City & Guilds MATHS & ENGLISH

ISSUE 05 – JULY/AUGUST 2014

#CGMathsEnglish

The monthly update from City & Guilds on **anything** to do with mathematics, numeracy, application of number, English, literacy, communication, ESOL, ICT/digital skills...

In this special DOUBLE issue:

- Maths and English e-Toolkit *and* e-Functional Skills: *two* new ways to enhance your initial assessment, teaching and learning
- Guide to policy and funding expectations for maths and English qualifications in England
- Qualified for Life: Welsh Government unveils new qualifications system from 2015
- ESOL Skills for Life: qualification approval conditions reminder
- New ESOL Skills for Life qualifications: still on-track for September
- Welsh Government announces revised ESOL policy
- Functional Skills results: don't forget to read the External Assessment Guide

Maths and English e-Toolkit *and* e-Functional Skills: *two* new ways to enhance your initial assessment,

Relevant to: any *English or mathematics learning*
Purpose: *teaching and learning support updates*

Our **two** new maths and English digital learning resource products went live at the beginning of July:

Maths and English e-Toolkit

All you need to support and enhance maths and English teaching and learning, from initial assessment through to delivery support.

Combining a new adaptive and highly reliable online **Initial Assessment and Diagnostic** and a wealth of **multi-media resources**, the Maths and English e-Toolkit provides a detailed analysis of learners' skill levels – as well as a substantial range of teaching and learning support to help steer learners towards success.

The Initial Assessment and Diagnostic is a 'full centre' solution that can be used to assess the numeracy and literacy skills levels of any learner or staff member. It's adaptive and fully automated, providing both an accurate screening of existing skills and detailed feedback that can help to identify areas of weakness and populate ILPs.

The City and Guilds of London Institute
Incorporated by Royal Charter Founded 1878
Registered Charity in England and Wales 312832 and in Scotland SC039576
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The multi-media resources have been developed in collaboration with City & Guilds Kineo, the leading global e-learning services company. They include:

For tutors:

- delivery plans for every sub-topic
- tutor guides and recommended resources
- interactive activities complete with guidance sheets
- audio and video clips that enhance lesson plans.

For learners:

- interactive activities complete with guidance sheets
- recommended resources to help make learning easier
- e-learning for computer-based and mobile learning
- audio and video clips that really bring topics to life
- quizzes, revision videos and cards.

We'll also be launching a **live online tutor community** for sharing best practice. Look out for further information about this in the next issue of *All About Maths and English*.

The e-Toolkit is (deliberately) **not qualification-specific**, so can be used to support language/literacy/numeracy learning in almost **any** setting – regardless of learners' geographical location or the qualifications they might be aiming to complete. Nevertheless, the resources are aligned to the adult numeracy/literacy core curricula, with links to the relevant Functional Skills subject criteria highlighted throughout.

For more information about the Maths and e-Toolkit, **click here to book a demo** or visit **www.cityandguilds.com/mathsandenglish**.

e-Functional Skills

The complete online Functional Skills teaching and learning experience.

e-Functional Skills is a comprehensive online teaching and learning experience, designed specifically to support **Functional Skills** delivery from **initial assessment** right through to **preparing for final assessment**. It's suitable for Functional Skills learners cross a wide range of settings, including Apprenticeships.

e-Functional Skills has been developed in partnership with digital education publishers Hodder Education, and designed with support from well-known Functional Skills expert Maureen Emmett. The first phase includes support for FS English and FS Mathematics from Entry 3 to Level 2, although FS ICT will also be supported from November 2014.

Benefits for centres:

- Improve delivery by ensuring learners receive a high quality, consistent and blended learning experience.
- Support inspection requirements by improving progress monitoring and reporting and show learners are receiving appropriate teaching and preparation.
- Reduce resit fees by improving first time pass rates.
- Enhance teaching by enabling staff to deliver a truly tailored teaching experience appropriate to skills level and the needs of a cohort or individual learner.

- Support mixed experience practitioners by providing a platform to structure and aid Functional Skills delivery.

For learners

- Support learner progression by encouraging learner development and encouraging self-motivated learning.
- Instil learner confidence by helping learners approach learning in manageable steps.
- Provide enhanced support by allowing 24/7 anytime, anywhere access to learning and support from tutors and online learning resources,
- Improve first time pass rates by thoroughly preparing the learner for their assessment, ensuring they are confident and ready.
- Promote flexible and self-motivated learning by facilitating learning access outside of the classroom or workplace.

If you're interested in trialling e-Functional Skills, contact your City & Guilds Business Manager or email **directsales@cityandguilds.com**.

