Embedding Functional Skills into the vocational curriculum

Bringing talent to life...

AoC Beacon Awards
Winner 2011 - 2012

Walsall College

The College's mission statement is:

"Walsall College is uniquely and proudly vocational. Our greatest passion is unleashing the potential of individuals, communities and businesses; our greatest legacy is the talent of our learners: ***skilled, professional* and *enterprising.*"**

The development of maths, English and ICT skills for all of our learners and staff is, strategically, at the heart of our organisation.

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The percentage of students achieving 5 A* - C grades at GCSE, including English and maths, is less than the government target of 35% in five secondary schools in this area of the borough.

Birchills Leamore ward has the highest concentration of unemployment across the borough, at 11%

Walsall was ranked 45th most deprived English local authority (out of 354), but there is a noticeable divide in Walsall with parts in the 10% most deprived and other areas in the 10% least deprived.

The west and centre of the Borough have inner-city characteristics of high concentrations of social deprivation: low educational attainment, poor health and housing and high levels of worklessness.

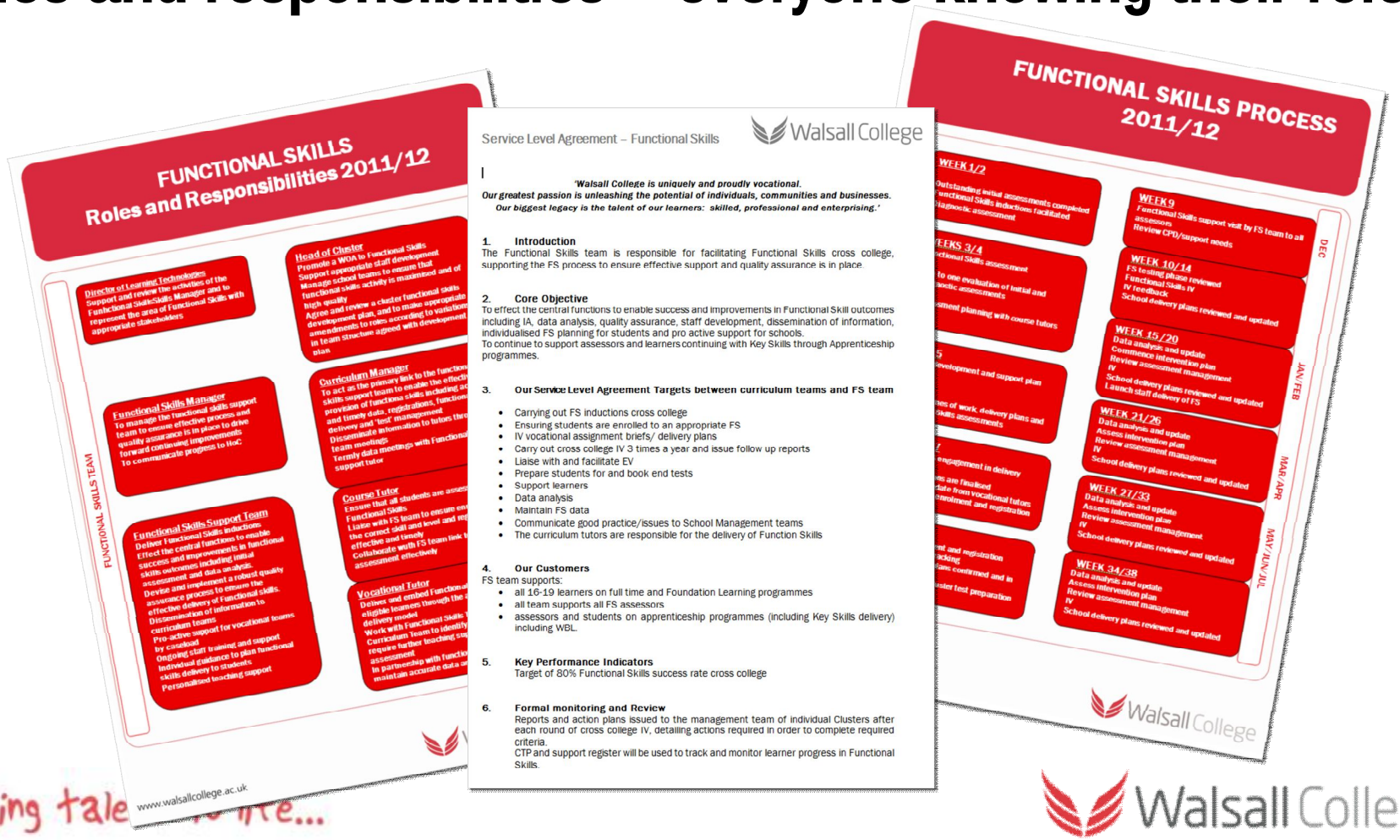
Percentage of people with no qualification 21.8%

9.1% NEETS which correlates with the most deprived areas.

The importance of strategy and implementing a workable model:

- A central Functional Skills quality and monitoring team.
  - Five central FS experts who have a case load of 750 learners, working closely with vocational tutors.
- Trained and confident vocational tutors to deliver FS on their programme
- Proactive monitoring, support and intervention.

Roles and responsibilities – everyone knowing their role.



