# History of Changes

<table>
<thead>
<tr>
<th>Version</th>
<th>Description of Change</th>
<th>Authorised by</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Job title from Learning Development Manager to Essential Skills Manager, Information relating to Modern Apprenticeships included, Students to achieve actual unit required as exit level, Removal of unnecessary appendix information.</td>
<td>H Anderson</td>
<td>28 April 14</td>
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<td>1.2</td>
<td>Policy Change – faculty from Business and Employability to Care and Access, Word – Communications to Communication, Procedure Change – Core skill profile no longer used to determine level of delivery, MIS producing report, Timescales amended for entry levels, Amendments to improve clarity to the procedure.</td>
<td>H Anderson</td>
<td>February 2015</td>
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<td>1.3</td>
<td>Policy Change: Removal of core skills plans within PLPs, Addition that skills reviewed at start of academic year, Change to skills maintained through projects, Procedure Change: projects to maintain skills, Amendments to stage 3 – on course and duplication removed from raising a register section, removal of Appendix A.</td>
<td>H Anderson</td>
<td>May 2016</td>
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Policy Statement

1. Introduction

1.1 This policy outlines our student entitlement and sets out the College’s approach to developing, delivering and integrating Core Skills within full time further education programmes. The policy relates principally to the skills of Communication, Numeracy and Information and Communication Technology (ICT). Working with Others and Problem Solving are normally embedded within student programmes and are the responsibility of curricular teams.

1.2 There is a Core Skills Procedure that details the College’s approach to developing, delivering and integrating Core Skills.

2. Scope

2.1 This policy applies to all full-time further education students.

2.2 Part-time further education students will be supported by their lecturer(s) and can access further support and advice from core skills lecturers when required.

2.3 Core skills are signposted within Higher National Qualifications and are not taught discretely. This can be evidenced through the relevant HN arrangements documentation.

2.4 Arrangements for the delivery and assessment of Core Skills for Modern Apprenticeships lie with the appropriate Head of Faculty or Manager.

3. Key Principles

3.1 Every full time programme has an identified level of core skills required at entry and exit for Numeracy, Communication, ICT, Problem Solving and Working with Others.

3.2 Core Skills Team will review each individual student’s core skills level at the start of the academic year.
3.3 For students without the relevant core skills unit required for their programme, they will be entered for the units at the required level.

3.4 Students entering the College with a core skills profile which indicates they have already achieved the required exit unit(s) for the level of the programme, through agreement with the Programme Leader and Essential Skills Manager, students will be given the opportunity to either:
   a) Undertake a level above that required for the programme.
   b) Be given projects that maintain their skill level and help to develop wider essential skills i.e. Citizenship, Sustainability etc.

3.5 Problem Solving and Working with Others core skills are normally embedded within all full time FE programmes.

3.6 Appropriate opportunities for the integration of core skills within programmes will be identified in partnership with the Essential Skills Manager and the Heads of Faculty/Programme Leaders. If integration is not possible generic core skills assessments will be used.

3.7 Where appropriate, ICT will be integrated with Communication and/or Numeracy.

3.8 It is recognised that Core Skills staff are often able to identify students who may require learning support and will refer the student to the Learning Support Manager for further assessment of their needs.

4. **Responsibilities**

   “*It is the responsibility of all staff to develop, reinforce and extend literacy and numeracy across learning*” *(Curriculum for Excellence)*

4.1 It is the responsibility of all lecturers to support the Core Skills Team in the development and integration of core skills.

4.2 The Core Skills team will undertake to deliver and integrate core skills subjects as previously agreed by Programme Leaders and Essential Skills manager and recorded on the Core Skills Agreement. Progress will be monitored by the Essential Skills Manager twice per session.
4.3 The Curriculum and Quality Team and the Essential Skills Manager will monitor, review and evaluate the Core Skills Policy and Procedure.

4.4 The Heads of Faculty and the Essential Skills Manager will ensure the efficient and effective implementation of the Core Skills Policy and Procedure.

4.5 It is the responsibility of all Heads of Faculty and Programme Leaders to liaise with the Essential Skills Manager to ensure effective core skills delivery and integration is achieved.

4.6 It is the responsibility of the appropriate Head of Faculty or Manager to ensure core skills requirements for Modern Apprenticeships are planned and assessed in line with MA Frameworks and to keep the Essential Skills Manager informed of any changes.

4.7 For Internal Verification Purposes, the Head of Care and Access Faculty is responsible for all five core skills (Numeracy, ICT, Communication, Working with Others and Problem Solving), including Workbased Core Skills.

4.8 The Vice Principal, Curriculum, is responsible for the implementation of this policy.

5. Related Documents

5.1 Core Skills Procedure

5.2 Student Support Services Booklet

6. Review

This policy will be reviewed on an annual basis.
1 Stage 1 – Pre-entry

1.1 Each curricular programme will have a targeted core skills level which is accessed through Columbus. The targeted core skills level is agreed between the Head of Faculty and Essential Skills Manager. This information will be used to update the Core Skills Exit and Entry Levels report on Columbus.

The Core Skills requirements for Modern Apprenticeships (MAs) are available on the Skills Development Scotland website.

1.2 The Head of Faculty and/or Manager will plan the structure for delivery appropriate to their programmes.

1.3 The Head of Faculty and/or Programme Leaders/Manager for each Curricular Team will meet with the Essential Skills Manager, where appropriate, to agree the delivery and integration approaches for the session.

