

HMYOI HINDLEY



FUNCTIONAL SKILLS AND SKILLS FOR LIFE STRATEGY 2012

Agreed by:

Governing Governor: Date:

Activities Manager: Date:

HMYOI Hindley Functional Skills and Skills for Life Strategy 2012

Purpose

The Manchester College, within HMYOI Hindley is committed to providing high quality Functional Skills and Skills for Life programmes to support progression, achievement and resettlement.

This policy relates to improving the quality of the teaching and learning of Functional Skills and Skills for Life both in the core classes and in vocational areas. 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 academic work. Developing their Functional Skills and Skills for Life should improve the learner's personal effectiveness and employability.

This policy will ensure that Functional Skills and Skills for Life are relevant to learners' needs and are effectively delivered. This policy document sets out The Manchester College's objectives and strategies for planning, managing and delivering Functional Skills and Skills for Life, as well as describing aspects of quality assurance and staff development relating to functional skills and Skills for Life.

The strategies within the Functional Skills and Skills for Life policy apply to Functional Skills and Skills for Life across the department at Hindley, for all programmes and all learners where appropriate. All staff involved directly or indirectly in the managing, delivering and supporting of Functional Skills and Skills for Life will be familiar with the purpose, principles and strategy for delivery. The Manchester College within Hindley believe that Functional Skills and Skills for Life are important to educational and personal development for learners because they are:

- Essential for individuals to function in everyday life, work, leisure & 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 individuals survive in the 21st century.
- Help towards meeting the Government's World Class Skills 2020 literacy and numeracy targets.

Principles

Functional Skills and Skills for Life provision at The Manchester College within HMYOI Hindley aim to meet the following needs:-

- Contributing qualifications to the World Class Skills 2020 literacy and numeracy targets.
- An integral part of all Vocational Learning.

College Commitment

The Manchester College, within HMYOI Hindley, is committed to providing opportunities for learners to develop their English, Mathematics and ICT beyond their level at entry to the establishment, and, where appropriate, gain external accreditation for this. Successful delivery of Functional Skills and Skills for Life is achieved through a whole organisational approach concentrating on the following key features:-

- To ensure a co-ordinated approach.
- To define support systems (managerial, resources, learner support, staff development).
- To define procedures for initial assessment and review and monitoring of learners' progress.
- To support effective internal verification and moderation.
- To ensure clear communication and to define procedures for sharing good practice.
- To maintain the standards set by the assessment, moderation and external examination process.
- To ensure that there are robust and comprehensive continuous quality improvements.

Learner Entitlement

The Manchester College, within HMYOI Hindley will provide the following Functional Skills and Skills for Life opportunities to learners. This will provide learners with the opportunity to become functionally literate and numerate to Level 2 where appropriate. This will also allow the College to contribute to the national Skills for Life targets as set out in the Governments public service agreements.

- All learners will be offered an effective and robust initial assessment. The completion of this initial assessment and diagnostic assessment will ensure that each learner's current levels of skills will be identified on his or her ILP (Individual Learning Plan). Key information, advice and guidance on the opportunities available to them to improve skills and qualification up to level 2 in Literacy, Numeracy and ICT will be given.
- Learners who have not achieved GCSE Grade A – C in English, Maths or ICT will be given the opportunity to complete a programme of study that leads to them acquiring an appropriate Functional Skill, GCSE qualification or ICT Qualification.
- For students on vocational programmes, Functional Skills will be included in their learning programmes.
- All learners who are enrolled on Skills for Life/Functional Skills programmes will have their Skills for Life/Functional Skills needs identified and an Individual Learning Plan devised and reviewed on a regular basis by their personal tutor.
- All learners will have access to appropriately trained and qualified Skills for Life/Functional Skills tutors and Learning Support Practitioners.
- Teaching supports all three stages of the iterative development cycle for Functional Skills (Build Skill, Practice, and Demonstrate Functionality)
- Wherever possible, the teaching of Skills for Life should be delivered in the context of the student's course and/or individual needs.

