor use progress against the Method Plan, recent taught work, BKSBS information, mock/practice outcomes, independent performance, attendance, apprentice voice and approved access arrangements. Record the decision and evidence in OneFile. Where readiness is not demonstrated, provide targeted teaching and set a revised review date.

7.2 Booking checklist

Confirm apprentice identity, subject, level, component, delivery method and agreed date.
Confirm evidence of readiness and approved reasonable adjustments/access arrangements.
Apply minimum internal lead times: three weeks for paper-based and one week for on-screen assessment, unless the awarding organisation requires longer.
Assign the approved assessment template and provide written arrangements to the apprentice.
Record cancellation, absence or technical failure and agree the next action.
Maintain awarding-organisation security, invigilation, confidentiality, authenticity and malpractice controls.

8. Speaking, Listening and Communicating

Assign the correct level template and record presentation and discussion separately.
Confirm identity, tasks, group, location/platform, recording, consent, reasonable adjustments and documentation.
At the start of the recording, state participant names and date and explain tasks, timings and conditions.
Create clear, separately labelled presentation and discussion recordings.
Complete every section of the current Highfield record: apprentice details, centre name and number 19669, declarations, decisions, Task 1/2 outcomes, examples and feedback.
Upload recordings, record form, feedback and adjustment evidence to OneFile within 24 hours; obtain apprentice sign-off.
Notify the IQA. Do not claim until sampling requirements and actions are complete.
Following a not-achieved decision, provide targeted teaching, update the Method Plan and reassess only when readiness is demonstrated.

Control: Current Highfield instructions take precedence where forms, assessment or sampling requirements change.

9. Results, claims and resits

9.1 Achievement

Verify the official result against apprentice, subject, level, component and date.

Upload mathematics result/certificate to the Mathematics Exam plan and assign final criteria.

Upload each English Reading, Writing and Speaking, Listening and Communicating result to the relevant plan and assign only the completed component criteria.

Confirm all three English components are achieved and required SLC IQA is complete.

Email delivery@gingernuttraining.co.uk with apprentice identifier, subject/level, components, dates and confirmation of evidence and IQA.

Administration checks the learning aim, evidence, declarations, dates and outstanding actions before claim and uploads the certificate on receipt

9.2 Unsuccessful result / resit

- Upload the official result and keep the plan open.
- Review the component breakdown with the apprentice; identify gaps, progress, support and access-arrangement impact.
- Update the Method Plan with targeted teaching, owner, deadlines and readiness review.
- Do not rely only on repeated mocks or independent platform activity.
- Apply the standard readiness and booking process to the resit.
- After a second unsuccessful attempt, or earlier for significant risk, complete a joint case review and escalate unresolved risk.

10. Escalation and intervention

Stage / trigger	Required response	Timescale / owner
Stage 1: one missed activity, incomplete work, early decline or minor record gap	Contact apprentice, establish reason, arrange support and agree recovery action. Record in OneFile.	Within 2 working days / responsible tutor
Stage 2: two missed activities, no monthly progress, incomplete Stage 1 action, delayed readiness or milestone risk	Joint tutor review; revise teaching/support; set SMART actions; involve employer where workplace access affects progress.	Within 5 working days / both tutors
Stage 3: Stage 2 fails, continued disengagement, repeated unsuccessful results, gateway risk or unresolved adjustments	Formal intervention covering curriculum, participation, employer, wellbeing, needs, assessment and dates; monitor fortnightly.	Within 5 working days / FS Lead and Delivery Manager
Stage 4: funding/evidence uncertainty, incorrect claim/date, no active learning, duplicate funding, malpractice/security or systemic concern	Pause relevant claim/decision, preserve evidence and investigate under the applicable process.	Immediately / Quality & Compliance Lead

Stage / trigger	Required response	Timescale / owner
Inclusion or safeguarding	Refer learning/support concerns through Learner Success and Inclusion. Report safeguarding concerns immediately to the DSL.	Without delay / relevant lead

Every escalation records concern, evidence, stage, action, owner, deadline, apprentice/employer involvement, review date and outcome. Close only when actions are complete and evidence demonstrates improvement.

11. Quality assurance and management

Frequency	Activity	Owner
Monthly	Dashboard, at-risk cases, record compliance and tutor coordination.	FS Lead / Delivery / Quality
Termly	IQA sampling and standardisation of assessment, feedback, contextualisation and adjustments.	IQA / FS Lead
Quarterly	Curriculum deep dive, apprentice/employer voice, teaching impact, outcomes, withdrawals, resits and equality gaps.	Quality & Compliance / SLT
Annually	Self-assessment, target setting, curriculum/resources, staff CPD and QIP evaluation.	Quality & Compliance / SLT / Governance
Exception	Immediate review for audit, complaint, data or sampling evidence of systemic weakness.	Quality & Compliance

11.1 2026–27 indicators

Overall achievement: ≥85%.

First-time pass rate: ≥75% per subject.

Timely completion: ≥90% by individual milestone.

Active learning/progress evidence: ≥95% of sampled records.

Learner experience: ≥90% positive.