FUNCTIONAL SKILLS
Roles and Responsibilities 2011/12

FUNCTIONAL SKILLS TEAM

Director of Learning Technologies
Support and review the activities of the Functional Skills/Skills Manager and to represent the area of Functional Skills with appropriate stakeholders

Head of Cluster
Promote a WOA to Functional Skills
Support appropriate staff development
Manage school teams to ensure that functional skills activity is maximised and of high quality
Agree and review a cluster functional skills development plan, and to make appropriate amendments to roles according to variations in team structure agreed with development plan

Functional Skills Manager
To manage the functional skills support team to ensure effective process and quality assurance is in place to drive forward continuing improvements
To communicate progress to HoC

Curriculum Manager
To act as the primary link to the functiona
skills support team to enable the effecti
provision of functional skills including ac
and timely data, registrations, functiona
delivery and 'test' management
Disseminate information to tutors thro
team meetings
Termly data meetings with Functiona
support tutor

Functional Skills Support Team
Deliver Functional Skills inductions
Effect the central functions to enable success and improvements in functional skills outcomes including initial assessment and data analysis.
Devise and implement a robust quality assurance process to ensure the effective delivery of Functional skills.
Dissemination of information to curriculum teams
Pro-active support for vocational teams by caseload
Ongoing staff training and support
Individual guidance to plan functional skills delivery to students
Personalised teaching support

Course Tutor
Ensure that all students are assess
Functional Skills
Liaise with FS team to ensure ev
the correct skill and level and re
effective and timely
Collaborate with FS team link t
assessment effectively

Vocational Tutor
Deliver and embed Function
eligible learners through the
delivery model
Work with Functional Skills
Curriculum Team to identify
require further teaching su
assessment
In partnership with functio
maintain accurate data a

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Service Level Agreement – Functional Skills

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Our biggest legacy is the talent of our learners: skilled, professional and enterprising.'

1. Introduction
The Functional Skills team is responsible for facilitating Functional Skills cross college, supporting the FS process to ensure effective support and quality assurance is in place.

2. Core Objective
To effect the central functions to enable success and improvements in Functional Skill outcomes including IA, data analysis, quality assurance, staff development, dissemination of information, individualised FS planning for students and pro active support for schools.
To continue to support assessors and learners continuing with Key Skills through Apprenticeship programmes.

3. Our Service Level Agreement Targets between curriculum teams and FS team

- Carrying out FS inductions cross college
- Ensuring students are enrolled to an appropriate FS
- IV vocational assignment briefs/ delivery plans
- Carry out cross college IV 3 times a year and issue follow up reports
- Liaise with and facilitate EV
- Prepare students for and book end tests
- Support learners
- Data analysis
- Maintain FS data
- Communicate good practice/issues to School Management teams
- The curriculum tutors are responsible for the delivery of Function Skills

4. Our Customers
FS team supports:

- all 16-19 learners on full time and Foundation Learning programmes
- all team supports all FS assessors
- assessors and students on apprenticeship programmes (including Key Skills delivery) including WBL.

5. Key Performance Indicators
Target of 80% Functional Skills success rate cross college

6. Formal monitoring and Review
Reports and action plans issued to the management team of individual Clusters after each round of cross college IV, detailing actions required in order to complete required criteria.
CTP and support register will be used to track and monitor learner progress in Functional Skills.

FUNCTIONAL SKILLS PROCESS
2011/12

WEEK 1/2
Outstanding initial assessments completed
functional Skills inductions facilitated
diagnostic assessment

WEEKS 3/4
ctional Skills assessment
to one evaluation of initial and
actic assessments
ssment planning with course tutors

5
evelopment and support plan
nes of work, delivery plans and
Skills assessments

7
engagement in delivery
ns are finalised
date from vocational tutors
rolment and registration

nt and registration
cking
ans confirmed and in
aster test preparation

WEEK 9
Functional Skills support visit by FS team to all assessors
Review CPD/support needs

WEEK 10/14
FS testing phase reviewed
Functional Skills IV
IV feedback
School delivery plans reviewed and updated

WEEK 15/20
Data analysis and update
Commence intervention plan
Review assessment management
IV
School delivery plans reviewed and updated
Launch staff delivery of FS

WEEK 21/26
Data analysis and update
Assess intervention plan
Review assessment management
IV
School delivery plans reviewed and updated

WEEK 27/33
Data analysis and update
Assess intervention plan
Review assessment management
IV
School delivery plans reviewed and updated

WEEK 34/38
Data analysis and update
Assess intervention plan
Review assessment management
IV
School delivery plans reviewed and updated

DEC
JAN/FEB
MAR/APR
MAY/JUN/JUL

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Our journey started in 2008

The central (then) Key Skills team started the first Functional Skills' pilots, running both Key and Functional together.

Starting with very small cohorts and training key curriculum staff, many of which undertook the Functional Skill qualifications themselves.

Staff training and development

To boost staff's confidence and to help their understanding of Functional Skills, the team delivered subject specific sessions to provide vocational staff with a sound knowledge of English and maths as well ideas to develop their own resources.

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By July 2012

81 vocational staff have gained a Functional Skill, 24 of these also assess in the workplace. Staff that took a FS, found that by engaging as a learner was invaluable in aiding their planning, delivery and assessment.

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Centralised procedures

Need something from your old CTP

Click Here...

