

## Functional Skills Policy

Floorskills Limited is fully committed to ensure that its learners are equipped with the Functional Skills to provide the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work.

The primary aim of the Functional Skills Strategy is to raise levels and improve standards of literacy, numeracy and ICT skills. This is necessary for improving employability, independent living and continued learning. In addition, Floorskills Limited aims to

- Develop a whole company approach to English, Maths and ICT gaining all staff commitment to the Skills Agenda
- Work collaboratively with other partners including Awarding Organisations, and employers to raise participation and engagement of learning
- Improve standards in teaching and learning by ensuring that all staff are fully qualified and undertake continuous review and professional updating, especially in relation to their own English, Maths and ICT qualifications and skills
- Raise achievements in English, Maths and ICT and increased learners' potential to achieve high grade qualifications and improve distance travelled
- Have a responsive, flexible and professional workforce to deliver English, Maths and ICT in a vocational context
- Use best practice to inform and drive curriculum change
- Increase and improve use of interactive and on-line teaching, learning and assessment resources
- Keep staff informed of national curriculum developments in respect of English, Maths, ICT, through appropriate training
- Up-skilling and re-training staff especially in relation to their own English, Maths and ICT qualifications and skills to raise the quality of delivery and assessment
- Ensure that the English, Maths, and ICT delivery is flexible in terms of location, time, method of delivery and vocational context so that the needs of learners are met as much as possible
- Continuing to embed and reinforce English, Maths and ICT skills and knowledge in all vocational programmes

### **Roles & Responsibilities**

In relation to Functional Skills, operational delivery managers supported by quality and people development team will be responsible and accountable for:

- Ensuring there are clear roles and responsibilities in the management and delivery of Functional Skills
- Ensuring the suitable staffing of Functional Skills and ensuring staff delivering Functional Skills meet the training requirements set out in this policy

- Ensure the completion of the Initial Assessment for Maths and English prior to or during enrolment for every learner
- Ensure the completion of the Diagnostic tests for the proposed target level
- Target the completion of Functional Skills in line with delivery models and schemes of work
- The successful delivery of Functional Skills monitoring learner progress and regular reporting
- Continued improvement of quality and completeness of data in the Functional Skills Tracker
- Creating and maintaining a viable Functional Skills specialist support where required
- Continued improvement the quality of teaching, learning and success rates through sharing of best practice and standardisation
- Ensuring that in vocational sessions, Functional Skills are embedded/referred to at every opportunity through cross references and examples learner success.

### **Training Advisors / Assessor / Coaches**

Coaches are responsible for the delivery and embedding of maths and English within the qualification. Responsibilities include:

- The management of the qualification
- Providing appropriate learning support based upon Initial Assessment and Diagnostic outcomes for the learner
- Recording the embedding of Functional Skills within the qualification in the Scheme of Work and Lesson Plans
- Recording and reviewing the delivery of any additional Functional Skills support
- Facilitating the completion and assessment of practice test with learners
- Delivering training in accordance with the Functional Skills processes and policies
- Taking part in standardisation activities and sharing of best practice
- Undertaking developmental observations and observing assessments

### **Learning Support Tutors for Functional Skills**

Learning Support tutors are responsible for supporting learners with specific Functional Skills requirement or Additional Learning Needs (ALN). Responsibilities include:

- Helping to raise the quality of teaching learning and Functional Skills achievement rates
- Supporting Training Advisors / Assessor / Coaches in the delivery of functional skills in centre
- Providing support for the inclusion of Functional Skills within vocational content

- Providing support in the creation and development of Functional Skills delivery and assessment within Schemes of Work and Lesson Plans
- Ensuring quality resources are available to Training Advisors / Assessor / Coaches and Learners
- Providing appropriate learning support based upon Initial Assessment and Diagnostic outcomes for the learner
- Recording reflections of all Functional Skills support sessions delivered within learning plan
- Document any additional support needs within the Individual Learning Plan
- Facilitating the completion and assessment of practice test with learners
- Facilitating the booking and tracking of Functional Skills summative assessments
- Delivering training in accordance with the Functional Skills processes and policies
- Taking part in standardisation activities and sharing of best practice
- Undertaking developmental observations and observing assessments
- Supporting the work of Training Advisors / Assessor / Coaches in conjunction with the Lead Internal Quality Assurer

### **Delivery Model**

Neither a totally generic delivery nor a totally embedded delivery of Functional Skills has gained any credibility. It has also been voiced that whilst the skills taught need to be transferrable the learner must see the relevance to the vocation they are studying. The Functional Skills Strategy at Floorskills Limited follows a model of discrete Functional Skills learning delivered by staff using a range of resources based upon their tailored individual learning plan.