Guide to policy and funding expectations for maths and English qualifications in England

Relevant to: any *maths and English qualifications/learning (**England** only)*
Purpose: *public policy/strategy/funding*

There have been **two** significant Government announcements recently about maths and English qualifications within post-16 and adult learning in England:

- **changes to adult funding rules for maths and English qualifications** (issued by the Skills Funding Agency on 4 June 2014).
- **ministerial statement on improving post-16 numeracy and literacy** (issued by the Department for Education and Department for Business, Innovation and Skills on 2 July 2014).

To help make more sense of both announcements, we've produced a **Guide to current policy and funding expectations for maths and English qualifications in England**. This includes detailed information about:

1. **adult funding arrangements for Framework qualifications** in maths and English – including a list of the Mathematics/English Skills (3847) and Principles of Mathematics/English (3844) qualifications
now been confirmed for funding in 2014-15. *

2. the **'condition of funding' arrangements** that will apply to most types of 16-18 provision from 2014-15 – including clarification that this is a requirement to *study* rather than necessarily to *achieve* one of the specified maths/English qualifications †.

3. Information about future of **Functional Skills within Apprenticeships** – including clarification that the Functional Skills qualifications are now likely to remain available and able to be used within Apprenticeship programmes until at least 2020.

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* see below for an **update** on the situation outlined in **Issue 04** of *All About Maths and English*.

† the Department for Education (DfE) has now published the **definitive list of qualifications** that will count towards the maths and English Condition of Funding in 2014-15.

3847/3844 adult funding – what's the latest?

We indicated in Issue 04 of *All About Maths and English* that these qualifications would no longer be approved automatically for **adult** funding, and from August 2014 would only be eligible if they satisfy a new set of business rules.

The Skills Funding Agency has now provided further technical guidance on how these new rules will operate during 2014-15. This includes clarification that any **existing** qualifications approved for adult funding in 2013-14 have been **approved for 2014-15** where they meet the new 'size rule' (and for Level 2 the new assessment requirements). As a result, each of the following qualifications have been approved and are now displayed on the **Simplified Funding Rates Catalogue for 2014-15**:

1. **'Themed' English/Mathematics Skills Awards (3847-03 and 3847-23)**
   Entry 1, Entry 2, Entry 3 and Level 1

2. **English/Mathematics Skills Certificates (3847-02, 3847-23, 3847-92 and 3847-93)**
   Entry 1, Entry 2, Entry 3 and Level 1

3. **Principles of Using Mathematical Techniques (3844-12, 3844-20 and 3844-22)**
   Entry 3, Level 1 and Level 2

4. **Principles of Using Written and Spoken English (3844-10 and 3844-11)**
   Entry 3 and Level 1

The **Guide to current policy and funding expectations for maths and English qualifications in England** contains a complete breakdown of the qualifications that have/haven't been approved for funding, along with further background on these changes.

Level 2 – only one qualification now approved, and none at all after next year

The **only** Level 2 qualification within the 3847/3844 suites approved for adult skills funding beyond 31 July 2014 is the **Level 2 Certificate in the Principles of Using Mathematical Techniques** (600/7656/2, accessed via 3844-22).

The Skills Funding Agency has also now advised that no new or amended qualifications at Level 2 will be approved for funding during 2014-15, and that there will be **no funding at all** for Framework maths and English qualifications at Level 2 after 31 July 2015.

Single-unit Awards – don't forget unit funding might still be available

Whilst the single-unit Awards **won't** be fundable for adults as qualifications after 31 July 2014, it's important to recognise that some learners (eg unemployed adults) can be funded to complete individual units in maths and English.

Where this is the case, the recorded aim for funding purposes will need to be the relevant unit number (UAN) rather than the single-unit qualification number (QAN). Even if learners are being funded to achieve units rather than qualifications, in practice City & Guilds is still able to issue single-unit qualification certificates in respect of these achievements.

What about the need to provide 'evidence of demand'?

The Skills Funding Agency has now clarified that this aspect of the new business rules will initially only apply to new qualifications, and only to existing qualifications from 2015-16.

We will be submitting each of the 3847/3844 qualifications that are eligible for approval during this autumn. As part of that process, we will require a number of letters of support from centres on the Skills Funding Agency's Register of Training Providers that are currently using these qualifications. We'll provide further information about this in the next issue of *All About Maths and English.*

Qualified for Life: Welsh Government unveils new qualifications system from 2015

Relevant to: any *maths/numeracy and English/Welsh/literacy learning) (**Wales** only)*
Purpose: *public policy/strategy/funding*

The Welsh Department for Education and Skills (DfES) has **set out in more detail** how the qualifications system will operate in Wales from 2015. As well as legislating to establish Qualifications Wales as a new independent regulator, numeracy and Literacy are emphasised as the minister's two personal priorities.

Key changes include:

1. **New GCSEs in**
   - English Language and Welsh Language
   - English Literature and Welsh Literature
   - Mathematics
   - Mathematics – Numeracy.

