

Functional Skills Support Programme

Functional Skills Readiness Tool



Aim <ul style="list-style-type: none"> To evaluate the current position of functional skills provision in centres and/or centres' preparation for 2010 roll out To provide a baseline of functional skills provision in centres To measure progress in the development of centres' readiness to deliver functional skills To target development activity to curriculum/programme areas and/or sites To identify and prioritise the activities needed to develop functional skills provision for 2010 and beyond 	Name of centre:	<input type="checkbox"/>	Date completed:	<input type="checkbox"/>
	Centre type (✓)	Sixth form college <input type="checkbox"/> School sixth form <input type="checkbox"/> FE college <input type="checkbox"/> Specialist College <input type="checkbox"/> Diploma Consortium <input type="checkbox"/> 14-19 Consortium <input type="checkbox"/> Secure Estate <input type="checkbox"/> Probation Service <input type="checkbox"/> Voluntary sector provider <input type="checkbox"/> ACL <input type="checkbox"/> WBL <input type="checkbox"/> Training Provider <input type="checkbox"/> Job Centre + <input type="checkbox"/> Other/ Unknown <input type="checkbox"/>	Region (✓)	South West <input type="checkbox"/> South East <input type="checkbox"/> London <input type="checkbox"/> East of England <input type="checkbox"/> West Midlands <input type="checkbox"/> East Midlands <input type="checkbox"/> North East <input type="checkbox"/> North West <input type="checkbox"/> Yorkshire and Humberside <input type="checkbox"/>
	Completed by:		Position:	
	FSSP consultant:		Names of others involved:	

Use of the Functional Skills Readiness Tool (FSRT)

(Note the term 'centre' is used throughout this document to mean the consortium/centre that is completing the readiness tool)

- The Functional Skills Readiness Tool (FSRT) is designed to achieve the aims stated above
- The FSRT is intended for use by all post-16 providers. Where it is used by 14-19 or Diploma consortia, pre-16 providers may contribute to the overall judgements of a consortium's readiness to implement functional skills from 2010. However, the LSIS Functional Skills Support Programme (FSSP) is not funded to provide individual schools with consultancy support for this process. Functional skills support for schools is available from the National Strategies strand of FSSP. References to examples of evidence specific to schools are included in italics.
- The FSRT is cross-referenced to the Common Inspection Framework (CIF) questions and is applicable to both centres who have undertaken some pilot activity and those who are planning to introduce functional skills for the first time or are preparing for transition from key skills or Skills for Life qualifications from 2010.
- The FSRT asks teachers/practitioners to Red/Amber/Green (RAG) rate their functional skills provision or planning for functional skills across their centre against five questions under the following headings:
 - Teaching and Learning
 - Planning for delivery
 - Leadership and management
 - CPD
 - Quality assurance
 - Resources
 - Collaboration
- An overall RAG rating will be agreed for each section that will assess your centre's readiness to deliver Functional Skills in September 2010.
- From this self-assessment process, an improvement plan is developed which identifies key priorities and actions.
- Consultancy support for this process is available from LSIS to post-16 providers and consortia. This requires centres to gather information and views from across the organisation prior to a half day consultancy visit which must have the involvement of a member of SMT. Follow-up email/ phone support is also provided to develop and monitor the centre's improvement plan.
- Your completed FSRT will be confidential to the centre and, with the centre's permission, to LSIS

Criteria

The criteria used can contribute to your self-assessment against the Ofsted Common Inspection Framework for Further Education and Skills 2009:

- A1 b) How well do learners progress, including how far they develop personal and social skills, and how far they develop the literacy, numeracy, language and key skills required to complete their programme and progress
- A2 (i) How far do learners develop relevant knowledge, understanding and skills which contribute to their economic and social well-being
- A2 (ii) How far do learners increase their employability
- B1 How effectively does teaching, training and assessment support learning and development?
- B1 (iv) To what extent do staff have appropriate skills and expertise to provide good quality teaching and learning, assessment and information and support services for learners?
- B2 How effectively does the provision meet the needs and interests of users?
- B3 How effectively does the provider use partnerships to develop its provision to meet learners' needs?
- C1 How effectively do leaders and managers raise expectations and promote ambitions throughout the organisation?
- C1 (iv) To what extent does the provider promote and implement national and local priorities and initiatives that are relevant to learners, employers and local communities?
- C1 (vi) To what extent are resources, including staff.....developed and used to support learning effectively?
- C6 How effectively does self-assessment improve the quality of the provision and outcomes for learners?
- C7 How effectively and efficiently does the provider use its available resources to secure value for money? and
- Capacity to improve: What is the provider's capacity to make and sustain improvements?

