

Apprenticeship English and Maths Skills Development Policy

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1 Mission Vision Values and Behaviours

1.1 Mission

Aspire Procurement Training exists to provide UK businesses with the next generation of aspiring supply chain professionals

1.2 Vision

To be the supply chain training provider of choice for apprenticeships and commercial courses, by putting the apprentice and the learner at the heart of everything we do

1.3 Core Values

- The passion and commitment to provide quality supply chain training
- The freedom from discrimination for all apprentices, learners, skills teachers, skills coaches and employees
- Continuous improvement through compliance to standards, adoption of best practice principles, and measurement against all performance targets

1.4 Behaviours

1.4.1 Be inspirational

- Our apprentices and learners perform best when they are inspired. Our whole team is passionate about the learning experience and committed to provide the best supply chain training

1.4.2 Add value

- We are focused on the value to the apprentice and the learner
- Both our study material and our teaching will bring to life the core academic content provided by our qualifying institutions
- Our skills trainers will be respected supply chain practitioners from a variety of industries and organisations and all will be MCIPS qualified
- Our teaching methods will be interactive and promote ethical best practice

1.4.3 Be inclusive

- We are advocates of inclusivity across all apprentices, learners, skills trainers, skills coaches and employees

1.4.4 Be a learner yourself

- Feedback and shared experiences will make us better. We are passionate about improvement
- We understand that learners have different learning styles. We will deliver our teaching in different formats and at a pace to suit the individual apprentice and learner

2 Policy Statement

By developing the English and maths skills of apprentices, Aspire Procurement Training clearly demonstrating its intent to support employability, excellence, enterprise and progression for all.

We want our apprentices to improve their confidence and competence in English and maths skills so that they can function independently in all aspects of their personal and professional life.

3 Purpose

The implementation of the policy is intended to improve the quality of the apprentices/apprentice experience by developing the individual's ability to apply the fundamental skills that underpin most vocational and academic work. Developing English and maths should improve the apprentice's personal effectiveness and employability. This policy will ensure that English and maths are relevant to apprentices' needs and are effectively delivered. This policy document sets out our objectives and strategies for planning, managing and delivering English and maths, as well as describing aspects of quality assurance and staff development relating to the subject. The strategies within this policy apply to English and maths for all programmes and all apprentices where appropriate. All staff involved directly or indirectly in the managing, delivering and supporting English and maths will be familiar with the purpose, principles and strategy for delivery.

4 Scope

This process applies to all Apprenticeships delivered by Aspire Procurement Training.

Aspire Procurement Training will continue to develop and strengthen their English and maths skills in a technical, vocational context for all apprentices identified as exempt from Functional Skills qualifications.

5 Roles and Responsibilities

Aspire Procurement Training is responsible for ensuring that all apprentices complete their apprenticeship, including the Functional skills in Maths and English.

The Quality Manager will ensure that all apprentices are assessed for Functional skills in Maths and English, and where necessary, are passed to a Maths / English skills trainer for appropriate English and Maths training.

The Maths and English skills trainers will deliver the necessary training in English and Maths to ensure that all apprentices obtain their Functional skills in Maths and English before the end of their apprenticeship.

The Skills coaches will ensure application of Maths and English skills in the assessment of each apprentice's progress throughout their apprenticeship.

6 Policy Implementation - Procedures

Aspire Procurement Training is committed to providing high quality English and maths programmes to support progression and achievement. This policy relates to improving the quality of teaching and learning of English and maths. We believe that English and maths are important to educational and personal development for apprentices because they are:

- Essential for individuals to function in everyday life, work, leisure and education.
- Necessary in developing a commitment to lifelong learning to enhance the lives of individuals, improve employability and to create the skills that our economy and employers need.
- Help towards meeting the Government's drive for improvements in the English and maths skills of all apprentices.

