

Functional Skills & Initial Assessment Policy

Functional Skills will provide the necessary understanding, knowledge, and skills for learners to progress within life and work. It will prepare learners to the next educational or employment stage with Intech Centre.

Functional Skills will be delivered via blended-learning model where underpinning knowledge will be delivered through online learning and tutors will support each learner on one-to-one basis. Extra materials including workshops, online pre-recorded session and additional resources will be provided to improve the learner experience.

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

This policy sets out Intech Centre's objectives and strategies for planning, managing, and delivering Functional Skills, as well as describing aspects of quality assurance and staff development relating to the delivery of Functional Skills. The strategies within Functional Skills Policy apply to Functional Skills across all qualifications and stand-alone qualifications for all learners where appropriate.

Intech Centre believes that Functional Skills are important to educational, employability and personal development for learners 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 maths and English skills of all learners, part of legal entitlement.

Initial Assessment

Prior to consideration of any client on to the functional skills programme/s, careers advisers carry out impartial session to ensure programme is suitable for the client and they understand the requirements and commitment needed.

Career advisers will also check Learner Record Services to understand client's prior learning or achievement. If any English or Maths related qualification appears, client will be informed about this and notes will be included and passed to admin department.

All learners will be required to complete initial assessments using our online Initial Assessment and Diagnostic Assessment system.

Following completion of initial assessment and diagnostics, suitable clients will be booked an appointment with training department for enrolment. Clients whose level are too low, or their results are lower than their prior achievement will be given alternative providers to continue with.

Administrator / Tutors will analyse diagnostics results, LRS report and career adviser report during enrolment to help them determine the level that the learner need to be registered. Any spikey profile will be discussed with the subject specialist to ensure correct programme is allocated and programme is tailored according to learner needs.

Delivery staff – including Tutors / Learning Support

- Providing high quality learning experiences through active and innovative teaching and learning and coaching methods to inspire and challenge all learners, to enable them to extend their knowledge, skills and understanding.
- Setting and achieving high but realistic expectations and targets for achievement at course level to motivate learners.
- Monitor and track learner's progress through rigorous and informative action plans / training reports.
- Learners will complete an online assessment where not exempt at Level 2 (or equivalent). This initial assessment (IA) will give a clear indication of their current level in English and/or maths from Pre-Entry 2 – Level 2.
- All learners will receive an Individual Learning Plan based on the IA, the diagnostic outcome with mandatory attendance at face-to-face lessons with a Functional Skills tutor alongside access to online and paper resources.
- To provide supportive feedback to learners so learners understand how to improve following an assessment of their learning.
- Planning schemes of work and assessment in line with Functional Skills
- Continually develop teaching, learning and assessment practices through reflective and evaluation of sessions
- Effective registration, examination entry arrangements in line with awarding body regulations

Quality Assurance

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

It is vital that all course tutors assess and deliver to the criteria/standards. Consistency/standardisation will be addressed through the following:

- Staff development sessions led by tutoring team or external courses.
- 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 tutors

Timetabling and Teaching Hours for English and Maths

All learners working towards the completion of Functional Skills will have to complete:

- At least 15 hours of learning per week.
- One-to-one session when needed during week days.
- Mock exam and pass with at least 5% more than the pass mark
- Exam on allocated exam days and times: Monday, Wednesday, Friday and Saturday at 11 am

Exemption

All learners checked for prior learning from English and maths before commencement of chosen programme. Exemptions will be reviewed against the list of acceptable current and prior qualifications. Learning Record Services (LRS) will be checked before learner referred to our training department to ensure no repeat qualification is taken place.