



**PROCESS FOR DELIVERING MATHS
AND ENGLISH**
SCCU LIMITED
VERSION 4.0

Contents

Version Control	2
Introduction	3
Scope	3
Initial Assessment	3
Diagnostic Assessment	4
Prior Learning	4
Support Provided	5
Methods of Delivery	5
Regular CPD	6

Version Control

VERSION	REVIEWER NAME	DATE	NEXT REVIEW	COMMENTS
2.0	Liam Morrissey	August 2021	01/08/2022	Update to previous.
3.0	Liam Morrissey	August 2022	03/07/2023	
4.0	Liam Morrissey	03/07/2023	March 2024	

Introduction

1. SCCU recognises that proficiency in English and Maths is essential to supporting long-term career prospects and is therefore committed to supporting all apprentices to gain Functional Skills in English and/or Maths at Level 2 through their apprenticeship where they do not possess them at entry.
2. SCCU also recognises that holding or achieving Level 2 in both English and Maths prior to completion is a pre-requisite for apprentices on apprenticeships at Level 2 or above.

Scope

3. This process covers most apprentices' circumstances; however, it should be read alongside the Funding Rules for Training Providers which provides comprehensive, definitive guidance on English and Maths Functional Skills delivery.

Initial Assessment

4. All apprentices undertake an initial assessment using BKSb before enrolment.
5. This includes apprentices who are exempt from English and/or Maths as part of their apprenticeship to enable SCCU to support the identification of any learning difficulties or disabilities and associated learning support needs.
6. BKSb initial assessment is carried out interactively online and provides the Training Provider with a clear indication of apprentices' current level in English and Maths from Pre-Entry Level to Level 2.
7. The initial assessment is also used to identify where apprentices require Functional Skills at English and Maths at Entry Level or Level 1 to enable them to achieve their Functional Skills at Level 1 or 2.
8. Where apprentices are at a lower level than required by the apprenticeship, they are referred to the Training Providers basic skills provision to support them to achieve the required entry-level for their apprenticeship.
9. The initial assessment is self-marking and informs the Training Provider whether a BKSb Diagnostic Assessment is required.

Diagnostic Assessment

10. Where indicated, apprentices undertake a BKS B Diagnostic Assessment which identifies areas of weakness as well as learning difficulties and disabilities.
11. The outcome of the initial and/or diagnostic assessment is recorded in the apprentice's Individual Learning Plan (including any additional support needs and how they will be met) and in their Commitment Statement including Off-the-Job Functional Skills delivery (This does not count towards the 20% OTJ requirement).
12. Apprentices are required to be initially assessed at Entry Level to be enrolled on an apprenticeship at Level 2 and are required to be initially assessed at Level 1 to be enrolled on an apprenticeship at Level 3 or higher.
13. Reasonable adjustments are made every endeavour is taken to support apprentices who have Special Educational Needs, learning difficulties or disabilities to achieve the minimum English and/or Maths Functional Skills requirement of the apprenticeship as per the Additional Learning Support Policy.
14. Apprentices requiring reasonable adjustments or additional support are assessed on a case-by-case basis with the employer to determine exemption from the minimum requirement and are supported to achieve Entry Level 3 English and Maths.

Prior Learning

15. Apprentices are asked to bring certificates of qualifications held with them when they attend their initial assessment, including any English and Maths qualifications.
16. Training Provider staff check each apprentice's Personal Learning Record (PLR). This enables the Training Provider to identify whether apprentices have relevant English and Maths qualifications.
17. Where the PLR indicates that the apprentice is exempt from English and/or Maths, the apprentice is supported to obtain copies of their certificates.
18. Copies of certificates are taken to evidence exemption from undertaking English and/or Maths as part of their apprenticeship.

Support Provided

19. Apprentices on Level 2 apprenticeships without English and/or Maths at either Level 1 or Level 2 and assessed at working below Level 1 in English and/or Maths will be supported to achieve at least Level 1 Functional Skills and study/work towards achieving Level 2 Functional Skills.
20. Those assessed as working at Level 1 in English and/or Maths will be supported to work towards and where possible achieve Functional Skills in English and/or Maths at Level 2.
21. Where apprentices fail to achieve their Level 2 they will be supported to pass their Level 1 Functional Skills.
22. Similarly, apprentices that already hold Level 1 qualifications in English and/or Maths will be supported to achieve their Functional Skills at Level 2.
23. Where apprentices are exempt from the English and/or Maths (for example, they are on a Level 3 apprenticeship and are qualified to Level 2 in English and/or Maths prior to starting), they are supported to continually develop their English and Maths throughout the duration of their apprenticeship.

Methods of Delivery

24. Functional Skills in English and Maths are delivered by teaching staff qualified to Level 5 in English and Maths.
25. Off-the-Job delivery of English and Maths is conducted either at a Training Providers site or in the workplace based on employer and apprentice preferences.
26. Trainer/assessors embed Functional Skills throughout delivery and included in all Schemes of Work and Lesson Plans to ensure discrete English and Maths delivery is reinforced and contextualised to the apprenticeship Framework or Standard.
27. Trainer/assessors contextualise workplace delivery based on areas of weakness, additional learning difficulties and disabilities identified in the apprentice's ILP.
28. All English and Maths is contextualised and is aligned to each learners apprentice's job and the employers/industry needs.
29. Workplace supervisors are supported to reinforce Functional Skills delivery through coaching, mentoring and setting practical work-based tasks for apprentices to ensure apprentices' English and Maths ability is continually developed throughout their apprenticeship.

Regular CPD

30. All Functional Skills delivery staff and trainer/assessors are supported through regular CPD, including preparing them for the introduction of reformed Functional Skills qualifications in September.