For schools which are participating in this process within a Diploma or 14-19 consortium, the criteria used may contribute towards Ofsted's seven judgements for pupils' outcomes, in particular:

1. Pupils' achievement and the extent to which they enjoy their learning
2. The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being

STAGE 1 Pre-consultancy information

Sections A, B and C to be completed in consultation with staff involved in the management and delivery of functional skills and/or related programmes (e.g. Skills for Life; key skills) and returned to the FSSP consultant prior to the consultancy visit.

A. Where are you now?

In our centre we: (✓)

- | | | | | |
|---|------------|--------------------------|-----------|--------------------------|
| 1. have senior managers who value functional skills and provide strategic direction | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 2. understand the rationale and purpose of functional skills | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 3. are clear about appropriate teaching and learning approaches for functional skills | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 4. have experience of delivering/ assessing key skills/Skills for Life | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 5. are currently piloting functional skills | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

If answer to A5 is YES, go to Section B. If NO, go to Section C

B. Current pilot activity

1. We have been involved in the functional skills pilot since: (✓)

- | | |
|------------------|--------------------------|
| Year 1 (2007/8) | <input type="checkbox"/> |
| Year 2 (2008/9) | <input type="checkbox"/> |
| Year 3 (2009/10) | <input type="checkbox"/> |

2. We are currently (2009/10) piloting functional skills in the following programmes/ 14-19 pathways:

Programmes/14-19 pathways	No. of learners (2008 starts)	No. of learners (2009 starts)

3 We are piloting the following functional skills/ levels [tick all that apply]: (✓)

Functional English: Entry levels/ Level 1/ Level 2

Functional mathematics: Entry levels/ Level 1/ Level 2

Functional ICT: Entry levels/ Level 1/ Level 2

4. We have a named person with overall responsibility for functional skills **Y/N**
If YES, give name and contact details – phone and email:

5. We have registered with our awarding organisation(s) for functional skills **Y/N**

If YES, name AO(s)

Please add details of FS achievement to date

Functional skills	Level(s)	Pass rate (each level) 2008/09	Pass rate (each level) 2009/10	Pass rate (each level) 2010/11
Functional English				
Functional mathematics				
Functional ICT				

(Add more rows as required)

Section C

When completed, please sign below and return to your FSSP Consultant. The information will be used to inform the consultancy visit (Stage 2)

The above information is an accurate picture of FS provision in the centre/department.

Signature: _____

Position/Role: _____

Date: _____

STAGE 2 Consultancy visit

Centre's circulate this section to all curriculum/programme areas and/or sites for internal discussion and completion prior to the consultancy visit. Please note that in the text below the term 'curriculum area' means the curriculum/programme area and/or site and the term 'centre' means 'centre/consortium/department that has directed the use of the readiness tool.

In each of the following sections, evaluate your curriculum area's readiness to deliver functional skills from September 2010 using the scale below:

- Green:** Strong provision/needs little improvement
- Amber:** Strengths but scope for improvement
- Red:** Needs development

You should identify the statement which most closely reflects your own preparation for functional skills roll-out. Your judgements may be informed by your experience of the pilot and/or your current delivery of key skills, Skills for Life and other related qualifications where this is relevant to functional skills.

1 Teaching and learning This section will help you to self-assess against the following questions in the Common Inspection Framework

- A1 b) How well do learners progress, including how far they develop personal and social skills, and how far they develop the literacy, numeracy, language and key skills required to complete their programme and progress
- A2 (i) How far do learners develop relevant knowledge, understanding and skills which contribute to their economic and social well-being
- A2 (ii) how far do learners increase their employability
- B1 How effectively do teaching, training and assessment support learning and development?