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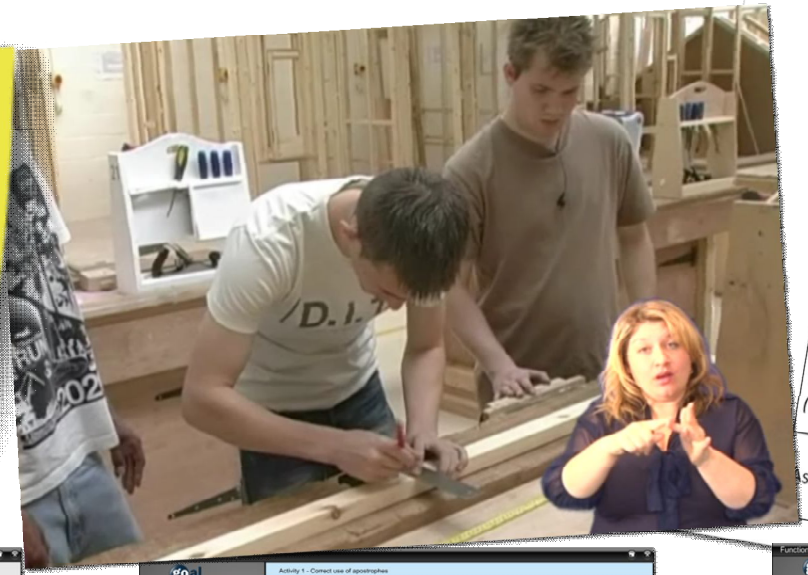
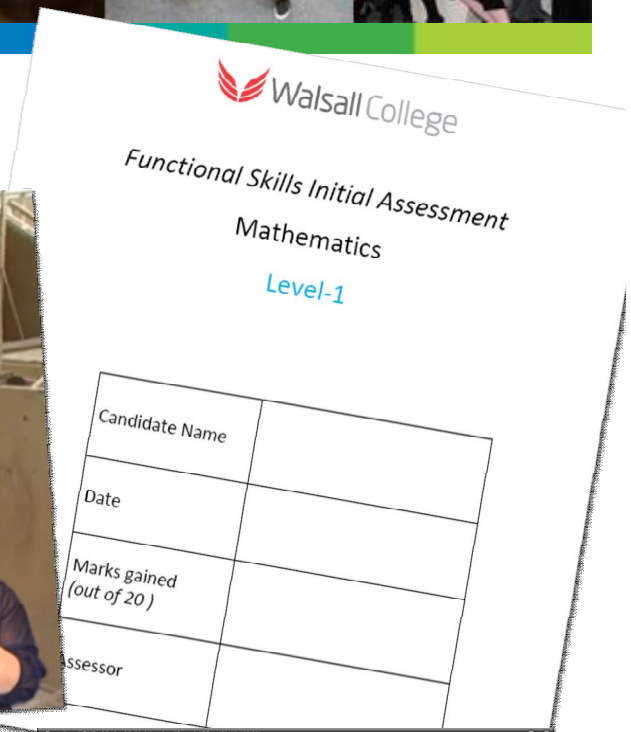
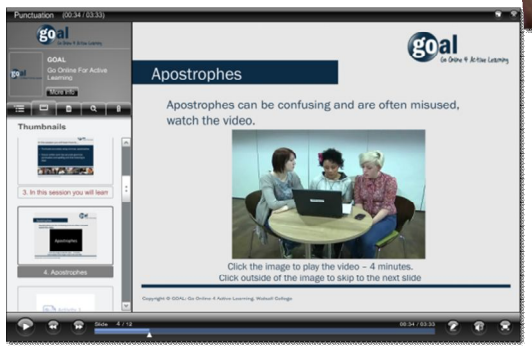
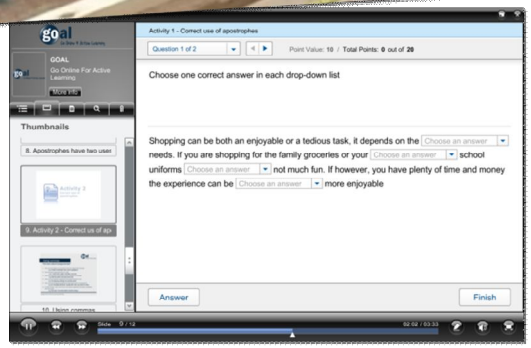
Quality assurance

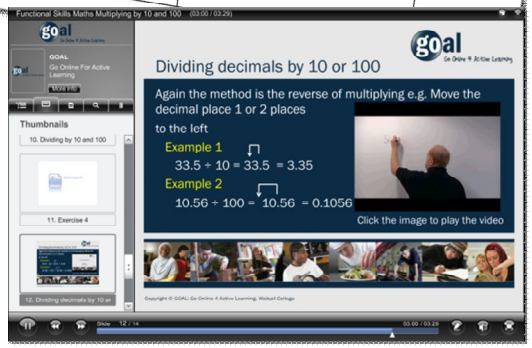
- Materials
- Induction video
- Bespoke Functional Skills Assessment











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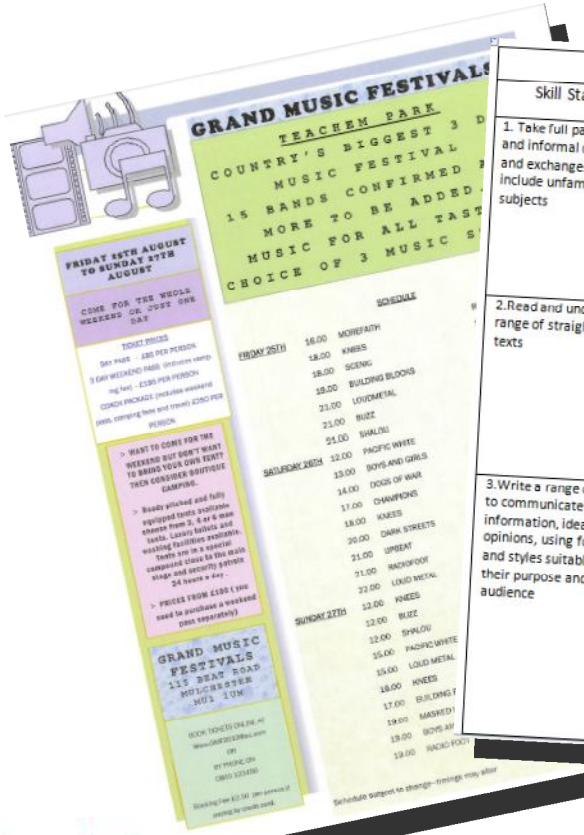
Working with staff to embed Functional Skills into the vocational curriculum – making it practical.