English and maths provision at Aspire Procurement Training aim to meet the following needs:

- Mandatory for the completion of Apprenticeships
- Apprentices who are under 19 and do not have GCSE A*-C in English and/or Maths will be required, as part of their programme, to pursue a course which either leads directly to these qualifications, or which provides significant progress towards future GCSE entry or success.

Aspire Procurement Training is committed to providing opportunities for apprentices to develop their English and Mathematics beyond their level at the beginning of their apprenticeship where appropriate and gain external accreditation for this. Successful delivery of English and maths 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, apprentice and learner support, staff development).
- To define procedures for initial assessment and review and monitoring of apprentices' 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.

All apprentices will have access to appropriately trained and qualified English and maths skills trainers providing:

- High quality learning experience
- Setting and achieving targets for achievement at course level
- Monitor and track students' progress
- Screening, initial assessment and diagnostic assessment
- Planning of the curriculum and assessment
- Teaching, learning and assessment
- Effective registration, examination entry arrangements

6.1 Initial Assessment and Diagnostic Assessment

We will provide the following mathematics and English opportunities to apprentices. This will provide apprentices with the opportunity to become functionally literate and numerate to Level 2 where appropriate.

- All apprentices and learners will be required to complete an effective and robust initial assessment. The completion of this initial assessment and diagnostic assessment will ensure that each apprentice's and learner's current levels of skills will be identified on his or her ISDP (Individual Skills Development Plan). Key information, advice and guidance on the opportunities available to them to improve skills and qualification up to level 2 in English and Maths will be given.

- Apprentices who achieve at least Entry Level 3 in English and maths will undertake a diagnostic assessment as part of the induction process. Aspire Procurement Training will utilise the BKSB initial assessment tool, or similar. The purpose of this assessment is to identify areas of concern related to their skills development. The results of these assessments will be reviewed by the assessor. Apprentices who do not achieve at least Entry Level 3 in English and Maths results will not be recruited to our Apprenticeship programmes.
- For apprentices on Apprenticeship programmes, English and maths specified in their respective apprenticeship programmes will be included in their learning programmes.

6.2 Delivery of English and Maths

The English and Maths skills trainers and skills coaches will:

- Develop English and maths to the levels suited to their individual needs and goals.
- Teach the underpinning skills and understanding
- Practice and apply the skills in relevant and meaningful contexts
- Review their skills development
- Prepare for assessment

Skills trainers will be confident and competent to teach English and maths through:

- Being fully conversant with the English and maths standards and assessment criteria contained within the respective handbook and marking criteria for each English and maths assessment.
- Being competent in the English and maths being taught. It is highly recommended that all skills trainers of English and maths within Aspire Procurement Training are encouraged to work towards a relevant subject specialist qualification if not already doing so.

6.3 Feedback

The purpose of feedback is to improve the quality of learning for the apprentice or learner. Feedback refers to both oral and written responses to learning. Effective feedback must:

- Be based on accurate assessment
- Recognise success
- Identify areas for improvement

Effective feedback will:

- Be incorporated during lessons
- Guide apprentices as to how they can improve
- Allow time for apprentices to respond to feedback
- Define the exact place of success or improvement
- Use language appropriate for the apprentice or learner
- Be specific, clear and concise
- Focus on the learning not the apprentice or learner.

6.4 Standardisation

Standardisation will be addressed through the following:

- Staff development sessions
- Through the work of external bodies

- Peer observations
- Quality Assurance checks
- Feedback from external standards moderators liaising with English and maths skills trainers.

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 skills trainers who deliver English and maths should hold the relevant qualification at one level higher than that at which they are teaching. Our own staff should also ensure that training is undertaken around English and maths.

7 Monitoring and Review

This policy will be reviewed annually to ensure that it is up to date and compliant with the latest legislation.

The policy was last updated in September 2021 and is due for renewal in September 2022.

This policy may also be updated before the renewal date if legislation changes or if monitoring and review of performance suggests that practices should be altered.

8 Signature



Mark Parker
Director