Green	Amber	Red	Possible evidence	
✓	✓	✓	<i>Extent to which</i>	
<p>Our functional skills delivery / our preparation for functional skills delivery demonstrates that:</p>				
1.1	Our induction process includes effective initial and diagnostic assessment of	Our use of initial and diagnostic assessment	No use is made of initial or diagnostic assessment	Results of initial and diagnostic assessment, or information from APP, are

	Green	✓	Amber	✓	Red	✓	Possible evidence
	functional skills which ensures learners are placed on appropriate functional skills programmes and individual needs are met		does not enable us to ensure that all learners' functional skills programmes are appropriate and individual needs are met		during our induction process to ensure learners are placed on appropriate functional skills programmes and individual needs are met		used to plan a personalised functional skills programme which is recorded on an individual learning plan The correlation between initial and diagnostic assessment results and the level of learners' functional skills entries shows that appropriate targets for functional skills achievement have been agreed.
1.2	Teaching and learning of functional skills is relevant, purposeful and real for learners		There is some use in the teaching and learning of functional skills of real contexts which are relevant and purposeful to learners		Teaching and learning does not relate functional skills to real contexts which are relevant and purposeful for learners		Schemes of work and lesson plans show that functional skills teaching makes use of realistic scenarios. Feedback from learners shows that they see the relevance of functional skills
1.3	Teaching/ training supports all three stages of the iterative development cycle for functional skills (skill building/ practice and application in a range of contexts/ demonstration of functionality)		Elements of the functional skills development cycle are not fully supported in teaching/ training		It is not clear how all three stages of the functional skills development cycle will be supported in teaching/ training		Individual learning plans show that learners are able to identify their own support needs and access appropriate support Individual learning plans show that learners are able to reflect on other occasions on which they might use their skills

	Green	✓	Amber	✓	Red	✓	Possible evidence
							Lesson/session observations indicate that learners are encouraged to take a problem solving approach and that links are made between functional skills teaching and the rest of the curriculum/learning programme
1.4	Learners have planned opportunities to develop functional skills as an integral part of their overall learning programme including the workplace and work placements where appropriate		Opportunities to develop functional skills within overall learning programmes are limited		Planning has not identified opportunities where functional skills will be developed within overall/main learning programmes		<p>Session plans show a range of opportunities to develop functional skills across the curriculum</p> <p>Lesson/session observations show staff are reinforcing functional skills in main programmes</p>
1.5	All staff involved in the teaching and development of functional understand their roles and responsibilities and have a positive attitude towards functional skills		Some staff involved do not yet understand their roles and responsibilities in teaching and developing functional or are not supportive of their value		Staff involved in the teaching and development of functional skills do not understand their role and responsibilities and are not fully committed to functional skills		<p>Feedback from staff shows that they are confident about supporting functional skills</p> <p>Lesson/session observations show that staff are promoting functional skills positively</p> <p>Staff CVs show that they have appropriate qualifications for teaching and supporting functional skills</p>

Green	Amber	Red	<i>Possible evidence</i>
Q1 Teaching and learning	Overall RAG rating	Focus for improvement	

Overall RAG Rating

- Green
- Amber
- Red

Green: Strong provision/needs little improvement
Amber: Strengths but scope for improvement
Red: Needs development

2. Implementation planning This section will help you to self-assess against the following questions of the Common Inspection Framework:

- B2 How effectively does the provision meet the needs and interests of users?
- B3 How effectively does the provider use partnerships to develop its provision to meet learners' needs?
- C1(iv) To what extent does the provider promote and implement national and local priorities and initiatives that are relevant to learners, employers and local communities?

	Green	✓	Amber	✓	Red	✓	Possible evidence
Our functional skills delivery/our preparation for functional skills delivery demonstrates that:							<i>Extent to which</i>
2.1	Implementation plans are in place for the full roll out of functional skills in 2010 and are coherent with the centre's functional skills policy		Implementation plans are in development but are not coherent with the centre's functional skills policy		Implementation plans have not yet been developed for the full roll out of functional skills in 2010		<p>The functional skills policy has a clear implementation plan with deadlines. <i>This plan relates to the revised NC at KS3 and KS4 in schools.</i></p> <p>The functional skills implementation plan will ensure that the centre/consortium is ready to deliver functional skills in 2010</p>
2.2	The learners/ programmes with a requirement for functional skills from 2010 (e.g. Foundation Learning, Apprenticeships, Diplomas) have been identified		Learners/programmes with a requirement for functional skills from 2010 have been identified in some areas		Demand for functional skills from 2010 has not been identified in terms of learners/programmes		<p>The centre/consortium has identified all learners on</p> <ul style="list-style-type: none"> • Diplomas • Foundation learning • Apprenticeships <p>and has identified the appropriate level of functional skills for these</p>

	Green	✓	Amber	✓	Red	✓	Possible evidence
							qualifications
2.3	Plans are in place for extending functional skills to other learners/ programmes (e.g. General Qualifications; Skills for Life)		There has been some consideration of how functional skills might be extended in the future but no plans are in place		Extending functional skills provision beyond 2010 has not been considered		The centre has identified other learners for whom functional skills might be appropriate qualifications. These might include learners in KS3. CPD records and feedback from staff show that staff on other programmes are aware of functional skills developments
2.4	Plans are being shared and developed with delivery partners, providing a good level of collaborative planning		There has been limited collaboration with delivery partners to develop implementation plans for functional skills		Implementation plans for functional skills are not being developed collaboratively or shared with delivery partners		Minutes of meetings show regular contact and shared planning Implementation plans are jointly reviewed and monitored
2.5	There is a clear strategy in place for communicating the rationale for functional skills to all stakeholders		We are aware of the importance of communicating the rationale for functional skills to all stakeholders but a strategy is not yet in place		There is not a shared understanding within the centre of the rationale for functional skills and the importance of communicating it to all stakeholders		Clear channels of communications exist such as: <ul style="list-style-type: none"> • Regular newsletters and updates • Meetings • Open events

	Green	✓	Amber	✓	Red	✓	Possible evidence
							Feedback from stakeholders shows that they are well-informed about functional skills
Q1 Teaching and learning			Overall RAG rating			Focus for improvement	

Overall RAG Rating

Green

Amber

Red

Green: Strong provision/needs little improvement

Amber: Strengths but scope for improvement

Red: Needs development

3. Leadership and management This section will help you to self-assess question C1 of the Common Inspection Framework “How effectively do leaders and managers raise expectations and promote ambitions throughout the organisation?”

	Green	✓	Amber	✓	Red	✓	Possible evidence
Our functional skills delivery/our preparation for functional skills delivery demonstrates that:							<i>Extent to which</i>
3.1	A member of the senior management team has responsibility for functional skills		We recognise that a member of the senior management team needs to take overall responsibility for functional skills but as yet no-one has been identified		There are no plans in place for a member of the senior management team to take overall responsibility for functional skills		Organisational chart shows responsibility for functional skills management Feedback from staff indicates they are aware of senior management responsibility for functional skills
3.2	We have a functional skills policy that is coherent with our wider policies		A functional skills policy that is coherent with our wider organisation policies is in development.		A policy for functional skills that is coherent with our wider organisation policies does not exist		Records show the policy is frequently reviewed in the light of other policies
3.3	There is a whole organisation strategy for functional skills provision		There is an understanding of what is needed to ensure a whole organisation approach to implementing functional skills and a strategy is beginning to emerge.		We have not started to consider what is required for a whole organisation strategy for functional skills provision.		Feedback from staff and learners indicates how far they are aware of the importance of functional skills for learner success Schemes of work show how functional skills are integrated into all learning Assignment briefs indicate the functional skills necessary for successful completion and these are

	Green	✓	Amber	✓	Red	✓	Possible evidence
							shared with learners
3.4	Functional skills are included in our planning for all programmes/ 14-19 pathways		We are considering the implications of functional skills for all learners and intend to build these into our planning.		We are only including functional skills in our planning where they are a requirement for specific programmes/pathways.		<p>Functional skills are on the agenda of all course meetings</p> <p>Functional skills are included in the self-assessment reports and improvement plans for all curriculum areas</p>
3.5	We have chosen a curriculum model for functional skills that is based on good practice in other skills provision and includes both the development and assessment of functional skills		We are reviewing our preferred curriculum model in the light of good practice elsewhere to ensure that it will be effective and that it includes both development and assessment.		We have not yet made decisions about an effective curriculum model for functional skills.		<p>The rationale for the curriculum model shows that it meets the needs of learners and offers them opportunities to acquire and develop their skills and to use them independently</p> <p>There are regular opportunities to review the curriculum model to ensure that it offers opportunities to develop and assess functional skills.</p>

Green	Amber	Red	Possible evidence
✓	✓	✓	
Q1 Teaching and learning	Overall RAG rating	Focus for improvement	

Overall RAG Rating

- Green
- Amber
- Red

Green: Strong provision/needs little improvement
Amber: Strengths but scope for improvement
Red: Needs development

4. Continuing professional development This section will help you to self-assess against the following questions of the Common Inspection Framework

- B1 (iv) “To what extent do staff have appropriate skills and expertise to provide good quality teaching and learning, assessment and information and support services for learners?”
- C1 (vi) “To what extent are resources, including staff..... developed and used to support learning effectively?”

	Green	✓	Amber	✓	Red	✓	Possible evidence
Our functional skills delivery/our preparation for functional skills delivery demonstrates that:							Extent to which
4.1	Staff are confident and competent to teach functional skills and/or support their development and are clear about the centre’s delivery model and awarding body assessment approach		Staff understand our delivery model but more work needs to be done to ensure all staff involved have the confidence and competence to deliver functional skills.		Staff are not yet clear about our delivery model for functional skills and do not feel confident and competent to contribute to their delivery.		Feedback from staff indicates that they <ul style="list-style-type: none"> • feel confident to deliver and support functional skills • feel confident to prepare learners for assessment • understand the delivery model and their role in delivery Staff CVs show that staff have the necessary qualifications to teach functional skills
4.2	Staff’s functional skills training needs have been audited		An audit is planned to identify the training needs of all staff involved in functional skills implementation.		There are no plans in place to carry out an audit of staff’s training needs for functional skills implementation.		Minimum qualifications for teaching and supporting functional skills have been established Staff audit has been carried out/ or implementation plan for staff audit is in place

	Green	✓	Amber	✓	Red	✓	Possible evidence
4.3	An annual CPD programme has been developed for the centre and has been advertised to relevant staff.		We are identifying the CPD that is needed to implement functional skills successfully but an annual programme has yet to be developed and advertised.		So far there is no CPD programme in place to prepare staff for functional skills.		<p>CPD programme includes functional skills training that targets specific staff needs.</p> <p>Attendance records show that staff whose needs were identified through the audit have attended appropriate training.</p>
4.4	The centre has accessed training for functional skills from internal staff/ Functional Skills Support Programme (NS/LSIS)/ awarding organisations/ other		Some internal and/or external training has taken place but more is needed if staff are to be fully prepared.		No training has been offered to staff to prepare the centre for functional skills implementation.		<p>Records of staff development show that appropriate staff attended the training.</p> <p>Training evaluations demonstrate that staff feel more prepared to deliver and support functional skills.</p>
4.5	CPD has been offered jointly to both functional skills specialists and tutors in other programmes where functional skills will be developed and applied		CPD so far has tended to focus separately either on English, maths and ICT specialists or those tutors responsible for supporting the development of functional skills in other programmes.		There are no plans in place to bring specialists and vocational/ subject tutors together for joint training.		All staff delivering on diploma programmes, foundation learning and apprenticeships have attended training on integrating functional skills across the curriculum

	Green	✓	Amber	✓	Red	✓	Possible evidence
							Some joint training with functional skills specialists has taken place
Q1 Teaching and learning			Overall RAG rating			Focus for improvement	

Overall RAG Rating

- Green
- Amber
- Red

Green: Strong provision/needs little improvement
Amber: Strengths but scope for improvement
Red: Needs development

5. Quality Assurance This section will help you to self-assess against question C6 of the Common Inspection Framework “How effectively does self-assessment improve the quality of the provision and outcomes for learners?” and the question on Capacity to Improve “What is the provider’s capacity to make and sustain improvements?”