Functional English Entry 3 / level 1 - planning sheet

Skill Standard		Core element	Examples of contextualised work to satisfy element	Week(s) of delivery	FS scheme
1. Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	1	Speaking and listening	• G20/B2 Health and safety discussions –unit 113 Follow H&S in the salon (GOAL) • G20/B2 Safe working practices – what to do in the event of evacuation in your job role • B2 Assist with facial skincare treatments – Client consultations - unit 102 presenting a professional image in the salon.	2 Chris 3 Chris 8 and 9 Sarah	Discussion skills Listening skills when following instructions Appropriate language (Formal Assessment wk 8/9)
2.Read and understand a range of straightforward texts	2	Comprehension - Identify main points, skimming scanning for relevant information on given topics. Answer questions	• G20/B2 Preparing for treatments related documents to identify main points – unit 218 tools and products • B2 Read and understand information on the skin – unit 106 (reading strategies GOAL) • B2 Research (skimming, scanning obtaining relevant information) skin types unit 106	4 Chris 5 Sarah 7 Sarah	Identify main points Demonstrate understanding Label a diagram List features of skin types
3.Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	3	Letters / general written work - can be used as part of level setting, progress and pre exam practice	• B2 Stating contra actions as a set of instructions • N1 Compare and contrast sanitising and sterilising – unit 113 • Written task 100-150 words on why you want to be a beauty therapist and any experience you may have, any treatments you have. (MUST BE HAND WRITTEN)	10 Sarah 13 Chris 1 Induction team	Writing instructional texts on after care Written document suitable for purpose

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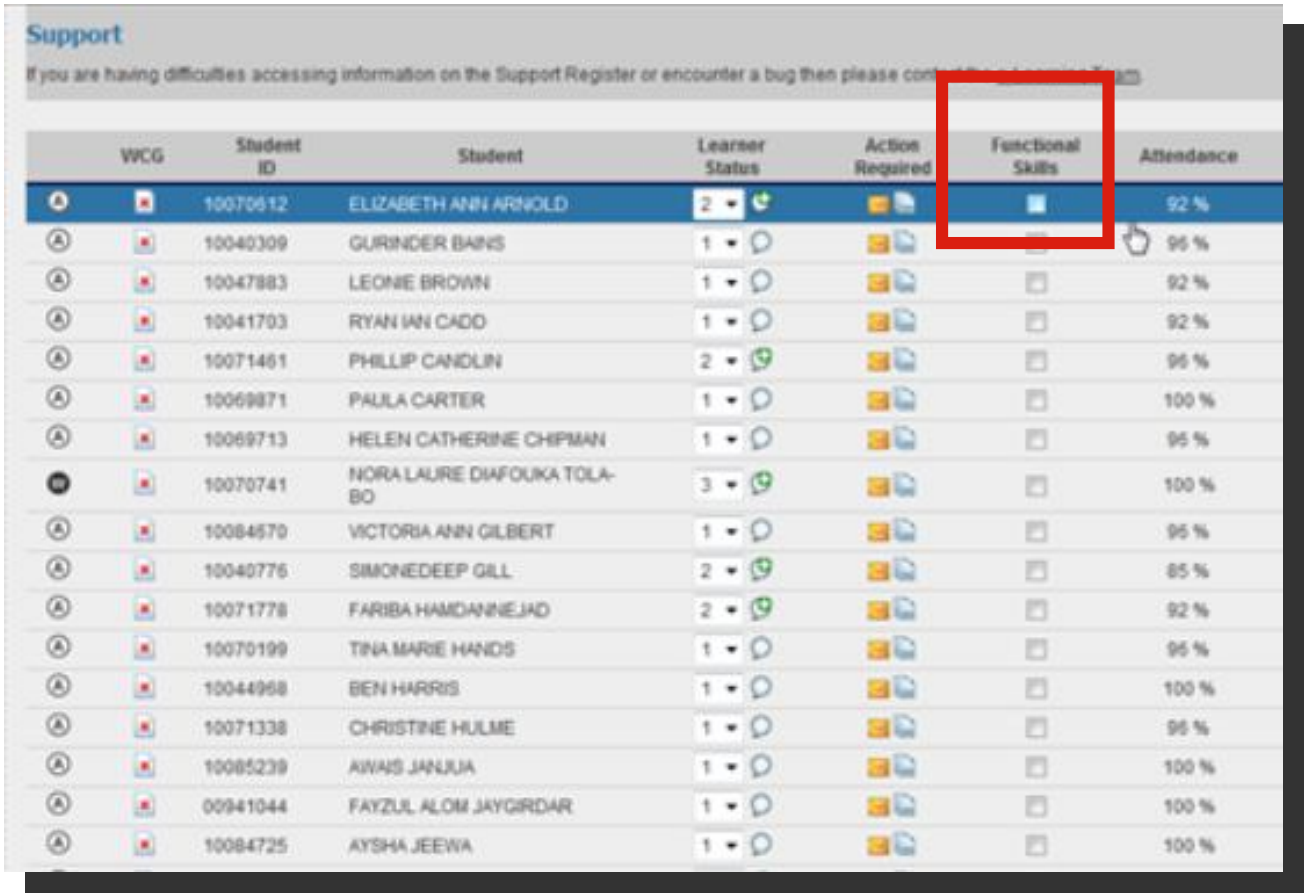
Supporting our staff to support our learners



Support

If you are having difficulties accessing information on the Support Register or encounter a bug then please con

	WCG	Student ID	Student	Learner Status	Action Required	Functional Skills	Attendance
		10070612	ELIZABETH ANN ARNOLD	2			92 %
		10040309	GURINDER BAINS	1			96 %
		10047883	LEONIE BROWN	1			92 %
		10041703	RYAN IAN CADD	1			92 %
		10071461	PHILLIP CANDLIN	2			96 %
		10069871	PAULA CARTER	1			100 %
		10069713	HELEN CATHERINE CHIPMAN	1			96 %
		10070741	NORA LAURE DIAFOUKA TOLA-BO	3			100 %
		10084570	VICTORIA ANN GILBERT	1			96 %
		10040776	SIMONEDEEP GILL	2			85 %
		10071778	FARIBA HAMDANNEJAD	2			92 %
		10070199	TINA MARIE HANDS	1			96 %
		10044968	BEN HARRIS	1			100 %
		10071338	CHRISTINE HULME	1			96 %
		10085239	AWAIS JANJUA	1			100 %
		00941044	FAYZUL ALOM JAYGIRDAR	1			100 %
		10084725	AYSHA JEEWA	1			100 %

Effective support for staff

- Across the whole organisation – Functional Skills is <u>everybody's</u> business

- Opportunities for curriculum and support staff to improve their English and maths skills

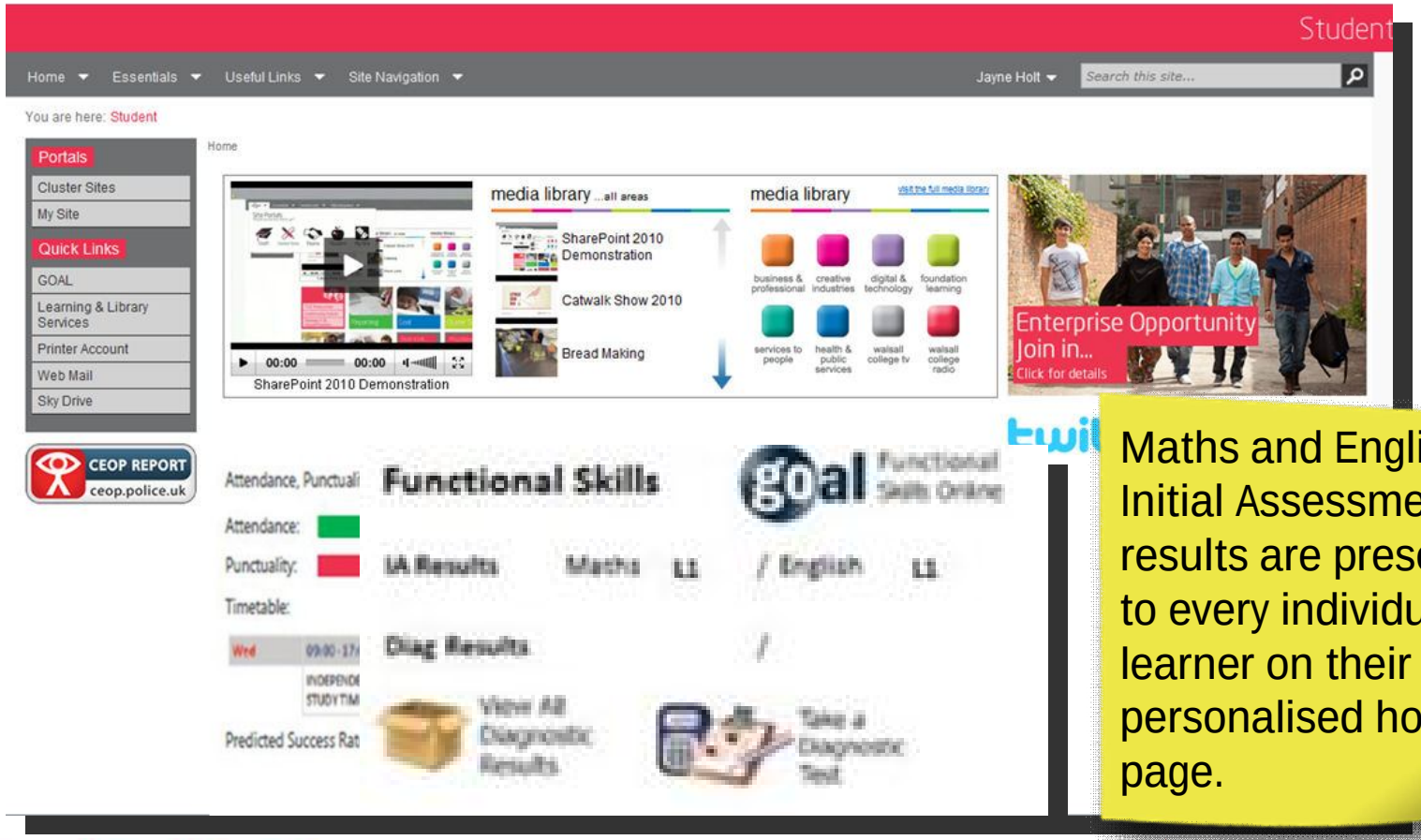
- Engagement – building positive relationships and a positive agenda

Identify learners' support needs early

560 students have 565Applications for a L2 or L3 application with an E3 BKSB Result

