

## Delivering English and Maths to Apprentices

### Purpose Statement

Progression towards and attainment of, an approved Level 2 English and maths qualifications is an important part of an apprenticeship programme. Our aim is to ensure most apprentices achieve beyond their starting point by advancing their English and maths skills. This process documents how we meet this requirement, through the assessment and delivery of English and maths skills.

We only deliver English and maths provision which:

- a) falls into the requirements of the specific apprenticeship standards will deliver and,
- b) where the provision in question falls within the eligible and claimable ESFA funding parameters or is directly funded by employer co-investment.

Should subcontractors be appointed to assess and/or deliver English or maths provision on our behalf, they will be required to adopt the process as set out below.

### Responsibility

Our Apprenticeship Management Team is responsible for this process, ensuring that it complies with ESFA Funding Rules and Ofsted Common Inspection Framework (CIF), and that it is reviewed annually, or as and when Funding Rules or CIF are revised.

### Initial Assessment

1. The assessment and delivery of English and maths for apprentices will only be conducted by appropriately trained and qualified staff who are competent to fulfil this role. This will include staff with appropriate Special Education Needs (SEN) credentials where applicable.
2. Prior to starting an apprenticeship, we will complete individual initial assessments for each prospective apprentice, carried out by an Induction Tutor, which includes an assessment of the apprentice's capability and attainment in English and maths. This will ordinarily be carried out on a face-to-face basis, at the apprentice's workplace or at one of our delivery venues.
3. The Induction Tutor will assess evidence of prior attainment of English and maths (e.g. original copies of qualifications already held or evidence from the Learner Record Service), in line with the evidence requirements of the ESFA's Funding Rules. If the apprentice does not have acceptable evidence of previous attainment of English and/or maths at the required level for the apprenticeship the Induction Tutor will carry out an initial assessment which will identify the apprentice's current level of learning for English and maths. The initial assessment may include a combination of assessment by interviewing, test exercises and on-line assessment diagnostics.

4. The results of the initial assessments are reviewed by the Induction Tutor to determine:
    - a) The type and Level of any verifiable qualifications in English and maths already held by the apprentice (including any partially completed qualifications);
    - b) The qualification Level of competency and skill in English and maths which the apprentice can demonstrate they can work at.
  5. Outcomes of the English and maths assessment will be recorded by the Induction Tutor on the apprentice's Individual Learner Record (ILR), with all evidence of prior attainment for English and maths retained within each apprentice's Evidence Pack.
  6. The Induction Tutor will inform the apprentice and their employer of the results of the English and maths assessment, discussing and reviewing areas of relative strengths and areas for development demonstrated by the results. This will also inform the level of apprenticeship which the apprentice will be allowed to undertake. This will be documented on the apprentice's Individual Learning Plan (ILP).
  7. Where the results of the assessment suggest that the English and maths levels of the apprentice are insufficient to successfully complete an apprenticeship, this will also be communicated to both the apprentice and employer, and alternative skills support will be recommended.
  8. Where the results of the assessment show that the apprentice already holds verifiable Level 2 qualifications in both English and maths, then they will be exempt from having to undertake any comparable qualification as part of their apprenticeship. However, the apprentice will be supported in progressing their English and maths ability throughout the apprenticeship programme. Regular feedback will be provided on English and maths skills as part of the apprenticeship review process.
  9. Where the results of the assessment show that the apprentice already holds a verifiable Level 2 qualifications in either English or maths (i.e. one or other subject), then they will be exempt from having to undertake any comparable qualification as part of their apprenticeship in that subject. If, however, they are below Level 2 in the other subject, delivery in that subject will be integrated within their apprenticeship, as set out below.
  10. Where initial assessment identifies that the apprentice has Special Educational Needs, learning difficulties or disabilities, and who may struggle to achieve the regular English and/or maths minimum requirement due to the nature of their difficulty or disability, they will be judged as being exempt from the Level 2 English and maths requirement. They will instead work towards, as a minimum, entry Level 3 functional skills in English and/or maths. The Induction Tutor will liaise with the employer and our assessors to ensure that appropriate access arrangements and reasonable adjustments are agreed within the ILP.
  11. The ILR will be used to monitor the application of any adjustments to the regular English and maths requirements. The Induction Tutor will retain within the Evidence Pack any evidence that
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justifies their decision that an apprentice is eligible for any exemptions. Alongside copies of qualification certificates and assessment results, this may additionally include copies of an Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA), as applicable to each apprentice. This evidence will be made available as required to ESFA auditors and to Ofsted inspectors.

12. Where assessment results show that the apprentice holds neither Level 1 or 2 approved qualifications and is judged to be working below Level 1 standard in English/maths, they will study towards and achieve English and maths qualifications of at least Level 1 (functional skills Level 1 or GCSE grade E or 2), and start, study towards and take the assessments for Level 2 qualifications in these subjects. These requirements must be fulfilled before the apprentice takes the endpoint assessment or achieves an apprenticeship framework. We will ensure that any Level 1 training and assessments are taken at an early enough stage to allow time for the apprentice to study towards and take the assessments for the Level 2 qualification, after a Level 1 has been achieved.
13. Where the apprentice does not already hold approved Level 1 qualifications but is judged to be working at Level 1 standard in English/maths, the apprentice must start, continue to study and take the assessment for Level 2 English and maths (functional skills Level 2 or GCSE). If they do not achieve a Level 2, they must take the assessment for Level 1 maths and/or English in order to complete their apprenticeship. We will ensure that any Level 2 training and assessments are taken at an early stage to allow time for the apprentice to take the Level 1 assessment if they first do not achieve the Level 2. This must be fulfilled before the apprentice takes the end-point assessment or achieves an apprenticeship framework.
14. Where the apprentice already holds approved Level 1 qualifications, the apprentice must start, continue to study and take the assessments for a Level 2 English and/or maths (functional skills Level 2 or GCSE). This requirement must be fulfilled before the apprentice takes the end-point assessment or achieves an apprenticeship framework.

### **On-programme Delivery**

15. Delivery of English and maths will not count towards the minimum 20% off-the-job training requirement; where required this will be delivered in addition to the minimum requirement. The apprentice must complete all components of the apprenticeship within their working hours, including English and maths where required. The employer must provide written confirmation they agree to this requirement within the contract for services and commitment statement this is to keep in the evidence pack.
16. Upon starting the apprenticeship, the apprentice's Tutor will set out details of how English and maths will be delivered, including a plan of delivery and evidence of delivery taking place. Details will be recorded on the ILR, commitment Statement and ILP accordingly.
17. Depending on the level and vocational focus of the standard / framework in question, the requirements of the employer, and the learning preferences and capability of the apprentice, the English and maths delivery methods employed may include a combination of the following:

- a) Contextualised on-the-job vocational learning activities;
  - b) Internal employer led training courses and activities;
  - c) Online digital learning;
  - d) Other forms of distance or self-directed learning.
18. Each apprentice will be subject to regular reviews with their Tutor to review coursework and assess progress against the learning aims of their English and maths qualification(s) or upskilling. The review will identify improvements and continued areas for development in the apprentice's English and maths ability. The Tutor will update the ILP to detail newly agreed measurable targets to ensure the apprentice works towards achievement and their planned end date. Should the apprentice not be making satisfactory progress, the ILP will be updated, in consultation with the employer to identify mitigations. Mitigations may include scheduling extra activities, providing extra Tutor support or restructuring milestones to enable completion.

### **Achievement**

19. As previously described, all applicable qualification requirements must be fulfilled before the apprentice takes the end-point assessment or achieves an apprenticeship framework. Achievement of all qualifications will be internally verified with applicable Awarding Bodies, as well as skills being verified with employers through the Gateway Process before the apprentice is forwarded for end-point assessment.
20. The Apprenticeship Management Team will monitor the progress of all apprenticeship programmes, as part of this the team will have a focus on English and maths. Specifically, the team will be monitoring the below aspects to ensure we meet our business goals;
- a) Apprentice progress on their English and maths qualifications through regular review data;
  - b) First time pass rate of English and maths, including reviewing comparisons of tutor qualification achievement rates (QAR);
  - c) Timely achievement rates of English and maths;
  - d) Distanced travelled from English and maths initial assessment to completion of the apprenticeship programme.