	Green	✓	Amber	✓	Red	✓	Possible evidence
Our functional skills delivery/our preparation for functional skills delivery demonstrates that:							<i>Extent to which</i>
5.1	Arrangements are in place to support collaborative planning, monitoring and evaluation of functional skills delivery, including achievement rates		The arrangements needed to support all aspects of functional skills delivery are understood but not yet fully in place		The centre does not have a full understanding of the arrangements that are needed to support all aspects of functional skills delivery.		All partners have shared criteria for making judgements about the quality of functional skills The functional skills policy makes clear quality statements and includes an implementation and monitoring plan
5.2	We have a clear quality assurance plan for monitoring our functional skills policy and functional skills are built into self assessment /evaluation reports		Functional skills are not fully embedded within our quality assurance plans for monitoring our FS policy nor within our self assessment /evaluation reports		Our functional skills policy is not embedded within our QA monitoring processes nor built into self assessment/evaluation reports.		The functional skills policy has a clear monitoring plan which is used to inform the quality assurance plan All curriculum areas include a judgement on the quality of functional skills in their area in their self-assessment report
5.3	All curriculum areas take responsibility for evaluating the effectiveness of functional skills delivery model(s)		The effectiveness of our delivery model(s) is evaluated but this does not happen in all curriculum areas.		There is no procedure in place to ensure all curriculum areas evaluate the effectiveness of the functional skills delivery		Lesson observers in all curriculum areas report back on opportunities to develop functional skills

Green	✓	Amber	✓	Red	✓	Possible evidence
				model(s)		All curriculum areas include a judgement on the quality of functional skills in their area in their self-assessment report
5.4	There is a named member of staff with responsibility for QA of functional skills across the centre	We recognise that a named member of staff needs to take responsibility for QA of functional skills but as yet they have not been identified.		There is no identified person with responsibility for the QA of functional skills delivery across the centre		Organisational chart shows a clearly designated member of staff Feedback from staff indicates that they are aware of who has responsibility for QA of functional skills
5.5	Lesson/session observations of teaching and learning include functional skills	The teaching and learning of functional skills is not included in all session observations		Functional skills teaching and learning has not been incorporated into session observations.		Lesson/session observers are able to make judgements about the quality of functional skills and report back on the quality of the provision
Q1 Teaching and learning		Overall RAG rating		Focus for improvement		



Overall RAG Rating

Green

Amber

Red

Green: Strong provision/needs little improvement
Amber: Strengths but scope for improvement
Red: Needs development

6. Resources This section will help you to self-assess against the following questions of the Common Inspection Framework

- C1 (vi) “To what extent are resources, including accommodation, facilities and technologies, developed and used to support learning effectively?”
- C7 “How effectively and efficiently does the provider use its available resources to secure value for money?”

	Green	✓	Amber	✓	Red	✓	Possible evidence
Our functional skills delivery/our preparation for functional skills delivery demonstrates that:							<i>Extent to which</i>
6.1	Practitioners have copies of the pilot functional skills standards and post-pilot regulatory criteria and are reasonably familiar with them.		Although at least some practitioners have these documents, the majority have little familiarity with them.		Practitioners are generally unfamiliar with the pilot standards or regulatory criteria.		Feedback from staff indicates how far copies of the standards/criteria are available either in paper form or electronically for all teaching and support staff. Audit of staff skills indicates extent to which staff are familiar with these
6.2	The centre has registered on functional skills websites, including QCDA, FSSP and awarding organisations.		The centre has registered on some functional skills websites.		No-one in the centre is registered on any functional skills websites.		Feedback from staff shows how far regular updates from functional skills websites are cascaded to all teaching and support staff
6.3	We have attended an FSSP regional network meeting in the last 12 months.		We have attended FSSP regional networks in the past though we have not attended one recently.		We are not aware of FSSP regional networks and no-one from the centre has ever attended one.		CPD record shows attendance at network Feedback from staff shows how far the information was cascaded to staff
6.4	We have identified existing resources that could be		We have resources in the centre that might be useful to support functional skills		We are not aware of any resources in the centre that might be used to support		Inventory of resources for functional skills shows whether sufficient