1.4 The Core Skills lecturer/MA Assessor will produce teaching and assessment material in line with the Curricular Development Policy which can be contextualised or embedded relating to the vocational area or generic assessments based on an appropriate theme for the programme as agreed by the Programme Leader and Essential Skills Manager and recorded on the Core Skills Agreement.

1.5 When students are undertaking a modern apprenticeship and are required to complete the Workbased Core Skills units, the appropriate Business Development Manager/Head of Faculty must notify the Essential Skills Manager as part of the Quality Process.

2 Stage 2 – Induction Period

2.1 Students entering the college with the recognised SQA Core Skills Unit for their programme will be given the opportunity to

- undertake the next level, if appropriate OR
- be given projects that maintain their skill level and help to develop wider essential skills i.e. Citizenship, Sustainability etc.
2.2 The Course Tutor will clearly state to learners the core skills level required for progression to the next level of programme.

3 Stage 3 – On-course

3.1 For full time further education, course delivery may be through:

- a discrete free-standing unit with generic and/or contextualised teaching and assessments
- integration with other units or projects within the programme
- an embedded element within another unit

Part time further education students will be supported by their vocational lecturer and can access further support and advice from core skills lecturers when required.

Core skills are signposted within Higher National Qualifications and are not taught as a discrete unit unless they are part of the framework.

3.2 Core Skills staff will prepare an assessment register to ensure that students are correctly placed on the appropriate core skills unit(s) and give this information to the Essential Skills Manager by early November.

3.3 The Essential Skills Manager will ensure that all Core Skills Assessment Registers are submitted to MIS by mid November.

3.4 MIS staff will send a Core Skills Report of Assessment registers raised to the Essential Skills Manager by mid December.

3.5 The Essential Skills Manager will disseminate this information to Course Tutors and Core Skills lecturers.

3.6 Core Skills lecturer explains to the class group, the level of award, the method of Core Skills delivery and contextualisation where appropriate.

3.7 Course Tutor to monitor student progress on Core Skills as part of the Student Guidance process and discuss any concerns with the Essential Skills Manager.
3.8 The Core Skills Lecturer must inform the Essential Skills Manager of any changes to the level no later than mid February.

4 Stage 4 – Exit

4.1 The Core Skills lecturer/MA Assessor must enter the assessment results on the appropriate online registers.

4.2 The results will be discussed at the Faculty Block Team meetings and the Essential Skills Block Team meetings.

5 Core Skills Register Procedure

5.1 Head of Faculty, when timetabling, should detail which core skill unit(s) to be delivered but not the actual unit level. E.g. Numeracy/ICT or Communication/ICT.

Core Skill options should be listed at the bottom of the programme timetable in the unit offerings box (otherwise the register will automatically be created and all students enrolled on the course will be entered onto the register for full time courses).

5.2 TO RAISE AN ASSESSMENT REGISTER

At the start of an academic year, students will be entered onto an attendance only register for the full period of delivery of the core skill i.e. could be whole year or each block. In addition, from week 11 a subject or unit register must be raised. If the level is known at the start of delivery, an assessment register can be raised immediately.

The Core Skills Lecturer will then request an assessment register for the relevant unit(s) the students are studying in agreement with the Programme Leader in line with Lecturing Staff Guidelines for Enrolments and Registers document.

Regular 6 monthly meetings will take place for the MA courses to discuss registers and quality systems. These will be planned by the Essential Skills Manager and include the appropriate Head of Faculty and appropriate Business Development Managers.
5.3 The Core Skills lecturer is responsible for generating and updating the attendance and assessment registers, including subject (non-assessed) registers for those maintaining their core skills level.

5.4 Core Skills lecturers must inform relevant Course Tutors of students who have missed three or more consecutive classes.

5.5 Course Tutors must inform appropriate Core Skills lecturers when a student has withdrawn from their programme to ensure the registers are marked correctly.
Equality Impact Assessment

(Rapid impact assessment tool)

What Impacts may there be from this proposal on any group’s ability to use the College services?

Policy: Core Skills Policy and Procedure

<table>
<thead>
<tr>
<th>Positive Impacts (Groups affected)</th>
<th>Negative Impacts (Groups affected)</th>
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<tr>
<td>The Policy outlines student entitlement to the development, delivery and integration of Core Skills irrespective of race, gender, sexuality, religion, faith, age, employment, income or health.</td>
<td>Not all full time programmes have the capacity to cover all core skills within one academic year.</td>
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<td>The Policy will have a positive impact on employment as it aims to provide transferable core skills to support employability.</td>
<td>Part time students may not have the opportunity to undertake core skills at a higher level than is required for their programme.</td>
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<td>Access to Core Skills support will be available to all through various delivery models to meet student needs.</td>
<td>MA’s candidates in workplace may not have access to College resources.</td>
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<td>Core Skills staff often identify students with ELS requirements.</td>
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Actions taken to alleviate any negative Impacts:

1. Heads of Faculty to ensure the core skills subject(s) required to be developed by a particular group of students is clearly communicated to the Core Skills Team. This is included in the Core Skills Procedure document.
2. Part time students will be considered on an individual basis if they wish to progress their core skills to the higher level than is required for their programme.
3. MA’s candidates should be directed to resources available on Moodle.

Recommendations:

None

From the outcome of the rapid equality impact assessment, have negative impacts been identified for any protected characteristic or any other potentially disadvantaged group?

Has a full Equality Impact Assessment been recommended?

Yes ☐
No ☒

Reason for recommendation: