



The University Academy Holbeach

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Apprenticeship Functional Skills Policy

To be reviewed annually

Adopted by the Governing Body: October 2019

Review date: October 2020

1. Aims and Objectives of the policy

Aims

University Academy Holbeach is committed to ensuring that all learners have the opportunity to participate in high quality English and Maths provision where required that meets the needs of their qualifications and when possible exceeds them.

Objectives

- a) To assess learners' prior learning in Maths and English Functional Skills to ensure suitability for the chosen apprenticeship.
- b) To carry out initial assessment to ensure that learners are on the most appropriate programme and therefore gather information to support the learners' experience.
- c) To identify the most appropriate Maths or English intervention or referral for any individuals that has been identified as not suitable for an apprenticeship
- d) To ensure all learners without English and Maths GCSE passes achieve a pass at English / Maths Functional Skills at the level necessary for their qualification.
- e) To encourage learners to study English and Maths at a higher level than required for their qualification.
- f) To embed the study of English and Maths into all vocational areas.
- g) To fully understand the individuals' personal circumstances in key areas.
- h) To keep the individual fully informed throughout the initial assessment.

2. Range and scope of the policy.

The policy covers all apprenticeship-related courses offered at UAH but may well apply to other vocationally related courses should they become a part of the curriculum in future. To be read in conjunction with the initial assessment policy for apprentices.

3. Initial assessment

Initial assessment and the checking of prior qualifications will be used to identify any additional learner needs and check the appropriateness of the apprenticeship level. If a candidate produces evidence of previous achievement of either Maths or English - certificates will be verified in order to ensure they are valid and current. Once these certificates have been verified the learners will be given a proxy against either Maths or English then they will be exempt from having to undertake any comparable qualification as part of their apprenticeship. If the learner can produce no evidence of prior achievement at the required level for Maths or English then the learner will undergo a formal interview to determine their individual requirements and also undertake initial assessment to determine their literacy and numeracy levels. The results of the initial assessment will be recorded and discussed with the learner to ensure they understand the interview process and outcome in respect of the Functional Skills requirements for their intended apprenticeship framework / standard.

3.1 The key areas of assessment – focus Functional Skills – link to overall initial assessment activities

<p>Careers Preferences and Suitability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Application Form <input type="checkbox"/> Interview Notes 	<p>Qualifications, Prior learning and Experience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Application Form <input type="checkbox"/> Evidence of certification <input type="checkbox"/> Interview Notes 	<p>Aptitude and Potential</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> BKSB Initial Assessment <input type="checkbox"/> Occupationally relevant assessment methods
<p>Learning Style</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic & Key Skills Builder (BKSB) Initial Assessment 	<p>Functional Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of certification <input type="checkbox"/> BKSB Initial Assessment <input type="checkbox"/> Interview 	<p>Learning Difficulties</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Application Form <input type="checkbox"/> Interview Notes
<p>Occupational and Personal Interest</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Application Form <input type="checkbox"/> Interview Notes 	<p>Personal Effectiveness and Commitment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Interview Notes 	<p>Personal Circumstances</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Interview Notes

In addition to Functional Skills Maths and English it is important to recognise all of the other key areas of initial assessment that help to identify and determining an individual's suitability/ability for learning. To ensure that a learner is effectively assessed, it is imperative that additional support and guidance is sought from other members of staff as required.

3.1.1 Career preferences and suitability

The career aims of individuals who are unemployed when they apply for a programme need to be identified. This ensures they have chosen the appropriate occupation area for their learning programme or provides a focus for pre-vocational learning through the sixth form. Career choice is dependent upon many factors including: candidates' Maths and English and other core qualifications and achievements, abilities, interests, subjects studied at school, skills, knowledge and understanding of their chosen occupation, jobs available in the local labour market, as well as their aptitude to undertake certain types of work.

If an individual remains undecided about an occupational area following initial assessment, work taster programmes where possible should be considered to facilitate their decision making process.

3.1.2 Qualifications, prior learning and experience

Information about a learner's Maths and English qualifications and achievements can provide an indication of their general level of ability. Strengths in either Maths or English may inform their choice of career. This information can help in deciding which programme is most appropriate and whether the level of the planned programme and qualifications are appropriate. Information of existing qualifications may indicate weaknesses in particular areas. For example, the absence of (or low grades in) GCSE Maths & English, may suggest basic skills needs which require further investigation during initial assessment. The purpose of establishing a learner's prior experience and learning in Maths and English is to ensure that he or she does not waste time in repeating learning in an area which they are already competent. Equally, learners should not be placed where their prior skills and understanding do not allow them to access the learning effectively. For example learners having achieved Maths and English at levels of 2 and below would not be

suitable for direct entry onto a Level 3 course due to the barriers that exist with levels of numeracy and literacy. This would require careful individual planning to support the development of these essential skills prior to being enrolled on a suitable apprenticeship.

3.1.3 Aptitude and potential

Some learner's educational qualifications and achievements in Maths and English may not reflect their true ability or potential. Failure to achieve Maths and English qualifications could be caused by a variety of reasons. Additionally, Maths and English qualifications are not necessarily an indicator of success in vocational learning programmes. A learner's ability in Maths and English and potential needs to be assessed initially so that accurate decisions can be made about the type of programme and level from which they would benefit. We should not deny access to Initial Assessment based on a lack of Maths and English qualifications.

3.1.4 Basic / Functional Skills

During initial assessment we identify those learners who require support with basic skills during their programme. Their current level of basic / Functional Skills will be assessed and the specific area in which they require help and support will be targeted on their Individual Learning Plan (ILP). Where learners follow learning programmes where the achievement of specific Functional Skills are a mandatory requirement, the assessor needs to understand the individual's current level and then identify strengths, weaknesses and current development needs.

3.1.5 Learning difficulties

Some learners have specific learning difficulties or disabilities which may necessitate specialist training provision and 1:1 support in respect of Maths and English skill development. It is vital these are identified during initial assessment so that they are addressed in the ILP and sufficient supported provided as required. This will need to be negotiated in consultation with, The Academy and/or external stakeholders and employers. Where initial assessment identifies that the apprentice has Special Educational Needs, learning difficulties or disabilities, and who may struggle to achieve the regular English and/or maths minimum requirement due to the nature of their difficulty or disability, they will be judged as being exempt from the Level 2 English and maths requirement. They will instead work towards, as a minimum, entry Level 3 Functional Skills in English and /or Maths in order to afford the learner an equality of opportunity to complete their intended apprenticeship qualification.

3.1.6 Learning styles linked to delivery of Maths and English

Every learner has a preferred way of learning. Some people learn best by undertaking practical activities; others prefer to read books, whilst others learn by listening or sharing ideas. Many people whose academic learning has been unsuccessful have been taught using teaching styles which do not match their own learning styles.

3.1.7 Delivery of English and Maths

- Learner will be enrolled onto relevant English and Maths courses immediately to allow them an appropriate amount of time to study the subject, embed understanding and relate English and Maths to their vocational area. This allows them time to concentrate on their vocational area as they move towards completion of their apprenticeship.
- English and Maths lessons are timetabled on a Monday and form part of the learner's day release, these will be studied for 1 hour each week.

- English and Maths lessons are timetabled to be delivered by qualified English and Maths teachers as part of their teaching load.
- English and Maths Functional skills lessons will be observed as part of teacher's performance management.
- English and Maths will be referred to where appropriate during vocational lessons to raise the profile and importance of these subjects and embed understanding.

3.1.8 Personal circumstances

Some learners have personal problems or issues which need to be addressed during their learning programme. Homelessness, behavioural difficulties, medical conditions, mental health issues, etc. need to be identified at the earliest opportunity so ways can be jointly found to either overcome the problem or find alternative solutions.

3.1.9 Learner health statements

As part of the initial assessment process, The Academy will collect information on the learner's personal health circumstances to ensure a safe environment is maintained them. This information is recorded on Additional Social Needs document; this information will be treated in accordance with the GDPR regulations, but circumstances may determine information on these documents must be passed to the learner's employer to maintain that safe environment.

To this end, the relevant health information section includes a consent section, whereby the learner authorises us to pass some or all of the health information; the interviewer responsible for carrying out this part of the initial assessment shall explain the relevance of this information in a work environment.

Under no circumstances shall this information be passed to any other party without the written consent of the learner

3.1.10 Authority to release assessment information

Following initial assessment, it is possible that UAH will not be the appropriate provider for the learner, resulting in a further referral. In the interest of the learner it could be of value to forward the result of the assessment on to the referred agency, with the learner's permission.

UAH shall **not** release any information to other agencies without written permission from the learner.

3.1.11 Learning styles

Basic & Key Skills Builder (BKSB) can assess the learner's primary learning style as part of the initial assessment and we will endeavour to deliver any Maths and English training in that style where applicable.

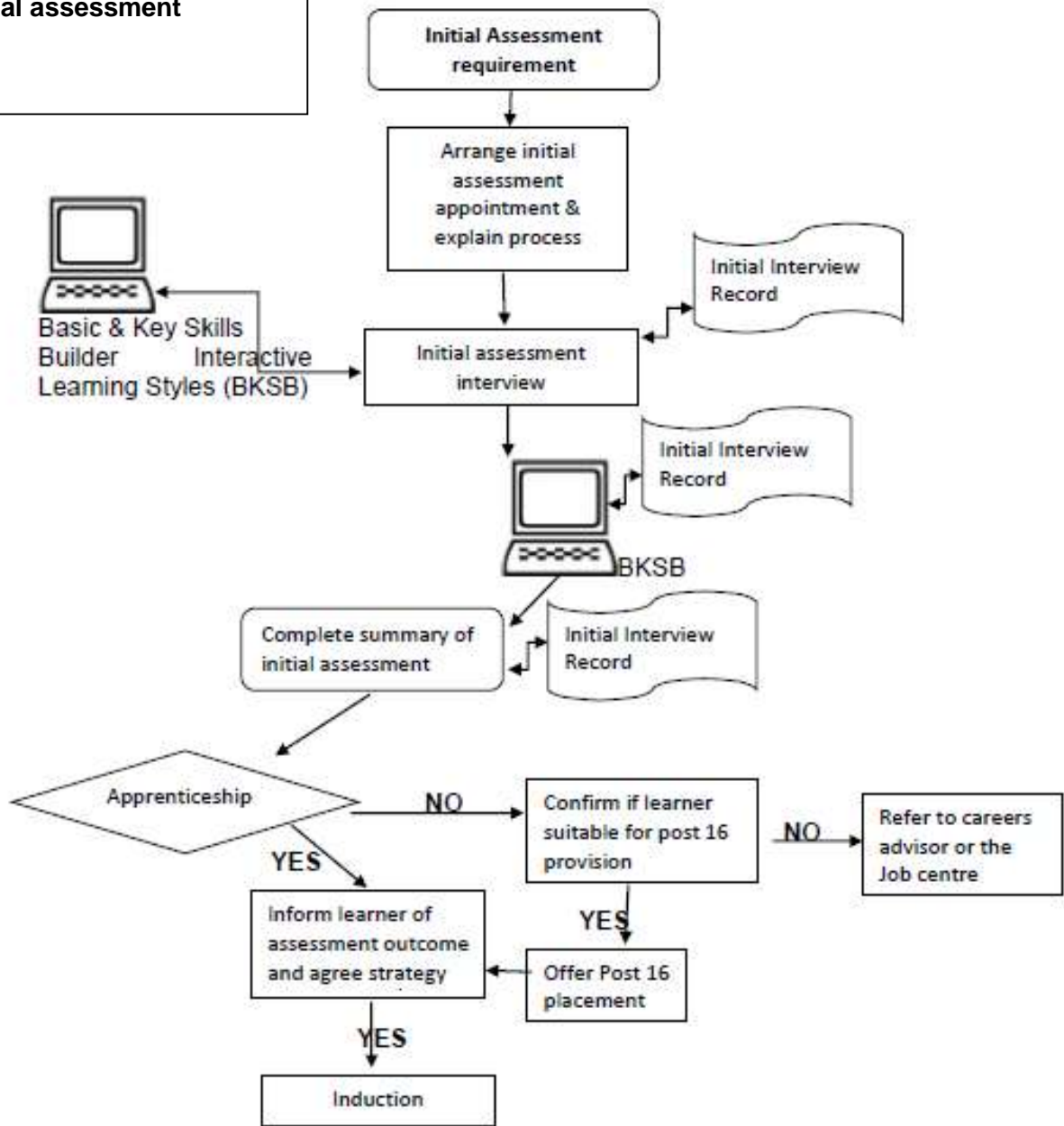
The results of the BKSB Interactive Learning Styles assessment should be recoded on the ILP and a printed record of the assessment included in the learner's file.

UAH will inform employers of the learner's primary learning style so they can make provision to deliver continued training in that manner.

3.1.12 English for speakers of other languages (ESOL)

Where learners speak languages other than English, UAH will identify any barriers to learning linked to lack of understanding of English to ensure that appropriate provision is made for the learner. Language requirements will be recorded on the learner's interview notes and then transferred to the ILP when the learner starts their programme.

