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Football
Education

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Functional Skills Course Handbook



Established by



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Welcome to Functional Skills

Functional Skills (FS) are the core English and mathematics skills that people need to solve problems in their work and private lives. Functional Skills are transferable skills that apply to diverse careers and industries. They are an alternative to GCSEs and are required qualifications for apprenticeships. You can use them in a wide variety of industries including accounting, business, teaching, sports, engineering and tourism. Regardless of the career path you choose, these core skills will help you to achieve more.

Functional Skills provide vital knowledge that people need to learn, work and contribute to society more effectively.

We use real-life contexts to teach these skills, making it easier for you to understand and apply them. You will improve reading, writing and communication and gain a better understanding of numbers and mathematical concepts. This improves job performance by increasing confidence, efficiency and productivity.

What Functional Skills courses will I need to take?

If you do not have GCSE English (Literature or Language) and maths at Grade 4 or above, you will be required to achieve Level 2 English and/or maths, prior to taking End Point Assessment. If you have an Educational Health and Care Plan, the apprenticeship's English and maths minimum requirement may be adjusted to Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.

Welcome to Functional Skills

What is covered in the Functional Skills L2 English and maths?

FS English covers the fundamentals of using the English language effectively in work and personal settings. It tests speaking, listening, communicating, reading and writing skills. These skills help you to apply spelling, punctuation and grammar rules correctly when communicating via written methods, which will lead to improved effectiveness, confidence and efficiency. They help you to locate information quickly and to understand its meaning via reading skills. Speaking and listening will be practised throughout your course in discussions and small presentations.

FS mathematics has three parts: numbers, data handling, and measuring and shapes. It also aims to strengthen your mental maths skills. The assessments involve solving mathematical problems, making decisions with numbers and performing numerical reasoning tasks within real-life situations. You may not use a calculator for the first part of the assessment but will be allowed to use a calculator for the second part.



How Will I Be Assessed?

Level 2 Functional Skills English qualifications are **broken down into three units** which can be completed at different times throughout your course. You will receive a Pass (P) or Unclassified (U) for each unit and when you have passed all three units, you will receive a certificate. Each unit tests a different skill and is assessed in a different way:

| Unit | Assessment |
|---|--|
| Unit 1: Speaking, Listening and Communication | Assessed by your Functional Skills tutor |
| Unit 2: Reading | Assessed by onscreen, on-demand test |
| Unit 3: Writing | Assessed by onscreen, on-demand test |

Level 2 Functional Skills mathematics qualifications are assessed by a **single onscreen, on-demand exam** at each level. You will be issued a Pass (P) or Unclassified (U) based on your performance in the exam.

If you do not meet the criteria to obtain a Pass the first time around, you can resit the exam.

How do Edexcel Functional Skills qualifications compare to GCSEs?

| Level | Equivalent |
|---------|---|
| Level 1 | Achievement is roughly equivalent to Grade 3 GCSE |
| Level 2 | Achievement is roughly equivalent to Grade 4 GCSE |

