

Functional Skills Policy

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Author and Responsible Manager:	Head of Centre				
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1. Purpose

This policy outlines the approach to delivering Functional Skills to develop students English, math's, and ICT skills to enable the achievement of learning goals and career aims.

2. Scope

This policy applies to all staff whether directly or indirectly involved in the delivery of Functional Skills.

The implementation of this policy is intended to improve the quality of the student 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 student's personal effectiveness and employability. This policy will ensure that Functional Skills are relevant to learners' needs and are effectively delivered

3. Roles and responsibilities

All tutors who are teaching Functional Skills must have a minimum of a level 2 equivalent in the subject they are teaching

English and math's Tutors must:

- embed delivery to ensure that students are being provided with holistic support with their English and math's at every reasonable opportunity
- ensure that both initial assessments and diagnostics are completed before any programme of delivery begins
- use the results of the initial assessment and diagnostic to tailor students learning plan
- provide a high-quality learning experience
- Create schemes of work and resources which are of a high quality and engaging
- measure students' progress over time
- contribute to students' progress reviews
- support students to achieve in a timely manner

Non-English and math's Tutors must:

- ensure that the development of English and math's skills is contextualized and embedded into delivery practice and schemes of work
- monitor and review, together with the English and math's tutors, students' progress with their English and math's

Head of Centre must:

- Regularly monitor all students progress with English and Math's via OneFile,

providing challenge to tutors where necessary

- Ensure that CPD sessions are arranged to support tutors' development, address specific training needs and maintain consistency of delivery and currency within the delivery team
- Ensure that initial assessment and diagnostics are being used robustly to develop the students ILP

7. Equality Impact Assessment

Impact Assessment for the 4 strands of Equality, Safeguarding, Health and safety and Sustainability	
Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working	
Title of Activity: Author and Date: Dionne McCann Nov 2020	☐ New or ☒ Revision (Tick as appropriate) Expected Implementation Date: Nov 20 What is the Review Date: Every 2 Years
Equality and Diversity. Which of the characteristics may be impacted upon? And, if yes, how has this been considered? What are the risks? What are the benefits?	None, no impact
Safeguarding: Are there any aspects of this proposal which could cause a Student/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits	☐ Yes ☒ No
Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits?	☐ Yes ☒ No
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?	☐ Yes ☒ No
Evidence: What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?	Quality is monitored through both internal and external reviews
Is this policy of a high/medium or low risk? :	☐ High ☐ Medium ☒ Low