Leadership & Management

Responsibilities for the development of the whole college approach to Functional Skills are identified below:-

Senior Team Leader for Functional Skills and Skills for Life

- Overseeing the effective delivery of Functional Skills and Skills for Life programmes.
- Setting and achieving targets for Functional Skills and Skills for Life programmes.
- Ensure the effective use of Initial Assessment results and outcomes in order to place learners onto the correct level of programme (in conjunction with the Educational Support Service)
- Ensuring effective planning is in place prior to the process of registration.

- Line management of the Functional Skills & Skills for Life Team Leaders (Maths, English and ICT)
- Effective administration of registration, test entry and examination arrangements
- Academic leadership for Functional Skills and Skills for Life.
- Oversee college quality assurance procedures for Functional Skills and Skills for Life Qualifications

Course Team Leaders

- Providing high quality learning experience
- Setting and achieving targets for achievement at course level
- Screening, initial assessment and diagnostic assessment
- Planning schemes of work and assessment
- Teaching, learning and assessment
- Effective registration, examination entry arrangements

OLASS Manager

- To ensure that the subject, curriculum and course leaders undertake a robust approach to the development and delivery of Functional Skills, through positively promoting Functional Skills and Skills for Life, enabling staff to work closely with the mainstream College to attend any training opportunities that arise and thereby take ownership for the embedding of these skills into their programmes at all levels.
- To ensure that the quality of Functional Skills and Skills for Life teaching and learning is monitored in conjunction with Deputy OLASS Manager and Functional Skills Senior Team Leader for continuity across the Department.
- Overseeing implementation of policy
- Line management of Senior Team Leader for Functional Skills
- Report on progress to Offender Learning at The Manchester College

Implementing an Effective Curriculum Model

Teams need to plan delivery and assessment of Functional Skills according to the needs of their learners.

The Functional Skills Senior Team Leader will have lead tutors and Learning Support Practitioners in place to work with vocational areas to ensure partial embedding of Functional Skills, so that Functional Skills are taught by specialists and are flexibly applied in a range of contexts in vocational areas of the learner's main programme.

Our Planned Delivery Modes will:-

- Develop Functional Skills to the levels suited to learner's individual needs and goals.
- Teach the underpinning skills and understanding
- Practice and apply the skills in relevant and meaningful contexts
- Review learner's skills development
- Prepare learners for assessment

Quality Assurance

The Quality Assurance of Functional Skills and Skills for Life will be partially through The Manchester College's standard procedures, such as Course Review, Standardisation and Evaluation and Observation of Learning and Teaching. It is therefore vital that Functional Skills and Skills for Life are incorporated within these processes for every course.

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

- Staff development sessions
- Discussions and co-ordination within course team both at team meetings and on a daily basis
- Through the work of external bodies
- Peer observations
- Quality Assurance checks
- Feedback from external standards moderators liaising with Functional Skills tutors

Continuing Professional Development

Staff will be confident and competent to teach Functional Skills and Skills for Life through:

- Being fully conversant with the Functional Skills and Skills for Life standards from the standards and the assessment criteria contained within the respective handbook and marking criteria for each Functional Skills and Skills for Life assessments.
- To be competent in the Functional Skills and Skills for Life being taught

From September 2007, all new teachers in the Learning & Skills Sector (all publically funded post-16 non-higher education – including further education, adult and community learning, work-based learning and offender education) in England are required to have or be working towards Qualified Teacher Learning & Skills (QTLS) status.

It is compulsory that ALL teachers of Functional Skills & Skills for Life within The Manchester College are encouraged to work towards a relevant subject specialist qualification if not already doing so. Anybody assessing and/or internally verifying these qualifications will need to be competent and confident in the skills being assessed. It is best practice that all subject tutors who deliver Functional Skills should hold the relevant qualification at one level higher than that at which they are teaching.

College internal observation staff should also ensure that training is undertaken around Functional Skills and Skills for Life to ensure that the awareness of the qualification and how it works is fully understood and staff are conversant with this.

Eleanor Daniels
Senior Team Leader Functional Skills

This Strategy will be monitored and evaluated through the Quality Improvement Group (QIG) and the annual Self Assessment Review (SAR).