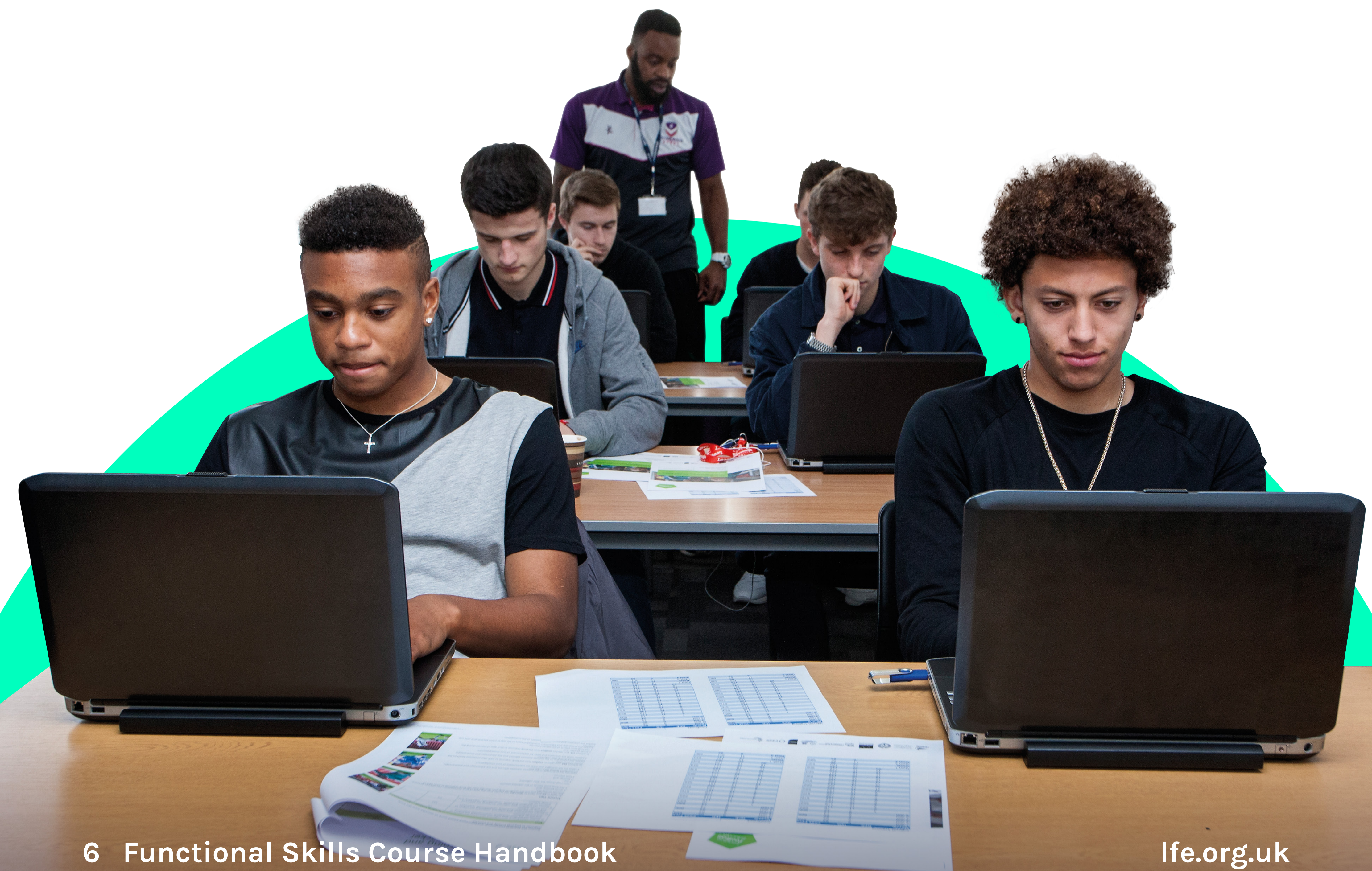
Teaching, Learning and Assessment

Functional Skills courses are learner-centred. Where appropriate, traditional teaching methods are used, but there will also be learning through investigation, online resources and active learning. You will have a great deal of responsibility for your own learning. Your learning will be individualised so you will cover only the parts of English and/or maths that you need.

Teaching will take place between August/September in your first year until December of your second year, or until LFE and your club believe you are ready to take your L2 Functional Skills English and maths assessments.

You will need to successfully pass your L2 English and maths assessments to be able to proceed through your apprenticeship assessment gateway and take your Sporting Excellence Professional Apprenticeship End Point Assessment (EPA).

This course can be completed in a short time frame if you commit to it and put in the effort from the very beginning. Your tutor will guide you on the topics you need to cover. If you can show that you are secure in these topics and can apply the learning to practice questions, then an onscreen assessment can be booked. Assessments are done online, using dedicated laptops, once you and your tutor agree that you are ready.