   Each will be introduced for first teaching in September 2015, with first assessment in summer 2017. Draft subject principles were published in May, and the new qualifications are said to require more extensive critical thinking and analytical skills than the current GCSEs. The split between Mathematics – Numeracy (focusing on the maths needed for everyday life) and Mathematics (extending to those aspects of maths needed for progression to scientific, technical or further mathematical study) is also significant, and Qualifications Wales has recently **set out how content is likely to be split** between the two qualifications.

   Learners who have not achieved at least a grade C in English Language or Welsh Language and Mathematics (or, from 2017, Mathematics – Numeracy) by the age of 16 will be expected to continue working towards these qualifications as part of any full time programme of study from 2016.

2. **More rigorous Welsh Baccalaureate, with Essential Skills addressed through 'Challenges' rather than qualifications**
   Universal adoption of the new Welsh Bac will be encouraged across all types of 14-16 and 16-18 provision, with school/college performance measures adjusted accordingly. There will be a renewed emphasis on the **seven** new essential skill areas (see below), with candidates required to complete an Individual Project and a series of 'Challenges' rather than individual Essential Skills (ESW) qualifications.

3. **Revised Essential Skills framework and qualifications**
   The current Essential Skills Wales (ESW) and wider Key Skills qualification will be replaced from September 2015 by a new suite of qualifications encompassing **seven** essential skill areas:
   - Literacy (qualifications will continue to be titled 'Communication')
   - Numeracy (qualifications will continue to be titled 'Application of Number')
   - Digital Literacy

- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

Communication and **Application of Number** will have a revised assessment model at levels 1-3, consisting of a controlled task and confirmatory test; there will be no change to the assessment model at Entry level. We also understand the Level 4 ESW qualifications (which City & Guilds does not currently offer) will be discontinued.

Digital Literacy is also expected to have a 'task and test' end-assessment at levels 1-3, and will likewise be available from Entry 1 to Level 3.

The four remaining skill areas will be combined into a single qualification in **Essential Employability Skills** – again likely to be available from Entry 1 to Level 3. As with the other new essential skills, there will be no 'portfolio' assessment; instead candidates will complete a holistic controlled task involving individual and team working. It is anticipated that this qualification will be graded (pass/merit/distinction).

Whilst the revised Essential Skills qualifications will not form part of the Welsh Bac, they will continue to be used extensively within Apprenticeships and other forms of work-based learning, as well as in adult/community settings. The **Essential Skills for Work and Life** Framework qualifications and units (3846) will also continue to be available alongside the 'full' Essential Skills qualifications.

We're continuing to work closely with DfES colleagues on the redevelopment of Essential Skills. Their current plans involve piloting the new assessment models from January 2015, ahead of full implementation in a year's time.

ESOL Skills for Life: qualification approval conditions reminder

Relevant to: *ESOL Skills for Life (3692 and 4692) (England, Northern Ireland and Wales)*
Purpose: *public policy/strategy/funding; operational note*

Last December we announced a number of changes to our Conditions of Qualification Approval for the ESOL Skills for Life qualifications (3692). These are set out in full in the **3692 update dated December 2013** (see 'Previous Updates' on the **3692 qualifications webpage**).

The changes were partly introduced to take account of the October 2013 changes to the Home Office 'Knowledge of Language and Life' (KoLL) requirements for Naturalisation/Settlement. For the avoidance of doubt, these new requirements **supersede** the previous arrangements dating from October 2010.

In summary, the changes:

- clarify that these qualifications are **only** available to centres and learners based within the United Kingdom (although some UK-based organisations such as HM Forces are able to conduct assessments outside of the UK where this is necessary for operational reasons)
- confirm that all speaking activities must be audio-recorded so these can be reviewed for quality assurance purposes (NB: video recording is **not** required, although may be used as long as candidates' consent has been obtained)

- re-state the need for a clear distinction between the role of an Assessor and that of an Interlocutor, although the previous requirement that the two must be carried out by different people with both present in the room for all assessments has been removed
- indicate that it is no longer necessary to notify City & Guilds in advance of every occasion when Entry 1 Speaking and Listening assessments are held, although centres' assessment and Internal Quality Assurance (IQA) planning will in any event be scrutinised as part of routine External Quality Assurance (EQA) monitoring; as with any qualification, centres must also notify City & Guilds of any new assessment locations.

