



# The GTA Delivery of English & Maths Policy

This policy applies to all members of GTA (including staff, learners, volunteers) who access training at the GTA

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## **Introduction**

The Doncaster, Rotherham & District Motor Trades GTA Ltd (GTA) is committed to providing high quality education and services to all its learners, customers, and employers as per the GTA company customer charter.

## **Policy Purpose**

The GTA is committed to providing Learners, staff, and stakeholders with the opportunity to enhance their level of English, mathematics and ICT skills ensure that they can contribute fully to the achievement of the GTA's company objectives.

The GTA acknowledges that as an educational provider it is required to assess learners' prior, current knowledge and ability in relation to maths and English and provide the relevant support or exemption to meet the requirements of the learner and/or apprenticeship.

## **Scope**

This policy applies to all learners engaging on an apprenticeship with the GTA.

## **Objectives**

The main aim of the policy is to provide learners with a framework that supports and builds upon existing skills-

- Provide accurate and robust initial assessment identifying learners' needs
- Provide a tailored training process for English and maths
- Provide high quality teaching delivery to learners
- Ensure that learners' knowledge and understanding in-relation to maths and English continues to be stretched
- Ensure that funding requirements match expected achievements

## **Training Procedure Process**

### **1.1 First Contact**

Information Advice and Guidance (IAG) Trained Marketing Representative to discuss the course requirements including English, mathematics and ICT if required.

### **1.2 Interview & Initial Assessment**

An Initial Assessment (IA) of English and mathematics using the nationally recognised online Pass Functional Skills system to confirm the candidate's starting level and current development needs.

### **1.3 Exemptions Funding Reports**

The information from BKSb assessments, copies of certificates collected at interview of proof of prior learning, and Learner Record Service (LRS) reports are all reviewed in conjunction with each other to produce a learner-focused plan, which includes the individual requirements for the apprenticeship, additional learning needs (ALN), and enhancing present skills and knowledge.

If IA results are above qualification requirements; the Lead Functional Skills (F/Skills) Tutor is to schedule sessions with English or maths with the F/Skills Department. F/Skills Tutor to administer BKSb Diagnostic assessment to identify skills gaps and to address skills gaps as required, when learner is competent, F/Skills Tutor to schedule English and/or maths exam/s as required and continue support until successful.

F/Skills Tutor to administer BKSb Diagnostic assessment to identify next-level skills gaps and then work with learner towards the next level or offer and signpost to an alternative provider if above level 2 Functional Skills.

Learners who achieve a BKSb score of level 1 or above and hold the relevant Framework/Standard exemption for English and/or maths will be asked to complete a qualification for a level higher than they currently hold; this is not a mandatory requirement. The question and the learner's answer will be recorded in the ILA.

Note: If the learner's IA score is below Level 1 (i.e. EL1; EL2 or EL3) and they hold a relevant certificate exemption they may be asked to repeat English and/or maths for the requirement of a Framework or Standard, as they have not maintained their previously certificated outcome. Learners will have the option to repeat the BKSb initial assessment if they request this, on one occasion. Learners who hold an exemption of a GSCSE C or Grade or higher will be asked to repeat the BKSb assessment for level 2 Framework or Standard and learners who hold an exemption of a GSCSE B or Grade 6 higher will be asked to repeat the BKSb assessment for level 2 Framework or Standard.

Funding reports are produced which initially decide the aims and funding requirements for every individual learner, this document informs the delivery tutor, F/Skills tutor, and Administration Department.

#### *Exemptions:*

*Level 2 Apprenticeship require a Functional Skills L1 or a "E" or above Grade GCSE or Grade 2*

*Level 3 Apprenticeship require a Functional Skills L2 or a "C" or above Grade GCSE or Grade 4*

*Note: Check Transferable Skills document for more detail for approved qualifications for exemptions.*

### **1.4 Additional Learning Needs (ALN):**

If a learner's IA score is below Level 1 (i.e. EL1; EL2 or EL3) Lead F/Skills Tutor to scheduled sessions for English or mathematics with F/Skills Department to teach as required, regardless of previous qualifications. The Lead F/Skills Tutor informs the Administration Department on monthly basis regarding learner's ALN Status.

Please Note: Auto-care Apprenticeship Standard requires Functional Skills Level 1 to be passed and Level 2 must have been attempted before End Point Testing is booked. Framework apprenticeships require the qualification level to be met; however, the F/Skills Department must continue to work on the learner's next level.

Example:

- Entry Level 3 to Level 2
- Initial Assessment (EL3)
- Diagnostic at the identified level (EL3) – identify skills gaps
- Mentor & assess competence
- Diagnostic at the identified level (L1) – identify skills gaps
- Mentor & assess competence
- *Exams if required – depends on qualification requirements*
- Diagnostic at the identified level (L2) – identify skills gaps
- Mentor – Assess competence
- *Exams*
- Discuss learner's achievement and recommend further education, signpost accordingly.

### 1.5 Delivery Arrangements and Planning

The F/Skills Department will support learners with their English and maths needs throughout their training. The F/Skills Department will use information gathered at the initial assessment to work with learners towards their next level or offer alternative provision if their level is above Level 2 Functional Skills.

Vocational Delivery Tutors embed English and mathematics in their theory sessions and mark learners' work highlighting mathematical, spelling, and grammatical errors.

The F/Skills Department schedules online exams when the learner is competent collates the results and takes the appropriate action. The Lead F/Skills Tutor will liaise with the Administration Department to alter ALN status accordingly. The F/Skills Tutor will record learner achievements and sessions in line with contractual requirements and input the learner progression onto the scheduled learner reviews with the employer.

