

Functional Skills Assessment & Delivery Policy

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Functional Skills Assessment & Delivery Policy

Introduction

English and maths are essential to supporting longer-term career prospects. This is why all apprentices with Ginger Nut Training will be supported to gain these essential skills and secure recognised qualifications, where not already held.

At Ginger Nut Training, progression towards and attainment of approved level 2 English and maths qualifications is an important part of the apprenticeship programme.

This document outlines the process for assessing and delivering functional skills as part of an apprenticeship course.

This policy includes our procedure and an appendix that reflects current eligibility criteria.

It is the responsibility of the Centre Manager to have overall responsibility for implementation, improvement and commitment for staff and learners to promote and enhance the development of functional skills.

The principles of this will be based on current industry standards and all learners will have the opportunity to achieve and progress in Functional Skills at a level appropriate to their needs and prior attainment.

To enable this, Ginger Nut Training have identified the following roles and responsibilities as follows:

Teaching Staff

- will have knowledge of current practice and standards
- understand and contribute to teaching and assessment
- will attend and maintain CPD
- will support learners to full completion
- must meet the requirements of internal and external standardisation
- follow Initial Assessment procedures
- carry out exams in line with Ginger Nut Training procedures and Awarding Body requirements

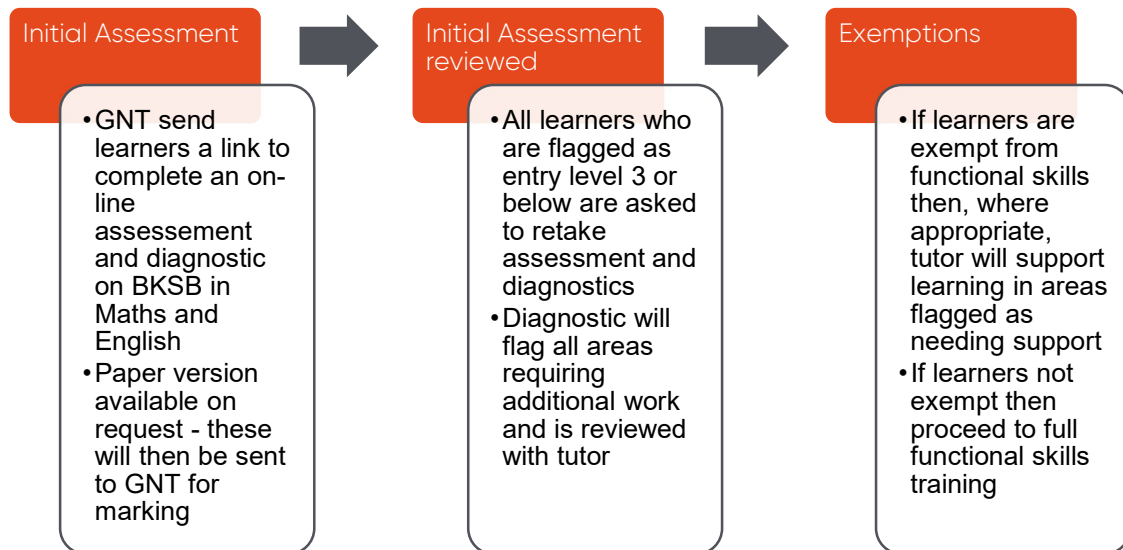
- will have achieved / be prepared to achieve their own functional skills or equivalent at Level 2.

Management

- ensure teaching staff are aware of competency requirements and support staff
- provide sufficient training and resources
- all new staff receive induction and training
- promote embedding of functional skills
- identify any learner at risk and provide appropriate support and resource
- promote, enhance and raise levels of achievement
- audit learner files to check eligibility for funding
- analyse success rates to ensure we maintain government benchmarks
- analyse failures to determine areas to improve

These analyses will inform and direct Ginger Nut Training to improve success rates and the learner journey.