We are aware that there is still some confusion about the new KoLL requirements, and whether ESOL Skills for Life qualifications may still be accepted. The Home Office guidance is available from **www.gov.uk/english-language**. In summary, any of the following categories of qualification may be accepted:

- a qualification at CEFR B1 or higher that is included on the Home Office's list of **recognised English tests and qualifications** (commonly known as the 'SELT' list)
- an ESOL qualification at Entry 3 or higher (eg Level 1 or 2) on the **Ofqual register** taken in England, Wales or Northern Ireland
- an ESOL qualification at Scottish Qualifications Framework levels 4, 5 or 6 awarded by the Scottish Qualifications Authority (SQA) and taken in Scotland

ESOL Skills for Life qualifications (in **all** cases, regardless of awarding organisation) fulfil the second category, since they are Ofqual-regulated qualifications. To meet the KoLL requirement, they must be:

- at Entry 3 or above
- include assessment of Speaking and Listening (so both the full-mode and standalone Speaking and Listening qualifications should be acceptable)
- have been completed at a centre in England, Wales or Northern Ireland.

The introduction of new Framework-based ESOL Skills for Life qualifications (4692) from September 2014 has **no direct bearing on these arrangements**, although the new standalone Awards in Reading and Writing are unlikely to be accepted because they do not include assessment of Speaking and Listening.

New ESOL Skills for Life qualifications: still on-track for September

Relevant to: *ESOL Skills for Life (4692) (England, Northern Ireland and Wales)*
Purpose: *qualification developments/updates*

After receiving feedback from Ofqual, we have now resubmitted our new Framework-based ESOL Skills for Life qualifications for accreditation. As we indicated in Issue 04 of *All About Maths and English*, the changes required were relatively minor and we remain optimistic that these qualifications will be able to launch in September.

To provide a bit more insight into how these new qualifications are similar/different from their predecessors, a **draft** version of the qualification handbook is now available on the **4692 webpage**.

Welsh Government announces revised ESOL policy

Relevant to: *all ESOL learning (**Wales** only)*
Purpose: *public policy/strategy/funding*

The Welsh Government has published its revised **ESOL policy for Wales**. As well as emphasising the need for high quality provision and a qualified workforce, the policy also includes plans to consult on a 'co-investment' approach to funding where the cost of provision is divided more evenly between government, employers and individuals (unlike England, a significant proportion of ESOL provision in Wales currently attracts full funding).

Functional Skills results: don't forget to read the External Assessment Guide

Relevant to: *Functional Skills (3748) (**England** only)*
Purpose: *operational note*

As we indicated in Issue 04 of *All About Maths and English*, we mark and process well over half a million external Functional Skills assessments each year. The vast, vast majority of these results are turned around in **significantly less** than the promised 20 working days.

We've recently made a couple of minor changes to the **Functional Skills External Assessment Guide** (on the **Functional Skills qualifications webpage**) to clarify more precisely when paper-assessment materials are expected to arrive in centres – especially where entries have been submitted immediately before the closing date or during exceptionally busy periods.

Functional Skills assessments can continue to be held up to five working days either side of the date on the booking without needing to notify City & Guilds, as along as all candidates included on the booking are accommodated together with all completed scripts and paperwork returned **in the same package**.

What should we do with blank/unused assessment papers – eg if candidates have been absent?

As we indicate in the **External Assessment Guide**, it's crucial that any unused assessment papers are **destroyed** rather than returned to our scanning bureau. Returning blank/unused papers can cause delays to results and other problems for two reasons:

1. Any unused scripts with a candidate's name/barcode on the front cover will be scanned automatically and assigned to a marker – with the result then recorded as 'fail' rather than 'absent' (skewing any pass rate data we subsequently publish or provide to centres). Any discrepancy between the scripts received and the candidates recorded as present on the Invigilation Certificate (IC) may also result in a delay in issuing results for the whole of that cohort whilst we investigate whether any malpractice might have occurred.

2. Any blank scripts (without a candidate name or barcode) may also be scanned and recorded as un-entered candidates – potentially triggering late entry fees and delays whilst we eliminate the discrepancy between the candidates marked present on the IC and number of scripts received. Again, blank scripts will be assigned to a marker and, especially during busy periods, will result in it taking longer to scan/mark actual completed scripts.

Tell us what you think

All About Maths & English is a monthly newsletter that brings together all of the key developments from City & Guilds relevant to maths, English or ICT/digital skills learning. It includes information about each of the maths and English qualifications offered by City & Guilds across England, Northern Ireland and Wales, updates on the range of teaching and learning resources we offer, plus relevant public policy or other information we think you might be interested in.

Each edition is numbered, so we can refer back to previous issues or tell you when information has been superseded. We've also tried to categorise each article by indicating which City & Guilds qualification(s) it relates to, and/or if it applies only to England, Northern Ireland or Wales.

If there's anything else you'd particularly like us to cover or explain more fully in future issues of *All About*, please feel free to drop us a line to **mathsandenglish@cityandguilds.com** or tweet using the hashtag **#CGMathsEnglish**.

For more information about City & Guilds' entire range of maths and English products and services, please visit **www.cityandguilds.com/mathsandenglish**.

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