

Ginger Nut Training.



Document Title

Functional Skills Assessment & Delivery Policy

Originator

Leanne Simpson

Responsible Person

Leanne Simpson

Date of Approval

August 2025

Policy Due for Renewal

August 2026

Version

1.0

ginger nut[®]

Functional Skills Assessment & Delivery Policy

Information

One File –

- 3 boxes:

1 box	Initial Assessment/Diagnostics and learning
1 box	Practice Paper/Mock
1 box	Exam
1 separate box	Speaking, Listening and Communication

- Maths weighting: 10%**
- English weighting: 10%**

Tutor Monthly One to One

Functional Skills is one of the KPI's reviewed and discussed every month. Learners must have plans, assessments and show progress every month as per the relevant Method Plan. The learners must also add a learning journal each month for each applicable functional skills aim.

Functional Skills Exemptions (both):

If a learner is exempt from both:

- Complete one assessment, Primary Method, **Func Skills Exemption**, and edit the title to include Maths and English.
- Assign Maths and English criteria.
- Attach the relevant documents within the assessment, e.g., PLR or certificates.
- Provide feedback to the learner. This feedback is to include explanation about **how English and Maths are embedded within the qualification** and as part of continued personal and professional development. Give examples: English Writing – development of Report/Project Writing.

Same process for exemption of one or the other.

- Complete one assessment, Primary Method, **Func Skills Exemption**, and include the English criteria (for example).
- Attach the relevant documents within the assessment, e.g., PLR or certificate(s).
- Provide feedback to the learner. This feedback is to include explanation about **how English is embedded within the qualification** and as part of continued personal and professional development. Give examples: English Writing – development of Report/Project Writing.

Speaking, Listening and Communication Assessment

Assign the template plan for Speaking, Listening and Communication (L1 or L2)

Separately record the Presentation and Discussion elements.

Introduce yourself and learners to introduce themselves, stating name and date.

Explain the procedure, including timings before starting the assessment.

Complete all sections of the **Highfield Speaking, Listening and Communicating Assessment Record** Form:

- Learner name, Date of Birth, Centre Name (Ginger Nut Training), Centre Number (19669)
- Learner and Assessor Declaration: Names, Electronic Printed Signature, Date
- Assessment Decision: Tick Achieved or Not Achieved

- Assessor Feedback:
 - **Achieved:** Overall feedback about performance in both elements.
 - **Not Achieved:** Actions for improvement should be given in the Assessor Feedback box below
- Task 1 & 2: Complete all sections, including ticking 'Yes' or 'No' Outcome achieved boxes. Include clear justifications, using examples.

Complete assessment on One File through the already assigned Speaking, Listening and Communication Plan.

Assign English, Speaking, Listening and Communicating exam criteria.

Upload clearly labelled separate Presentation and Discussion recordings, and the Highfield Speaking, Listening and Communicating Assessment Record Form to the assessment.

Provide feedback to the learner and explain the assessment is to be reviewed/sampled by the Internal Quality Assurer as part of the process.

Tutor to complete assessment on One File within **24 hours of the assessment**, learner to sign and Tutor to communicate with the IQA to sample and then claim.

Functional Skills Maths and English

Pre-enrolment/planning:

If the learner is aged **under 19 years** old on the first day of learning, and they do not currently hold a GCSE/equivalent, then it will be mandatory for the learner to undertake and achieve functional skills.

If the learner is aged **19+** on the first day of learning, and they do not currently hold a GCSE/equivalent then functional skills will be optional. The learner may decide to opt in for either maths or English, or both.

Initial Assessment results: All initial assessment results are emailed to the Functional Skills Tutor prior to enrolment to assess suitability for the course.

The learner is ultimately the **Tutor's** responsibility, and they need to work together with the Functional Skills Tutor.

FDOL:

Tutor to confirm with the **Functional Skills Tutor** when the FDOL is planned. The **tutor** is to complete functional skills activities on the FDOL and assign one of the pre-prepared FS FDOL assessment plans. If there is a significant skills gap in either maths/English or the learner has identified ALS it may be suggested for the learner to work on one at a time. Please ensure funding is aware of this and training plan reflects this.

It is the tutor's responsibility to complete the following:

- Set a separate Functional Skills Plan including an activity that explains the teaching and learning completed on the FDOL and linking to completion of a learning journal.
- Relating/linking activities to then be set, e.g., BKS work on the same plan as part of extended learning.
- Learner to complete the journal entry on the FDOL to explain what has been learned linking to Functional Skills.

Method Plans:

To use the Method Plans to guide and support completion. Separate ones for standalone English or Maths, or combined English and Maths.

The Method Plan is to be downloaded and assigned to each learner to use. This will be used with the learner and shared/discussed with the **Functional Skills Tutor**. To be uploaded to Notes monthly.

- The target aim is to complete by month **6** for standalone Maths or English. Month **7-9** is allocated time for resit and sign off.
- The target aim is to complete by month **7** for combined Maths and English. Month **8-9** is allocated time for resit and sign off.
- Speaking, Listening and Communication to be completed by month **3**.

Method plans to be updated and uploaded to **Notes** every month to support and show progress. Tutor to update relevant information/any issues/progress within Notes.

Any additional support, the Functional Skills tutor to update Notes after each session. The functional skills tutor and apprenticeship tutor should also meet once a month to discuss the progress of each learner.

