

FUNCTIONAL & DIGITAL SKILLS POLICY

Issue	Date	Sections Affected	Description of Change / Change Request Reference / Remarks	Amended & reviewed by
9	12/11/24	N/A	Reviewed	CC

This policy is provided for Training Works customers, apprentices and staff members who are using or delivering courses and qualifications offered by Training Works.

This Policy must always be adhered to and follow any additional requirements stipulated by OFQUAL, awarding bodies or Department for Education.

Review arrangements.

Training Works will review this policy annually in line with self-assessment arrangements. This policy will also be revised as and when necessary, in response to customer and apprentice feedback or good practice guidance issued by an awarding organisation or other regulatory body.

Location of the Policy

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This policy is available for all staff members, third parties and apprentices to access via the Company website and the Policies & Procedures File.

Communication of the Policy

Every staff member involved in the management, delivery, assessment, and quality assurance of qualifications offered by Training Works, shall be made aware of this policy during their induction period of employment. apprentices (and associated employers) undertaking Training Works qualifications shall be informed of this policy during their induction process.

Policy Purpose

Training Works is committed to providing high quality Functional Skills programs with inclusive digital skills to gain positive outcomes, this will support progression and achievement. This policy relates to improving the quality of teaching and learning of Functional Skills English & Math's and embedding of digital skills throughout the apprenticeships delivered.

The implementation of the policy is intended to improve the quality of the apprentice experience by developing the individual's ability to apply the fundamental skills that underpin most vocational and academic work. Developing the Functional Skills should improve the learner's personal effectiveness and employability. This policy will ensure that Functional Skills are relevant to apprentice needs and are effectively delivered.

Apprentices who are exempt and have previously achieved English or maths must provide relevant, original certificates to be verified and copied by Training Works and/or the Personal Learning Record must clearly show prior attainment to ensure ESFA funding is not incorrectly claimed. A copy of evidence will be held in the apprentice file. This does not affect the provision of Functional Skills to the apprentice as all apprentices will be supported to maintain or upskill in English & Math's.

This policy document sets out Training Works objectives and strategies for planning, managing, and delivering Functional Skills and digital skills, as well as describing aspects of quality assurance and staff development relating to Functional Skills and digital skills. The strategies within the Functional Skills & digital skills policy apply to teaching across all programs where appropriate. All staff involved directly or indirectly

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in the managing, delivering, and supporting Functional Skills and digital skills will be familiar with the purpose, principles, and strategy for delivery. Training Works believes that Functional Skills and digital skills are important to educational and personal development for Apprentices because they are:

- Essential for individuals to function in everyday life, work, leisure, and education.
- Necessary in developing a commitment to lifelong learning to enhance the lives of individuals, improve employability in a changing labour market and to create the skills that our economy and employers need.
- Help towards meeting the Government's drive for improvements in the Math's and English skills of all apprentices.
- Digital inclusion and skills are a gateway for apprentices to achieve a broad range of positive outcomes: gaining employment; saving money; expanding career opportunities; reducing isolation; improving health and wellbeing and much more.

Principles

If an Apprentice does not have acceptable evidence of previous attainment of English and/or math's at L2 or equivalent, Functional Skills provision at Training Works is mandatory for the completion of an Apprenticeship.

Organisation Commitment

Training Works is committed to providing opportunities for apprentices to develop their English, Mathematics and digital skills beyond their level at entry on their course and where appropriate gain external accreditation for this. Successful delivery of Functional Skills is achieved through a whole organisational approach concentrating on the following key features: -

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- To ensure a coordinated approach.
- To define support systems (managerial, resources, learner support, staff development).
- To define procedures for initial assessment and review and monitoring of apprentices' progress.
- To support effective internal verification and moderation.
- To ensure clear communication and to define procedures for sharing good practice.
- To maintain the standards set by the assessment, moderation, and external examination process.
- To ensure that there are robust and comprehensive continuous quality improvements.

Apprentice Entitlement

Training Works will provide the following Functional Skills opportunities to all apprentices. This will provide apprentices with the opportunity to become functionally literate and numerate to Level 2 where appropriate. This will also allow Training Works to contribute to the national Adult Core Curriculum targets as set out in the Government's public service agreements and meet ESFA Apprenticeship funding rules.

- All apprentices will complete an effective and robust initial and diagnostic assessment. This will identify the apprentice's current level and starting point from which, a schedule of training will be planned on the training plan.
- Apprentices will upskill to a level above IA results e.g., Entry Level 3 will work towards Level 1. Key information, advice, and guidance on the opportunities available to them to improve skills and qualification up to level 2 in English and maths will also be given.
- Planned milestones will be reviewed throughout the apprentice journey to measure the learner's ability to achieve. Where necessary, additional learning interventions will be introduced to support the apprentice.

