

Skills and Training Services (STS)



Local Operating Procedure

English, Maths and Digital Skills (Functional Skills) Policy


Version Control Sheet

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Author	Mike Hampton & Paul Barber
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Approval

Name	Job Role	Date	Signature
Mike Hampton	Quality Improvement & Audit Manager	22/11/2023	<i>M. Hampton</i>
Paul Barber	Lead Functional Skills Tutor	08/11/2023	

Change Control

Any requested changes to this document should be emailed to: mike.hampton@serco.com

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Introduction

The term “learner” within this policy, is used to describe all learners involved with Serco Skills and Training Services (STS), this also includes those learners enrolled with subcontractors.

STS recognises the importance of supporting learners through every aspect of their studies. We also recognise the benefit to learners of that support being delivered by one provider.

STS Commitments

- STS employs qualified Tutors to provide specialist support for English and maths (and Digital skills where required).
 - Embed English and maths throughout all programmes of study, including apprenticeships. This can include, but not exclusive to:
 - Appropriate learning activities
 - Feedback/marking on spelling, grammar, and punctuation
 - Carry out robust admissions/onboarding processes with all learners (regardless of prior attainment), which includes initial assessments in English, maths, and where appropriate digital skills.
 - Carry out further diagnostics assessments (where appropriate) in English, maths, and digital skills (where appropriate).
 - Create individualised learning plans for learners based on gaps in learning, tailoring the support focus for the learners.
 - Ensure all learners complete at least one practice test before undertaking the final assessment, to ensure the learner is ready and if not, additional support will be provided.
 - Offer a flexible approach to delivery which may include a combination of embedded learning, individual or group support, online learning, learner-led learning and specialist or targeted support.
 - Carry out routine quality assurance activities and adapt the programme of delivery where required, to meet the needs of learners.
 - Learners will commence with functional skills learning within one month of their qualification start to ensure they have ~~to~~ [the](#) appropriate support to achieve their wider programme of learning.
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General Principles

English and maths are mandatory requirements of all apprenticeship standards, and they must have been achieved at the required level (see individual standards requirements) before the learner (apprentice) can go through the Gateway process and undertake the End Point Assessment (EPA) to complete their apprenticeship.

Where the programme of study is not an apprenticeship standard, then requirements of individual contracts/awarding organisations must be met, in relation to the achievement of English, maths and digital skills (as required).

Where a learner is identified as having a learning difference in relation to English and/or maths, then reasonable adjustments can be put in place, in line with the Learner Support Policy.

Functional Skills activity and learning is in addition to the off -the-job hours required to complete the apprenticeship programmes. Employers must ensure learners are provided with the required time to complete any activities/learning towards their Functional Skills programmes, including assessments.

Funding must not be claimed for Functional Skills until the learner has completed all initial assessment, diagnostics and RPL activities to ensure the learner is enrolled on the correct level. Learning start and planned end dates must be reflective of the learners' current levels (from initial assessments/diagnostics) as well as any other factors discussed within the learner's onboarding/admissions process. The duration of the Functional Skills will vary learner to learner.

Recognition of Prior Learning (RPL)

At times learners may already have achieved the required level in English, maths, and digital skills, meeting the requirements of the chosen apprenticeship standards. This will be reviewed as part of the robust onboarding/admissions process and in line with the Recognition – Accreditation of Prior Learning Policy.

Learners will be informed of the need to provide evidence of any exemptions as part of the application process, to ensure the individual learning plan (ILP) and individual learner record (ILR) reflect this accurately, and ensures the correct funding is claimed by STS.

Learners must provide original copies of the exemption evidence, which the STS representative will take a photocopy, and record on the photocopy "I certify that this is a true copy of the original document seen", as well as signing, printing naming and dating the document.

Where a learner has changed their name, compared to the exemption evidence, then STS will require evidence of the name change on file – for example, marriage certificate.

Learners that have already achieved and provided evidence of exemptions and achieved a minimum of Level 2 in the initial assessments, will be offered support outside the accredited Functional Skills programme. This will be reflected within the learner's ILP.