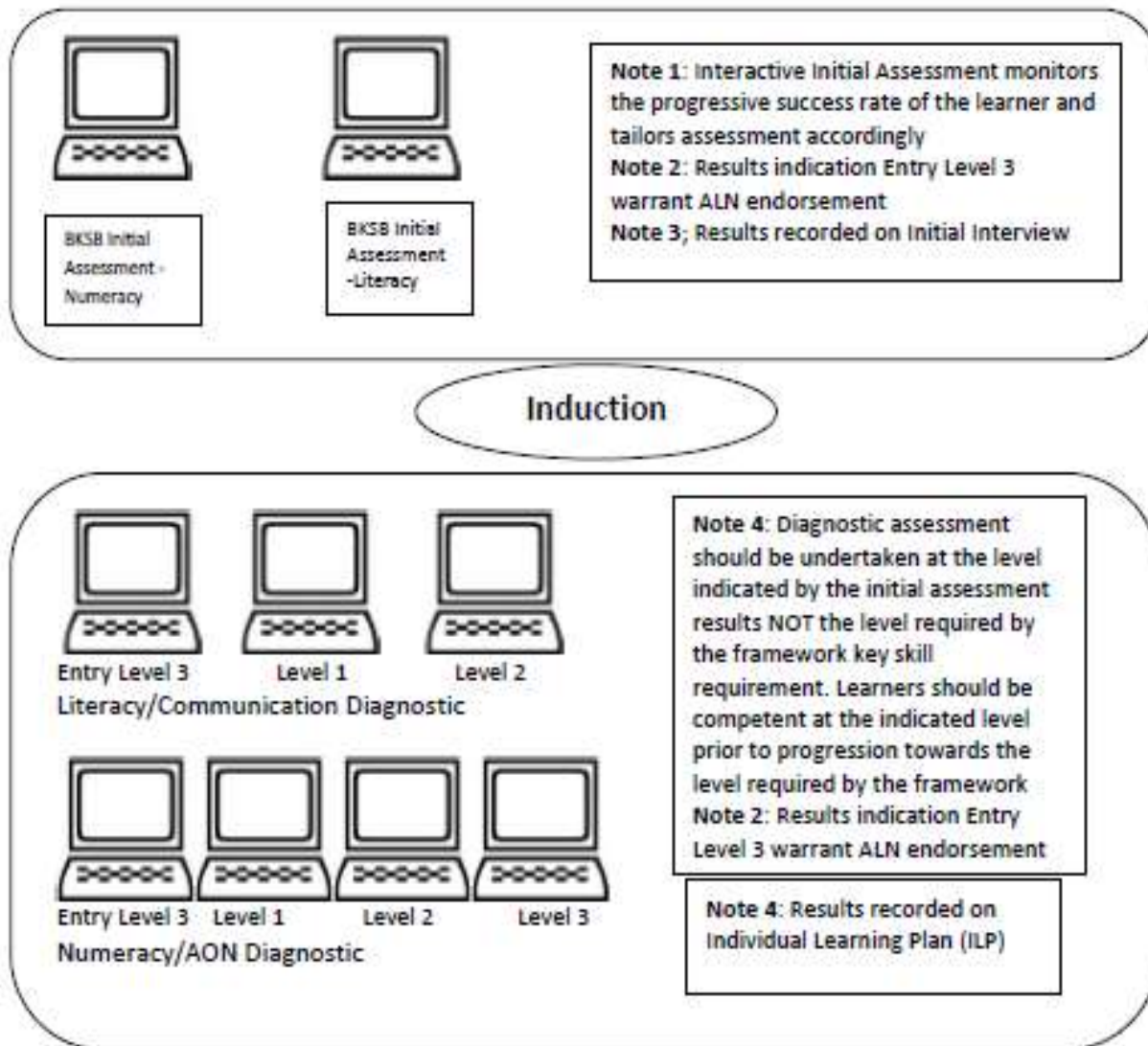
3.2 Initial assessment



3.3 Assessment tools

UAH will use the Basic and Key Skills Builder Assessment tool (BKSB) to determine the level of the learner's basic / Functional Skills if there is no evidence of formal achievement in Maths or English at the required level.

3.4 Basic / Functional Skills BKSB interactive assessment



3.5 Transition from initial assessment

UAH will ensure that the learner fully understands the possible outcome(s) available to them and will agree the most suitable course of action with them. These outcomes will be based on the output of this procedure supported by qualified and competent tutors and interviewers.

If the learner has been offered a place and already has a job then they will transition to the Sign-Up Phase and their ILP will be developed based on the output of this procedure. This may require specialist 1:1 Maths or English intervention to support and meet learners needs as required.

Should it be agreed a place within UAH is not the best solution for the learner, then the learner will be referred to Sixth Form, Careers Advisor or the local Job Centre and a copy of the relevant assessment documentation be available for any other agency or provider to assist them in identifying the most appropriate pathway for the learner (when authorised to do so)

3.6. Policy changes

This policy may only be amended or withdrawn by University Academy Holbeach.