Student Ref	Forenames	Surname	ma name	Status	BKSB Level Maths	BKSB Level English
10042821	Nasreen	Akhtar	(PR) ACCESS TO HE DIPLOMA (SOCIAL WORK)	Info	E3	E3
10114903	Sumayyah	Akhtar	(PR) BTEC LEVEL 3 EXTENDED DIPLOMA IN BUSINESS (QCF)	Definite acceptance	E3	E3
10117093	Mohammed Jami	Al-Hassan	(PR) BTEC LEVEL 2 DIPLOMA IN PUBLIC SERVICES (QCF)	Interview Booked	E3	E3
10113989	Sophia	Alexiou	(PR) CG LEVEL 3 DIPLOMA IN WOMENS HAIRDRESSING (QCF)	Interview Booked	E3	E3
10115741	Aaqib	Ali	(PR) BTEC LEVEL 2 DIPLOMA IN HEALTH AND SOCIAL CARE (QCF)	Did Not Attend	E3	E3
10112291	Jeba Fawziah	Ali	(PR) BTEC LEVEL 3 EXTENDED DIPLOMA IN HEALTH AND SOCIAL CARE (QCF)	Definite acceptance	E3	E3
10106914	Mehvish	Amjid	(PR) OCR LEVEL 3 DIPLOMA IN BUSINESS ADMINISTRATION (BUSINESS PROFESSIONAL) (QCF)	Definite acceptance	E3	E3
10112640	Megan	Anning	(PR) BTEC LEVEL 3 EXTENDED DIPLOMA IN MUSIC (PERFORMING) (QCF)	Definite acceptance	E3	L1
10060774	Shakil	Anwar	(PR) ACCESS TO HE DIPLOMA (SOCIAL SCIENCES)	Info	E3	L1
10064093	Mohammed	Aqeel	(PR) ACCESS TO HE DIPLOMA (SOCIAL SCIENCES)	No Offer	E3	E3
10064093	Mohammed	Aqeel	(PR) BTEC LEVEL 3 EXTENDED DIPLOMA IN APPLIED	Definite acceptance	E3	E3

Supporting our learners to take ownership



Maths and English Initial Assessment results are presented to every individual learner on their personalised home page.

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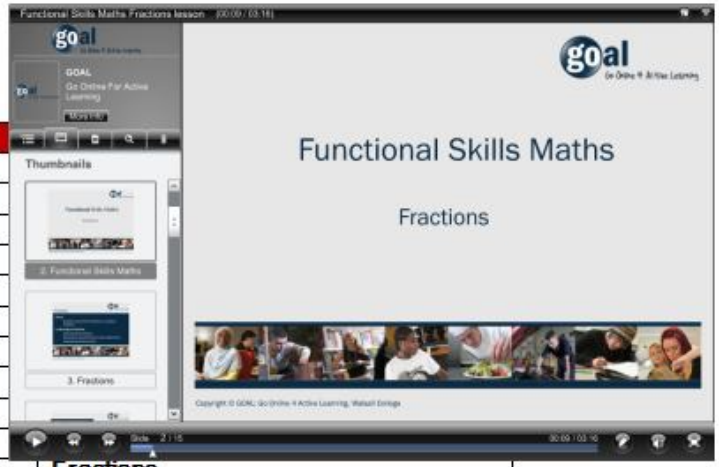
Supporting our learners to take ownership

Online diagnostics for maths and English, and online personalised learning programme.

Discipline	RAG	
Large Numbers		
Negative Numbers		
Add		
Subtract		
Multiply		
Divide		
Num Relation		
Ratio		
Rounding		
Check calcs		
Fractions		Fractions
Fraction Calculations		Fractions
Equivalents		Fractions
Adding Decimals		Adding Decimals
Subtracting Decimals		Subtracting Decimals