The overview of Ginger Nut Training Initial Assessment procedure is as follows:



Initial Assessment

Apprenticeship Support Tutor will carry out an Initial Assessment and Diagnosis on learners to determine the level and support that the learner may need. The Initial Assessment is delivered using BKSB on-line initial assessment. Paper versions will be made available for learners on request. All learners will carry out an initial assessment and diagnostic, irrespective of prior learning, qualifications etc.

When learners apply on an apprenticeship, the delivery staff will carry out informal and formal assessments

Informal assessment

- Qualifications
- Work experience
- Skills and knowledge
- Career ambitions
- Job role
- Commitment

Formal initial assessment

- Functional Skills Assessment/BKSB
- Learning Styles Assessment
- Skills Scan / one file

	CV/ Certs	Induction	Self- assessment	BKSB	One File
Qualifications /achievements	•	•			
Aptitude		•	•	•	
Prior learning and experience	•	•	•	•	
Functional skills	•	•	•	•	
Learning difficulties		•	•	•	
Learning styles		•	•		•
Job Role	•	•	•		
Personal circumstances		•			
Personal effectiveness		•			
Apprenticeship standards skills scan		•	•		•

Considerations to be taken into account are areas such as:

- exemptions / accredited prior learning / previous qualifications (GCSE / international qualifications etc)
- additional learning support such as dyslexia, dyscalculia – Ginger Nut Training will support learners by working with other local agencies if we do not have the expertise in house.
- discretionary learning support such as childcare
- initial assessment is not carried out under full exam conditions therefore it is important for the tutor to interpret and analyse results with the learner
- Learners whose English is not their first language
- Reasonable adjustments to support learners

Where learners hold qualifications to exempt them from the level they are working towards, the initial assessment and diagnostic will still take place. The results of these will be used to build a training plan to upskill the learner in identified areas of need, particularly within their vocational area.

It is not currently Ginger Nut's policy to claim for partial achievement, but this may be reviewed in the future.

For further guidance please see the flowchart from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/928015/2021_Provider_Rules_Version_2_v1.0_FINAL_published.pdf at the end of this document.

Functional Skills Exemptions

Ginger Nut Training comply with current industry requirements on exemptions.

If the learner can demonstrate, and provide verifiable evidence, that they have previously achieved level 2 or higher, they will be given an exemption from these aspects of the course. The evidence must be through validation of the original certificate(s), the statement of results from the awarding body, or screen shots from the PLR (Personal Learning Record). Self-declared results or a result slip from the school will not be accepted as evidence of exemption. Ginger Nut Training process to obtain evidence of exemption is to:

- Liaison with the learner's school/institution, if known, to obtain evidence of the prior achievement



- If copy certificate is not available from the learner's school/institution then, if known, the name of the Awarding Organisation should be sought to establish whether replacement certificates can be obtained.
- The Awarding Organisation should be contacted to obtain replacement certificates.

Ginger Nut Training will also ensure learners with exemptions undergo Initial Assessment. This will identify any areas for improvement and enable the assessor/tutor to plan and embed into the programme.

Naric

Where a learner has achieved Maths or English qualifications overseas the learner will need to submit the qualifications to Naric to assess whether these are considered to be equivalent to a level 2 qualification. In most cases, the cost of this assessment should be met by the employer – unless otherwise agreed.

Delivery

Apprenticeship Support Tutors are required to be experienced and/or qualified to deliver and assess functional skills.

Ginger Nut Training will identify any support needs that the learner may need. Currently Ginger Nut Training provide support to learners without drawing down funding. Moving forward, Ginger Nut Training will be analysing the support that has been provided and benchmarking this against criteria to draw down funding and make the appropriate application.

Teaching

Ginger Nut Training staff will embed Functional Skills into the programme to make Functional Skills relevant to the learner.

This can be done as a combination of:

- Workshops – delivery of workshops either 1:1 or group work.
- Monthly webinars with specialist tutors



- BKSB – Learners will need to score 100% against all areas in BKSB before proceeding to practice papers
- Practice Papers – Once BKSB completed learners will run through practice paper. This is reviewed with tutor to identify areas that require additional support before proceeding to mocks
- Mock exams – Learners will be able to take a mock Functional Skills exam before sitting their final tests. The mock exams provide the learner and the assessor, an insight into what the learner has mastered and what needs to be worked on. It also provides the learner with experience as to how a functional skills test is administered and builds confidence. Final exams will be undertaken when the learner has a) mastered all skills b) achieved a minimum of 90% at mock stage.