Unexplained equality gap above 5 percentage points: QIP action required.

12. Records, references and review

Store records in approved systems with access limited to role and need. Retain assessment evidence, recordings and learner information in accordance with awarding-organisation, funding, data-protection and GNT retention requirements. Staff use the funding rules applicable on the apprentice's start date and check current awarding-organisation instructions.

Apprenticeship Funding Rules 2026–27, version 3:

<https://www.gov.uk/government/publications/apprenticeship-funding-rules-and-assessment-plan-guidance-2026-to-2027>

Ofsted FE and Skills Inspection Toolkit: <https://www.gov.uk/government/publications/further-education-and-skills-inspection-toolkit-operating-guide-and-information>

Functional Skills Policy; current acceptable-equivalent list; Highfield requirements; Training Plan; Learner Success/Reasonable Adjustments; Malpractice; Complaints and Appeals; Safeguarding.

Document history

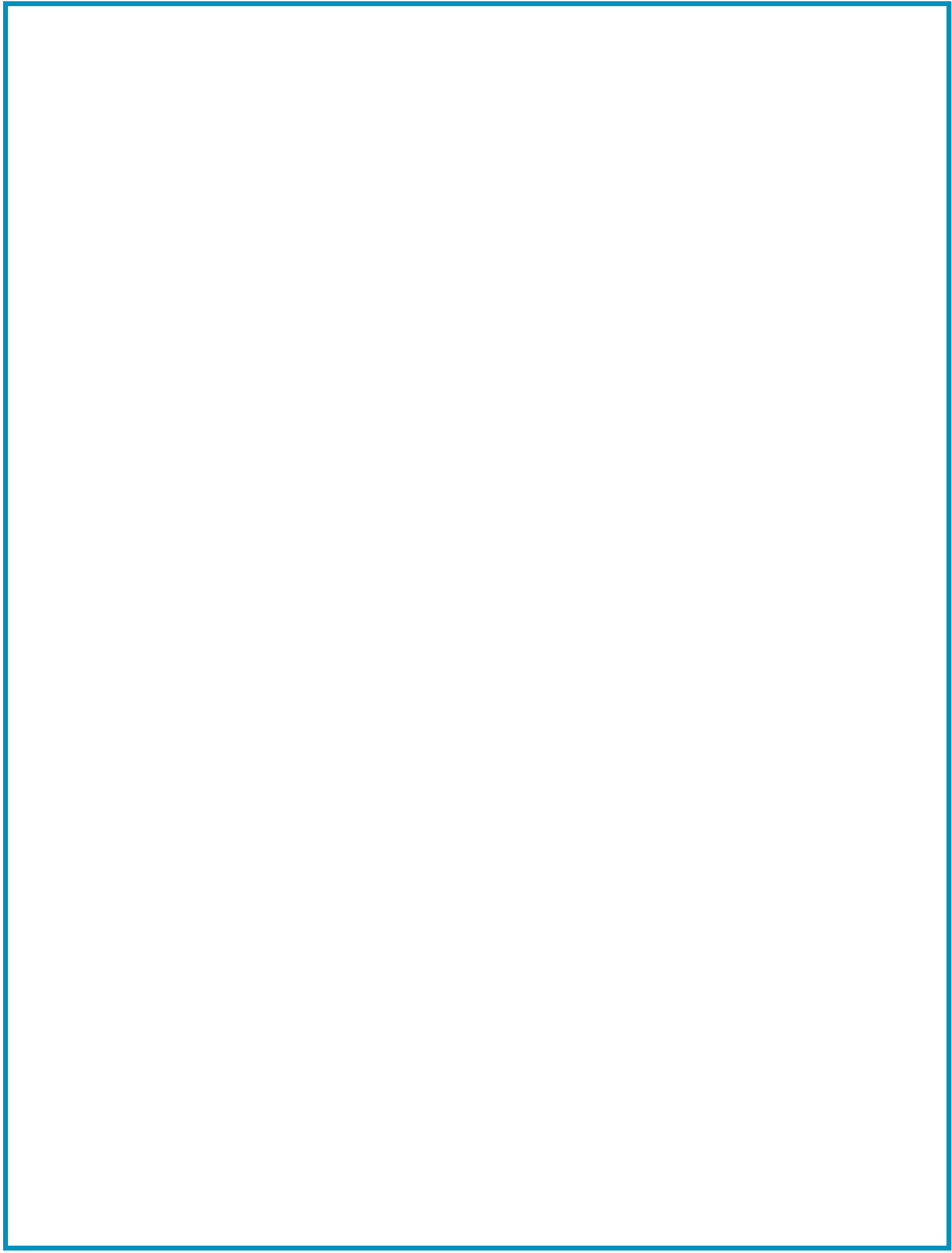
Version	Date	Owner	Change
1.1	08/2026	Quality & Compliance lead	New FS framework Policy & SOP created from the former combined policy and operational guide.

Jacqui Celino

[Jacqui Celino \(Sep 1, 2026 10:27:14 GMT+1\)](#)

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Ginger Nut Training - Functional Skills Framework

Final Audit Report

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