



Essex Partnership University

NHS Foundation Trust

## EPUT Education Centre Numeracy and Literacy Policy

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### POLICY SUMMARY

The policy sets out the frame work for the EPUT Education centre, Apprentices and Employers in respect to the approach taken in assessment, implementation and recognition of numeracy and literacy as apprenticeship employability skills. This policy should be read in line with the apprenticeship handbook, SEND and Equality Diversity and Inclusion Policy

**The EPUT Education Centre monitors the implementation of and compliance with this policy in the following ways;**

The Director responsible for monitoring and reviewing this policy is Executive Director of People and Culture

Services	Applicable	Comments
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### **1.0 ASSURANCE STATEMENT**

EPUT Education Centre (EEC) understands the importance of English, maths, technical, sector specific literacy and numeracy knowledge, skills and behaviours (KSB's), and is committed to following best practice in its approach to the marking and assessment of apprentice's work and the embedding implementation and recognition of key priority employability skills for our apprentices.

This policy aims to establish a framework for a common understanding of the process for assessment, implementation and recognition of English, maths numeracy and literacy development for our apprentices.

This endeavours to be a comprehensive and clear policy that will ensure that apprentices are afforded the opportunities to develop and progress their numeracy and literacy skills.

The management of English, maths, numeracy and literacy for apprentices and our workforce skills set within the EEC, will be built on and demonstrate the Trust's corporate values and behaviours.

These values are in being:

- We Care
- We Empower
- We Learn

In demonstrating these behaviours and values, supporting the achievement of apprentices' personal and professional objectives and lifelong learning to meet their learning and skills goals, career aspirations and support their professional development to aid their positive progression in future employment roles.

### **2.0 INTRODUCTION**

The purpose of this policy is to ensure that all apprentices receive individual development of English, maths, numeracy and literacy skills in line with the ESFA and

our apprenticeship programme standard requirements and to ensure they have the employability skills required of their work role.

English, maths, literacy and numeracy are central to apprentices' lifelong learning and sustainable workforce development for the future. These vital skills are essential for apprentices in their achievement of independence and psychological mental health and wellbeing providing the fundamental understanding, learning and skills development that supports sector specific employability and life skills.

This policy ensures that the EEC complies with the ESFA [https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachm ent\\_data%2Ffile%2F1111056%2FApprenticeship\\_standards\\_English\\_and\\_maths\\_listOct2022.ods&wdOrigin=BROWSELINK,IFATE](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachm ent_data%2Ffile%2F1111056%2FApprenticeship_standards_English_and_maths_listOct2022.ods&wdOrigin=BROWSELINK,IFATEhttps://www.instituteforapprenticeship s.org/quality/the-quality-strategy/)<https://www.instituteforapprenticeship s.org/quality/the-quality-strategy/> and to ensure that the government guidance on English and Maths for apprenticeship standards of level 2 and above or met <https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above>

To this end, the EEC, apprentices and employers of the organisation agree to follow this policy in regards to the assessment, implementation and evaluation of English, maths, numeracy and literacy to support our apprentices future and their employability and sector specific job role skills that they can apply to everyday life and work

All prospective apprentices will undertake a full baseline including an initial assessment of numeracy and literacy skills, this will include a diagnostic assessment and sector specific skills scan, matched to their job roles. Apprentices' development needs and levels of competence will be thoroughly assessed, identified and used to inform the opening of each apprentice's individual learning plan and the setting of personal wider skills targets.

### **3.0 SCOPE**

This policy and associated policies are intended for use by all those involved in supporting apprentices during their apprenticeship and on an education programme with EPUT Education Centre, partner organisations, staff within the Education Centre team.

For the purpose of this policy an apprentice is defined as an applicant who has been accepted to study at the EPUT Education Centre and enrolled with ESFA apprenticeship.

For the purpose of this policy Literacy is defined as a set of skills and practices comprising speaking and listening, reading and writing as mediated by written and spoken materials. Literacy is best understood as a competency: the ability of applying knowledge, skills, and behaviours effectively when dealing with (handwritten, printed or digital) text in the context of ever-changing demands.

For the purpose of this policy Numeracy is defined as the ability to understand and use maths in daily life, at home, work or education. Numeracy doesn't mean complex

skills, like algebra, it means being confident enough to use relatable skills within professional practice.