Quality

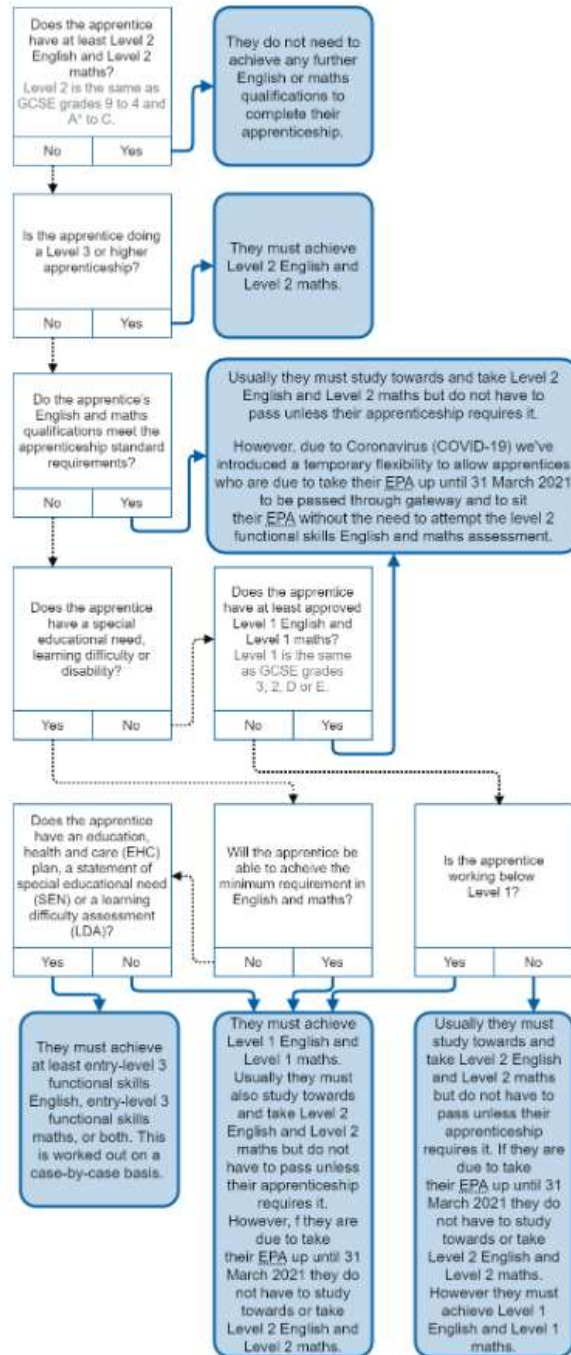
The quality process will identify any risk or further support that learners may need, and the Curriculum Quality Lead will provide support to the assessor/tutor to ensure the risk is minimised in a timely fashion. The areas that influence quality are:

- Standardisation meetings
- External audits
- Awarding Body visits
- Success rates
- Sampling on English speaking and listening

Ginger Nut Training has a separate quality strategy and procedure that covers this in more detail.



Taken from Government Funding rules from 2020/2021 the flowchart below should be used to decide if learner is required to take functional skills:



Registration

A learner will be registered with the awarding body on confirmation from the tutor that they are not exempt and that learning has commenced on these aspects of the apprenticeship. At this point, the start date of the units on OneFile will be updated (with an EV allocated) and the funding claim started.

Certificate claims

Maths certificates are produced automatically on successful completion of the exams on the Highfields Platform; English certificates need to be claimed as the Speaking & Listening module needs to be signed off by the IQA. Once all three elements of English are completed the certificate is claimed and generated on the Highfield platform. Electronic copies, only, are produced and will be emailed to the learner and a copy uploaded to OneFile.