Assessment Plans:

The **Functional Skills Tutor** will name their assessment plans as agreed to differentiate from the tutor ones. For example, *Functional Skills Maths Support...*

Tutors to name their Functional Skills standalone plans with Functional Skills and the topic area, and/or mock etc. **For example:** *Functional Skills Maths, Ratio and Percentage teaching and learning, BKSBS and Worksheet.*

Activities set will generate the learning journal entry but set **Assessments** to assign criteria and show progress.

Assessment Methods:

- Initial Assessment – BKSBS - Initial Assessment.
- Diagnostic Result – Diagnostic.
- FS Teaching and Learning – All learning completed.
- Practice Paper – Mock/Practice Paper.
- Exam Evidence – Exam.
- Func Skills Exemption – Exemption from one or both.

Plans to be set **every month**. If support in place, **two plans every month**. (This could be increased depending on the level of support identified by the **Tutor and Functional Skills Tutor**.)

Quality and compliance checks will be completed for both **Tutor and Functional Skills Tutor**. This includes learning journal compliance checks.

Any paper-based exams required, Tutor to discuss with the Functional Skills Tutor to plan. To book a paper Exam you will need to give 3 weeks' notice.

To book an on-screen exam you will need to give 1 weeks' notice.

Assign the **template plan** for the relevant exam which has been booked.

Exam Completion (achieved):

Maths:

- The certificate will be emailed to the Tutor.
- To download and attach to the assigned Exam plan on One File as evidence.

- Assign all criteria for the final/third box. *(The other two boxes should be all ticked/assigned through completion of Initial Assessment and Diagnostics, Teaching and Learning, and the Practice Paper/Mock)*

English:

- The Result Notification will be emailed to the Tutor.
- To screen print/Snip & Sketch and copy into the evidence box within the assigned Exam plan on One File as evidence.
- Assign all criteria for the final/third box for the required element, Reading or Writing (or both if completed the same day). *(The other two boxes should be all ticked/assigned through completion of Initial Assessment and Diagnostics, Teaching and Learning, and the Practice Paper/Mock)*
- All three elements: Reading, Writing and Speaking, Listening and Communication need to be achieved before claiming with GNT Admin.
- Once all completed and SLC has been IQA'd and claimed, email delivery@gingernuttraining.co.uk to claim and request the certificate.

If the result is a fail, the **Tutor, or Functional Skills Tutor** to still upload the result to the assessment but do not sign it off.

Tutor, or Functional Skills Tutor to plan a meeting with the learner to review the result breakdown, and plan additional teaching and learning/support to prepare for a resit.

****It is the Tutor's** responsibility to communicate with the Functional Skills Tutor to support where necessary. Communication lines and action planning must be clear. Update Notes with any relevant information.

Learning Journal Entries:

Learners to complete Learning Journal entries for all activities, webinars, and teaching and learning sessions completed.

Tutor to check timesheet/journal entries have been completed for all learning and completion of tasks.

The **Functional Skills tutor** will update tutors with the following information after facilitating webinars:

- Date
- Attendees
- Topic area
- Skills learnt

Functional Skills Tutor to update Notes with this information and check that a learning journal has been completed.

Update/tracking Monthly Meetings (where support is in place):

- Tutor and Functional Skills Tutor meetings to be completed in the 1st/2nd week of every month.
- The meetings will be for approximately 15 minutes unless agreed between the Tutor and Functional Skills Tutor that more time is needed. *This should only be in the case of multiple learners completing Functional Skills and/or additional supported needs.*
- Spreadsheet to be discussed, updated, and a copy sent to the Tutor by the **Functional Skills Tutor**.
- A copy to be uploaded to the designated Functional Skills Folder in One Drive by the **Functional Skills Tutor**.

A copy to be uploaded to the learner's Notes by the **Tutor**.



L Simpson (Aug 18, 2025 15:15:39 GMT+1)



Dan Williams (Aug 18, 2025 15:52:37 GMT+1)











Functional skills assessment and delivery policy 2025

Final Audit Report

2025-08-18

Created:	2025-08-18
By:	Ginger Nut Training (delivery@gingernuttraining.co.uk)
Status:	Signed
Transaction ID:	CBJCHBCAABAAleQvEkyua-JnABvYYUVSukkbjPF_Lcsv

"Functional skills assessment and delivery policy 2025" History

-  Document created by Ginger Nut Training (delivery@gingernuttraining.co.uk)
2025-08-18 - 8:43:48 AM GMT
-  Document emailed to leanne.simpson@gingernuttraining.co.uk for signature
2025-08-18 - 8:43:53 AM GMT
-  Email viewed by leanne.simpson@gingernuttraining.co.uk
2025-08-18 - 9:48:48 AM GMT
-  Signer leanne.simpson@gingernuttraining.co.uk entered name at signing as L Simpson
2025-08-18 - 2:15:37 PM GMT
-  Document e-signed by L Simpson (leanne.simpson@gingernuttraining.co.uk)
Signature Date: 2025-08-18 - 2:15:39 PM GMT - Time Source: server
-  Document emailed to dan.williams@gingernutmedia.com for signature
2025-08-18 - 2:15:41 PM GMT
-  Email viewed by dan.williams@gingernutmedia.com
2025-08-18 - 2:48:31 PM GMT
-  Signer dan.williams@gingernutmedia.com entered name at signing as Dan Williams
2025-08-18 - 2:52:35 PM GMT
-  Document e-signed by Dan Williams (dan.williams@gingernutmedia.com)
Signature Date: 2025-08-18 - 2:52:37 PM GMT - Time Source: server
-  Agreement completed.
2025-08-18 - 2:52:37 PM GMT