	Green	✓	Amber	✓	Red	✓	Possible evidence
	used to support functional skills delivery.		delivery but we still have to identify and evaluate them.		functional skills delivery.		resources are in place to deliver functional skills.
6.5	Functional skills resources are contextualised to overall learning programmes		We are beginning to build up resources that contextualise functional skills in overall learning programmes.		There are no resources in the centre that contextualise functional skills to overall learning programmes		Observations of teaching and learning show the extent to which resources contextualise functional skills
Q1 Teaching and learning			Overall RAG rating		Focus for improvement		

Overall RAG Rating

- Green
- Amber
- Red

- Green:** Strong provision/needs little improvement
- Amber:** Strengths but scope for improvement
- Red:** Needs development

Question 7 only applies to centres delivering functional skills within consortia/partnerships

7 Collaboration This section will help you to self-assess against question B3 of the Common Inspection Framework: “How effectively does the provider use partnerships to develop its provision to meet learners’ needs?”

	Green	✓	Amber	✓	Red	✓	Possible evidence
Our functional skills delivery/our preparation for functional skills delivery demonstrates that:							Extent to which
7.1	There are productive collaborative arrangements in place between all delivery partners for the implementation of functional skills from 2010		Collaborative arrangements are not sufficiently developed between delivery partners to include clear responsibility for functional skills implementation		There are no collaborative arrangements in place between delivery partners to support the implementation of functional skills		Partners are <ul style="list-style-type: none"> involved in the design, review and evaluation of functional skills provision regularly informed of functional skills developments sharing and building on good practice pre- and post-16 Schemes of work show that collaborative working enables learners to develop their functional skills and gain confidence in applying them.
7.2	All delivery partners understand the delivery model and offer learners a consistent learning experience in functional skills		All delivery partners are aware of the delivery model but not all learners have a consistent quality experience of functional skills		There is no agreed delivery model that all partners understand and have committed to in order to ensure a consistent functional skills learning		Range of partners including schools, colleges, work-based learning providers, community groups and employers

	Green	✓	Amber	✓	Red	✓	Possible evidence
					experience.		Feedback from partners shows they understand the partnerships' functional skills policy and are committed to implementing the policy.
7.3	There are clear roles and responsibilities for functional skills, including a named person with responsibility for co-ordinating functional skills across the delivery partners, that are fully understood		Some centres do not fully understand the roles and responsibilities of all partners for functional skills delivery, including cross-partner coordination.		The roles and responsibilities of all partners for functional skills delivery across the consortium/partnership have not been clarified or communicated		Functional skills lead job description Feedback from partners shows that they understand the role of the functional skills lead
7.4	Functional skills staff have time to plan together and with others who are providing opportunities for functional skills application in the consortium		There is limited time available to staff to plan jointly with partners how functional skills are being taught and applied in programmes across the consortium/partnership		No joint planning time has been made available to functional skills delivery teams across the consortium/partnership		Minutes of meetings show planning for delivery of functional skills Other methods of communication have been developed such as on-line forums, shared VLE, regular telephone conversations.
7.5	Information about learner progress in functional skills is shared across partners to ensure that all learners have appropriate opportunities for		Plans for tracking and recording learner progress and achievement are in development but this is not yet communicated effectively across the		There are no systems in place to track, record and share learner progress and achievement in functional skills across consortium/partnership		There are methods of sharing information about learners' progress e.g. <ul style="list-style-type: none"> • shared individual learning plan

Green	✓	Amber	✓	Red	✓	Possible evidence
assessment and accreditation		consortium/partnership.		delivery		<ul style="list-style-type: none"> • common tracking documentation Extent to which all members of the partnership contribute to learner reviews of progress in functional skills.
Q1 Teaching and learning		Overall RAG rating		Focus for improvement		

Overall RAG Rating

- Green
- Amber
- Red

Green: Strong provision/needs little improvement
Amber: Strengths but scope for improvement
Red: Needs development

Stage 3 Summary of readiness to implement functional skills and improvement plan

Aspect	Rating √	Focus for improvement	Outcomes	Actions to support outcomes	Person responsible	Target date	Date Achieved	Revised rating	Impact
1. Teaching and learning									
2. Implementation planning									
3. Leadership and management									
4. CPD									
5. Quality assurance									
6. Resources									
7. Collaboration									



Overall evaluation of readiness to deliver functional skills	
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Centre comments

Signed _____

Date _____

Consultant comments

Signed _____