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Supporting our learners

goal

Go Online 4 Active Learning

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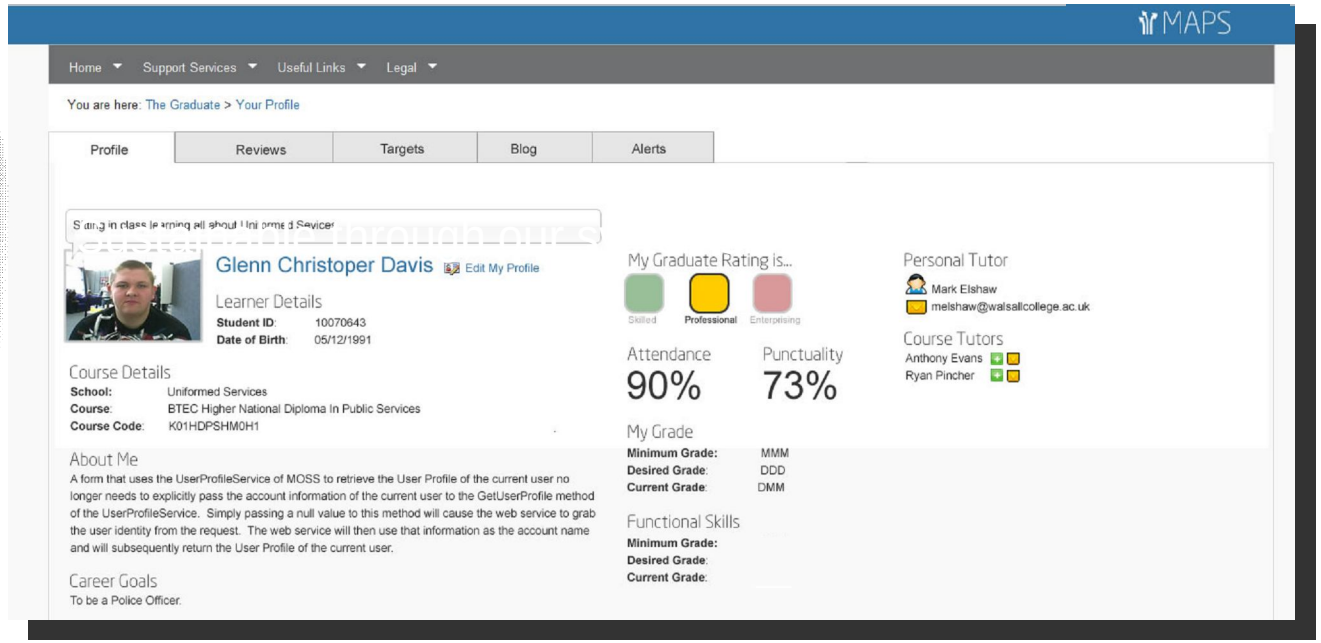
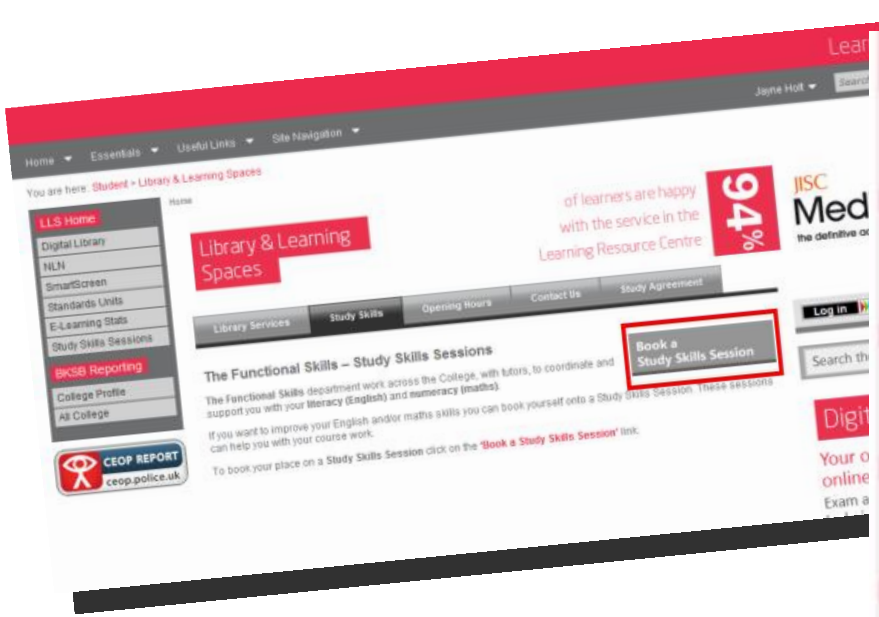
Supporting our learners to take ownership

E-systems are all linked together, so learners can access information easily.



Supporting our learners to take ownership

Maths, English, ICT, study skills and Harvard Referencing sessions running in the open access areas.



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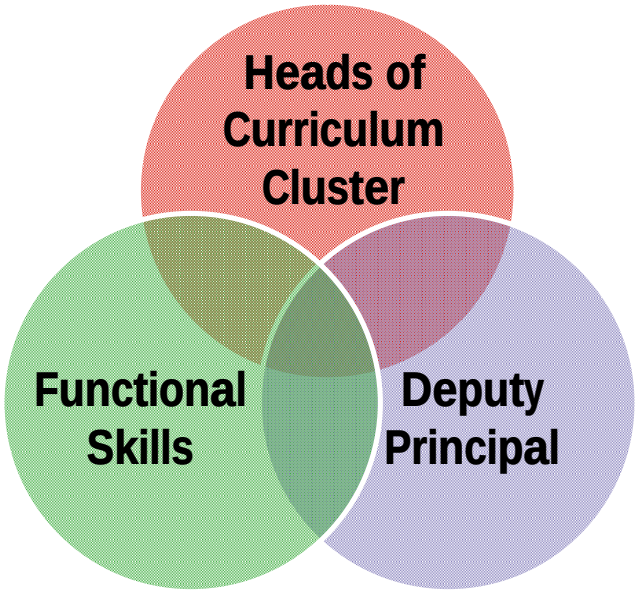
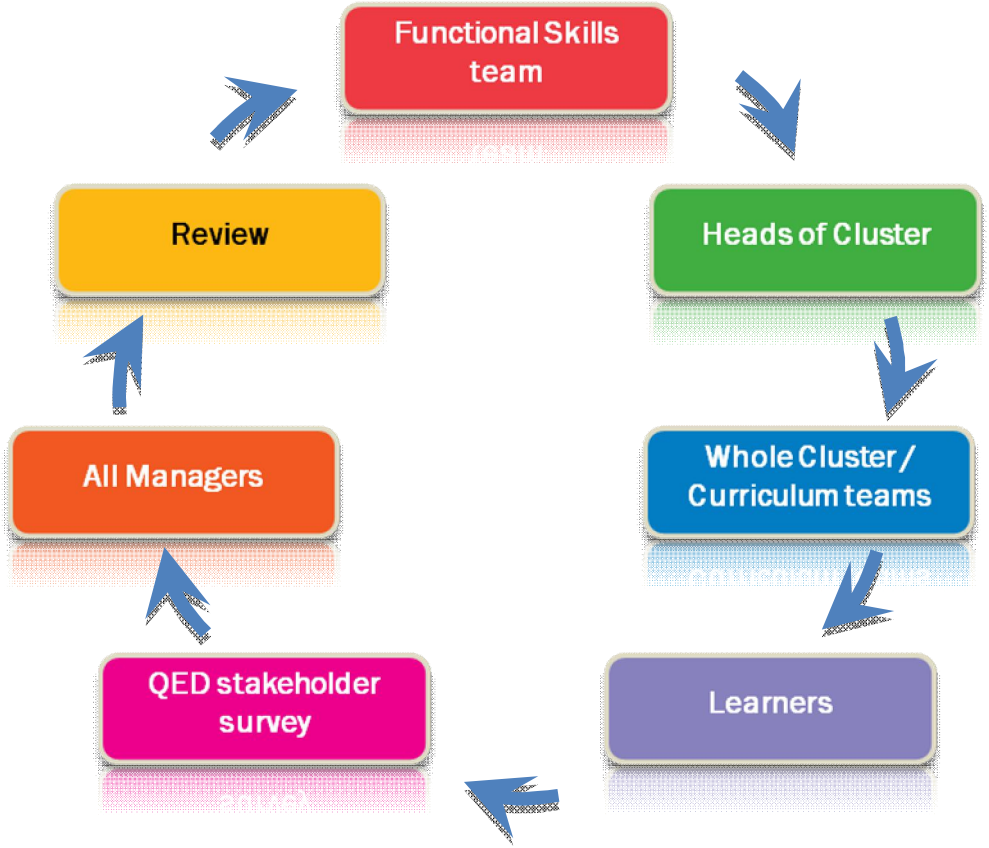
Effective Leadership

