

The Delivery of Maths and English to Apprentices:

Provision of maths and English is integral to our apprenticeship programmes. We recognise the importance of improving maths and English skills in the context of social mobility and in helping learners progress effectively. Further we know the wide range of skills, abilities and learning styles that present, so ensure we take a customised approach to the delivery of our programmes.

All our assessors receive support in respect of the delivery of maths and English skills through their CPD, supported by our specialist maths and English tutors all of which are sector specialists. We work closely with external organisations and awarding bodies, so our approach and practice remains current. For example, in the implementation of the new Functional Skills we have taken a proactive role in their adoption e.g. we have successfully bid for funding through Creative Education and the Education and Training Foundation 'Innovation in Functional Skills' to work in partnership with other local providers to prepare teaching practitioners to deliver the new functional skills curriculum, to share best practice and support learners to improve their skills and apply them to the world of work.

As a centre we hold direct claim status with our respective awarding body for delivery of Functional Skills. We have effective quality assurance processes that ensure consistency of provision and standardisation is used to ensure standards are consistently maintained. This ensures a high degree of confidence in our outcomes and quick turnaround in results for learners.

Process:

1. Before signing up to the Apprenticeship the learner and their manager will meet with the key worker (assessor) to go through the framework/standard to ensure that it is the correct one for the job role. This includes a full understanding of the need if required to undertake study of maths and/or English
2. The learner will undertake an initial assessment. We utilise the ForSkills initial assessments and can take 1:30-2:00 hours. ForSkills will accurately identify the learner's overall working towards level. The assessments are adaptive, responding to learner answers and offering correspondingly easier or harder questions.
3. Assessors will seek to obtain information on prior achievement with respect to their previous maths and English qualification attainment. If this cannot be determined the Learner Record System (LRS) is used to seek information on the learner's prior attainment. However this is limited to learners who have completed their qualifications within approximately the past 5 years. Where prior attainment cannot be obtained the initial assessment forms the base on which the learner is registered for the appropriate level of study.
4. The assessor reviews the results and relevant data is shared with the Education team. This is added to the ILR documentation by the assessor. If the learner is identified as having declared a learning need, or through our initial assessment process this is identified, the assessor generates an Additional learning support (ALS) request. An ALS induction form is completed by the assessor and forwarded to MIS to be uploaded to PICs. This is added to Quals Direct under the 'contact log' section. Each visit a log of ALS information is updated on to Quals Direct.



5. While specific training and support is provided to address maths and English skills, our aim is to embed Maths, English within each of the sessions / learning aims of the apprenticeship which helps reinforce practice and contextualise the learning.
6. English and maths sessions may be delivered at the employer's premises' or at our training centres, particularly for those on block release programmes. At centre these will frequently be delivered through small group activity while at employers' premises', provision is typically 1:1, this can also be augmented by SKYPE, VLE and teleconferencing support to learners.
7. Assessors deliver the Maths and English content at an appropriate level, however if further support or guidance is required then the learner is referred to a support tutor for tuition in Maths and or English by the assessor. The assessor may make a referral based on assessments, work completed or through open discussion. The assessor works through a checklist to determine if support can be established.
8. The support tutor makes initial contact with the employer to make relevant introductions and discuss learner needs. It is explained that the support tutor works alongside the assessor rather than a replacement. The tutor makes the necessary arrangements for fortnightly visits/sessions based on the needs of the learner. A copy of this information is shared with the apprenticeship assessor. The information is added to Quals direct by the tutor under the 'additional information' section of the learner documents. All stakeholders can access this.
9. Visits are added to the calendar, in agreement with the learner and employer, to ensure that inconvenience to the employer is reduced/kept to a minimum. Visits are calendared every 2 weeks where necessary, –the Tutor determines the frequency of visits based on the initial assessments, prior attainment or the time available in the programme.
10. The support tutor delivers the Maths and English content based on the initial assessment and the learner's emergent needs as well as the level requirements for the Apprenticeship. For example a L3 apprenticeship will require a level 2 in English and Maths and a programme is designed to meet this requirement in a timely manner. Sessions are delivered through various teaching and learning resources. These range from ForSkills exercises, practice papers/questions that are all available online or as hard copies as necessary. The resource delivered will be based on the location and accessibility of the site. Sessions are planned, delivered and tracked based on the competence of the learner.
11. At the end of each session the support tutor and assessor complete a learning feedback form, which allows the tutor to track the progress of the learner and allows the learner to reflect on the learning that has taken place. Each completing the sections relevant to the roles. Both the tutor and the learner have designated areas of the form to complete, providing evidence of engagement and progression.



12. Every 6 weeks a review is completed by the education tutor checking the progress of learning and assessing the value added. These reviews are scanned and recorded centrally with Quals Direct. All the information is then available to see on Quals Direct.
13. Once the Education Tutor assesses that the learner is ready to progress the learner will complete mock assessments in Maths and or English to look at knowledge gained and to check if learners are test ready. If learners are successful in mock assessments, then the tutor/assessor responsible for the learner will book the relevant examination and learners complete the assessment.
14. If a learner has not demonstrated the progress required to move to the final examination assessment then the teaching, learning and review process continues. Learners are prioritised based on the apprenticeship end date to ensure that all learners have the opportunity to complete the assessment before the end of the learning qualification. If the learner is unsuccessful in passing the exam then feedback is reviewed (if available from the awarding body) and passed to the learner. The tutors will arrange for further support sessions and rebook examinations when the learner has re-demonstrated the necessary skills required.
15. Performance management is used to manage caseloads and review progress of learners towards their objectives. A RAG system identifies learners in terms of their progress allowing additional resources to be directed to those in most need of support.