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- apprentices who have not achieved GCSE Grade A*– C / 9-4 in English or maths will be given the opportunity to complete a programme of study that leads to them acquiring an appropriate Functional Skill (up to L2).
- For apprentices on Apprenticeship programs, Functional Skills specified in their respective Standards will be included in their learning programmes. apprentices completing a L2 Apprenticeship (with requirement of L1 FS achievement), will continue to work towards L2 FS and will attempt to achieve the L2 FS before entering EPA. Achievement of L2 FS is not required.
- apprentices who are exempt and have previously achieved Functional Skills L2 (or equivalent) will continue to maintain English and maths skills during their apprenticeship programme.
- Wherever possible, the teaching of Functional Skills should be delivered in the context of the learner's course and/or individual needs. Spelling, punctuation, and grammar will be embedded throughout all aspects of learning and feedback.
- Where apprentices have been identified as needing additional Functional Skills support, they will have access to specifically identified Functional Skills trainers.
- Teaching supports all three stages of the iterative development cycle for Functional Skills (Build Skill, Practice, and Demonstrate Functionality)

Leadership and Management

Responsibilities for the development of the whole organisation approach to Functional Skills are identified below: -

Operations Manager:

- Overseeing the effective delivery of Functional Skills programmes.
- Ensuring trainers are suitably qualified for Functional Skills delivery and assessment
- Preparing for the implementation of new Functional Skills reforms

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- Ensuring resources are current, appropriate, and fit for purpose
- Leading on standardisation of practice
- Ensuring Awarding Body and funding requirements are being met Setting and achieving targets for Functional Skills programmes.
- Ensure the effective use of Initial Assessment results and outcomes to place apprentices onto the correct level of programme.
- Ensuring effective planning is in place prior to the process of registration.
- Line management of the Functional Skills trainers.
- Effective administration of registration, assessment, entry, and assessment arrangements.
- Academic leadership for Functional Skills.
- Ensuring the embedding of inclusive digital skills within all programs.

Trainers

Are responsible for;

- Providing high quality learning experience with appropriate resources
- Setting stretching targets to enable timely achievement
- Monitor and track apprentices' progress
- Screening, initial assessment and diagnostic assessment.
- Planning schemes of work and assessment
- Teaching, learning and assessment up to L2
- Give apprentices' constructive feedback
- Effective registration, examination entry arrangements
- Continued training to maintain skills
- Embedding Spelling, Punctuation and Grammar (SPaG) into all aspects of training

Quality Manager will:

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- Ensure that the subject, curriculum, and sector leads undertake a robust approach to the development and delivery of Functional Skills. Through positively promoting Functional Skills, enabling staff to work closely with the vocation and Functional skills trainers to attend any training opportunities that arise and thereby take ownership for the embedding of these skills into their programmes at all levels.
- Ensure that the quality of Functional Skills teaching, and learning is monitored for continuity across Training Works.
- Ensure that training is undertaken around Functional Skills to ensure that teaching staff take every opportunity to address English and Maths in their teaching and assessment.
- Oversee Training Works quality assurance procedures for Functional Qualifications.

Implementing an Effective Curriculum Model

- Teams need to plan delivery and assessment of Functional Skills according to the needs of their apprentices.
- The Training Department will have trainers in place to ensure partial embedding of Functional Skills, so that Functional Skills are flexibly applied in a range of contexts in vocational areas of the learner's main programme.
- When fully embedded, Functional Skills will have trainers in place to work with vocational areas to ensure partial embedding of Functional Skills, so that Functional Skills are flexibly applied in a range of contexts in vocational areas of the learner's main programme.

Our Planned Delivery Modes will: -

- Develop Functional Skills to the levels suited to their individual needs and goals.
- Be taught the underpinning skills and understanding.
- Practice and apply the skills in relevant and meaningful contexts.
- Review their skills development.
- Prepare for assessment.

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Quality Assurance

The Quality Assurance of Functional Skills will be partially through Training Works standard procedures, such as Quality Review, Standardisation and Evaluation and Observation of Teaching Learning and Assessment. It is therefore vital that Functional Skills are incorporated within these processes for every course.

It is vital that all course trainers assess and deliver to the criteria/standards.

Consistency/standardisation will be addressed through the following: -

- Staff development sessions.
- Discussions and co-ordination within course team.
- Through the work of external bodies.
- Peer observations.
- Quality Assurance checks.
- Feedback from external standards moderators liaising with Functional Skills trainers.

Continuing Professional Development

Staff will be confident and competent to teach Functional Skills through:

- Holding relevant teaching and assessment qualifications
- Holding a minimum of L2 or equivalent in respective functional skills subjects
- Being fully conversant with the Functional Skills standards from the awarding body standards and assessment criteria contained within the respective handbooks for each Functional Skill.
- Preparation and specialist training for the new Functional Skills reforms
- All trainers must have confident digital skills and be able to share this with others.

It is highly recommended that ALL Trainers of Functional Skills within Training Works are encouraged to work towards a relevant subject specialist qualification if not already doing so. Anybody assessing and/or internal quality assuring these qualifications will need to

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be competent and confident in the skills being assessed. It is best practice that all subject trainers who deliver Functional Skills should hold the relevant qualification which they are teaching.