## 4.0 PRINCIPLES

Recognition of Prior Learning (RPL) will be given to all prospective candidates on production of certificated evidence. This includes consideration of international qualifications for those who provide a statement of comparability from UK ENIC. This will support inclusivity (EDI) and ensure international candidates are not disadvantaged.

Where RPL is being used, certification must include as a minimum apprentice full name, name of qualification, awarding body, grade and date of qualification. A statement of results on headed paper is not acceptable evidence of achievement. [Apprenticeship standards English and maths list-Oct2022.ods \(live.com\)](#)

Where evidence of RPL cannot be provided to meet the level of the apprenticeship standard to which the candidate is applying, the candidate will be required to either undertake the qualification prior to enrolment (AEB) or alongside the apprenticeship. This is in line with ESFA funding requirements.

Candidates identified as having Special Educational Needs and Disability (SEND) requirements and/or Education, Health and Care Plan, will have adapted processes put in place and reasonable adjustments within the assessment process to ensure they are not disadvantaged in line with the EPUT Education Centre policies on SEND, EDI, Safeguarding and The Equality Act 2010.

A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

### **Initial Assessment**

All prospective apprentices will undertake a full baseline initial assessment as part of the on boarding process to identify current levels of knowledge of English, maths, numeracy and literacy, this assessment includes a diagnostic approach to highlight skills gaps and an apprentices individual developmental areas.

Prospective apprentices with prior certificated attainment at the required level for apprenticeship standard will have their individual skill gaps integrated into their own ILP, if successful in their application and recruitment processes. Our practitioners will provide expert help, teaching, learning and assessment to help an apprentice improve and update in their identified areas of numeracy and literacy that need improvement and to ensure ongoing personal development that will support them in their job role, life and general work

Prospective apprentices without demonstrating any prior attainment at required level for entering their apprenticeship standard, will have their initial assessment results reviewed and those with an outcome lower than one level below the requirement for apprenticeship entry, will be offered numeracy and/or literacy training (AEB) to enable them to reach the required standard and achieve enrolment on their chosen apprenticeship standard. An example of this would be attainment at Entry Level.

## **Teaching, Provision of English, Maths, Numeracy and Literacy**

Delivery of teaching towards qualifications in numeracy and literacy is undertaken by an external provider, subcontracted to deliver services both under the Adult Education Budget (AEB) and Apprenticeship Funding Rules.

The due diligence has been under taken on selection of the provider to ensure high quality programme delivered by experts in the field.

Blended delivery approach is taken to meet individual learning needs which has been identified in initial assessment.

### **Monitoring**

Apprentice progression in their learning journey will be rigorously tracked, recording monitored and recorded as part of the mandatory apprentice twelve weekly review with each of our apprentices. This tripartite review process including the employer – line-manager and tutor will work in partnership with the apprentice to identify new learning goals, including stretch and challenge specifically for numeracy and literacy development towards meeting the identified initial assessment knowledge and skills gaps.

Analysis, evaluation and feedback of each of our apprentices progression, achievement and attainment is provided by an external provider, both during bi-monthly apprenticeship progress review meetings and submitted monthly reports. Any concerns raised initiate a meeting between apprentice, employer, tutor and external provider to discuss and identify intervention and support strategies for the apprentice to help them make better progress in their sector specific English and maths skills development.. Monitoring of apprentice feedback and evaluation of apprentice's progress and achievement of KSB's is conducted by the EPUT Education Board at quarterly meetings.

Any concerns raised regarding the external provider will initiate an investigation and review of provision.

## **5.0 REFERENCE TO TRUST POLICIES / PROCEDURES**

EPUT Education SEND Policy (EEC8)

EPUT Education EDI Policy (EEC1)

EPUT Education Safeguarding Policy (EEC 5, CPG71) [CPG71 - Appendix 11 - Education Centre Safeguarding Policy.pdf \(eput.nhs.uk\)](#)

Data Protection and confidentiality policy (CP59) [CP59 - Data Protection and Confidentiality Policy.pdf \(eput.nhs.uk\)](#)

EPUT Education Complaint's Policy (EEC2)

EPUT Education Apprenticeship Policy (EEC4)