Buy in from leadership at all levels and across the whole organisation.



Effective Communication

At all levels and across the whole organisation



Effective Practice

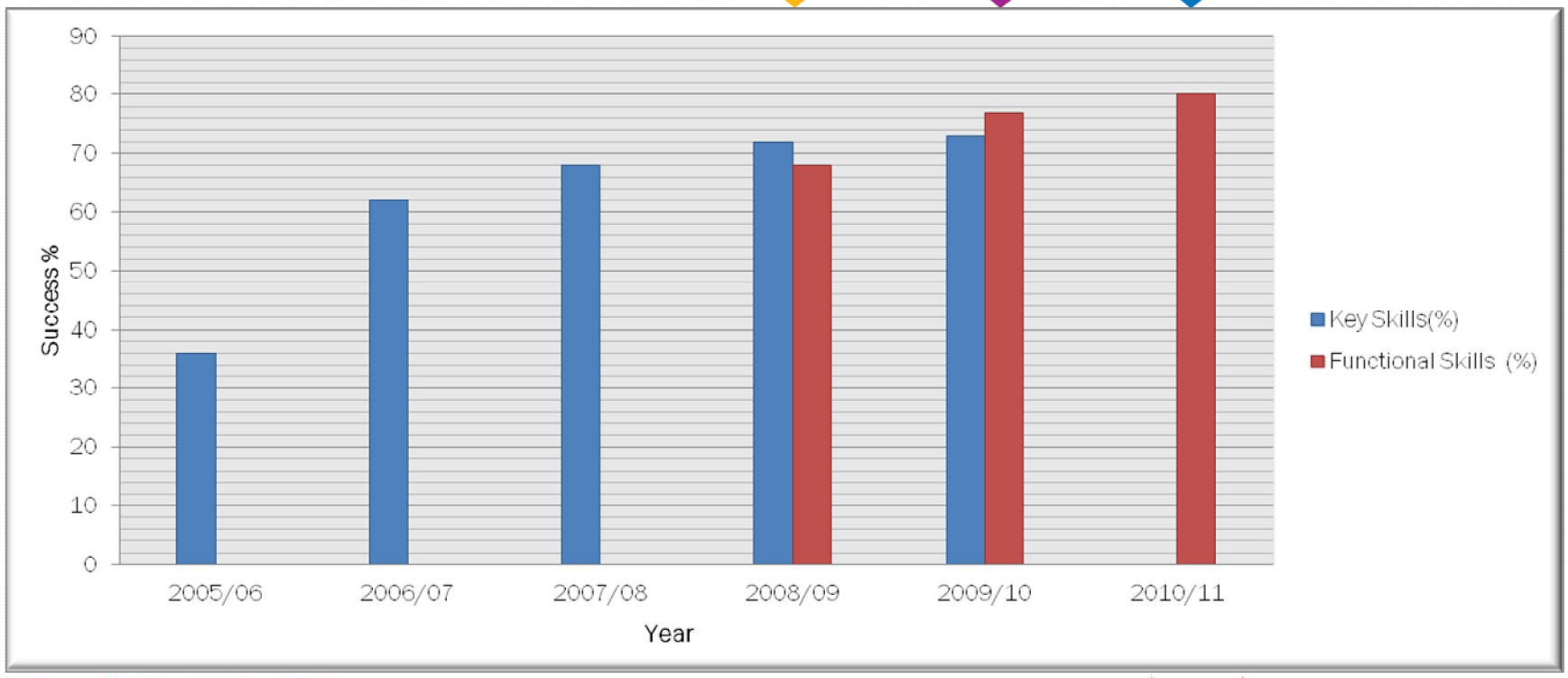
- Internal evolution
- Can do approach
- Continued review of delivery models and success rates across all clusters.

Consistent improvement

80 Learners
68% Success

268 learners
77% Success

3,500 learners
82% Success



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What next...

Maths and English learning opportunities will be sent through to learners during the summer as a pre-induction activity.

What next...

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REALISE YOUR DREAM

QR and AR code sixty second Maths and English.

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Thank you,
Happy to answer any questions

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