**Internal Quality Assurance Observation Record** this record will be completed by all IQA's when carrying out direct observation of both actual and virtual observations of practice, through planned and unplanned visits. After feedback has been given to the Tutors, Trainers and Assessors, this document will be uploaded to the learner's file by the IQA, thus creating an IQA visit, which will ensure the feedback is confidential. This record will also be stored in the Internal Quality Assurance folder on the company One drive by the IQA.

**Internal Quality Assurance – IQA Sampling Feedback Record** - this record will be completed by all IQA's, when sampling a portfolio on the assessment processes and assessment decisions. Once feedback has been provided to the Tutors, Trainers and Assessors, this document will be saved in the relevant learner's portfolio by the IQA, thus creating an IQA visit and will ensure the feedback remains confidential. It is the Tutors, Trainers and Assessors responsibility to read and acknowledge the feedback along with following up on any actions given. It is the responsibility of the Tutors, Trainers and Assessors to follow future recommendations given in feedback, as opposed to a direct referral/action; and to incorporate the directions given into assessment practice in all subsequent summative portfolio submissions.

All of the IQA sampling activities will be recorded on the Internal Quality Assurance Activity Record . This will be stored in the Internal Quality Assurance folder on the company One drive, on a monthly basis by the IQA.

Following any internal quality assurance activity, the IQA will give feedback to Tutors, Trainers and Assessors. Feedback shall be given in a manner which is supportive and constructive and highlights good practice and any assessment practice developmental areas. The feedback will be given applying the most appropriate communication method; face to face, virtual discussion or email. Where actions are identified it is essential for suitable arrangements to be made to follow up and support. Feedback acknowledged by the Tutors, Trainers and Assessors is required.

### **Appeals**

The IQA will check within their sample activities that the Tutors, Trainers and Assessors is ensuring learners know they have the right to appeal against an assessment decision and that they understand the appeals procedure, the IQA will record this check on the relevant sampling activity feedback record. The IQA will inform the QM of any appeal escalated to them, following the appeals procedure laid out in the learner handbook.

If a Tutors, Trainers and Assessors wishes to challenge an IQA's decision against an assessment decision they firstly are encouraged to do that with the IQA directly, if this does not result in clarity the Tutors, Trainers and Assessors needs to put the challenge in writing to the DA.

### **Records**

Following internal quality assurance, it is the responsibility of the IQA to add an IQA visit to the learner portfolio, to update the sampling plan and to ensure that all documentation is uploaded to the relevant learner's portfolio via and IQA visit, along with any required documentation to be saved within the Internal Quality Assurance folder on the one drive.

### **Certificate Claim**

It is the responsibility of the Claims team to follow the correct process map / procedure to enable certificate claim to be carried out.

### **Learner Entitlement to Functional Skills**

For Apprentices/Advanced Apprentices, Floorskills Limited offers scheduled sessions where appropriate using the resources and facilities of Floorskills Limited on line resources to facilitate delivery and assessment.

## **Initial Assessment**

### **New Learners**

- A new learner is defined as one who did not complete a programme at Floorskills Limited in the preceding academic year.
- Each new learner must undertake initial assessments for English and Mathematics.
- These must be undertaken prior to an interview and enrolment as they form an essential part of the decision process.

### **Returning Learners**

- A returning learner is defined as one who completed a programme at Floorskills Limited in the preceding academic year.
- Each returning learner must undertake the BKSB initial assessments for English and Mathematics if they have not achieved a functional skill in either subject in the preceding year.
- The assessment results will then be used to validate entry to the programme, establish progression over the previous year or set a baseline for diagnostics.

## **Diagnostic Assessment**

It is the responsibility of the Functional Skills Tutor and Course/Personal Tutor to ensure that each

learner undertakes the relevant diagnostic tests in a timely manner. The purpose of the diagnostic assessment is to determine a learning plan for an individual learner. Learners need to do the BKSB diagnostic assessment for the functional skill and the level they are to undertake.

## **Awarding Organisation & Assessment**

The chosen awarding body is Pearson Qualifications.

## **Quality Processes**

Floorskills Limited has a detailed quality process which can be found Quality Assurance Strategy.