Presentation of Work and Functional Skills

Professionalism is important in all aspects of your role as an apprentice footballer. Your work should be well presented and constructed. Would an employer offer you a job based on the content and quality of your work?

Please remember...

All written work must be re-read and edited to ensure correct spelling, punctuation and grammar.

All written work must have:

- a capital letter for the main words in a title
- a capital letter at the beginning of each sentence
- a personal pronoun (I) must have a capital letter

All proper nouns (names of people, places, products, events) must have a capital letter. Examples: Sir Alex Ferguson, Chelsea FC, Coca Cola, The FA Cup.

Every sentence must be punctuated with:

- a full stop (statement/fact) or
- question mark (question) or
- exclamation mark (exclamation/emphasis)

All sentences must make sense! Re-read and ensure no words are omitted and that the sentence is grammatically correct.

Use the computer spell check and correct any incorrect spellings.

BTEC related tasks may be used for English and maths Functional Skills sessions. These sessions will allow learners to develop their English and maths knowledge and skills.

English, Maths and Functional Skills

Throughout your programme, tutors will provide you with opportunities to develop and practise your English, Maths and Functional Skills.

There will be lots of occasions when English will be practised in reading, writing plus speaking and listening. You should pay particular attention to your spelling, punctuation and grammar.

Maths will occur in some BTEC units but will be less obvious in others.

It helps you to retain the English and maths learning you did in school if you practise these skills. They will then be with you when you move on to the next stage in your life, as an adult. If there is an aspect of English and maths that you find particularly challenging, mention it to your BTEC tutor and, if they cannot help, they will be able to pass you onto a subject specialist.

Alongside English and maths, there is a need to be 'functional' in the work place. During your course, you will be encouraged to work independently, as part of a group, to do research, to share your findings and to solve problems, in order to become a more functional member of your group. This may feel different from the experience you had at school but will help to prepare you for what lies ahead after this course is completed.



Safeguarding and Equality

LFE is committed to safeguarding learners and promoting the welfare of young people. It is expected that everyone shares this commitment. If you have any concerns regarding a safeguarding issue please bring this to the attention of your club Designated Safeguarding Officer or your LFE Regional Officer.

LFE works hard to ensure that every learner is treated fairly and is encouraged to develop to their full potential in all aspects of his training.

LFE seeks to ensure that learners do not suffer any form of discrimination and that they are supported to understand their rights and responsibilities during their programme.

LFE will discuss equality issues with learners during progress reviews to monitor their understanding and experience during training.

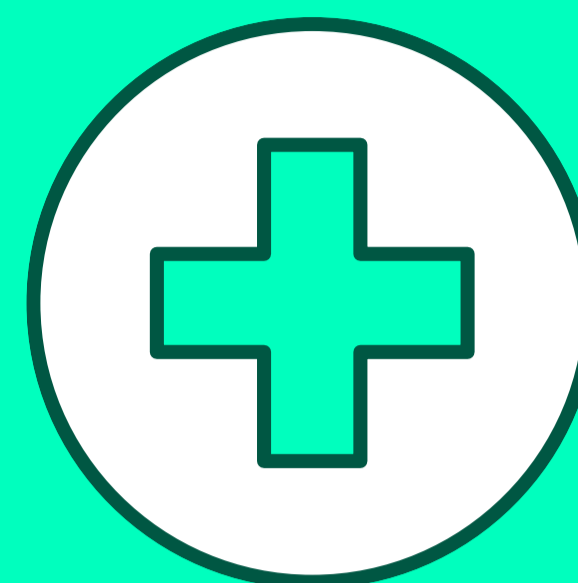
Please treat everyone with respect and if you have any concerns please bring them to the attention of your LFE Regional Officer.



Health and Safety

You will be expected to follow the Education Provider's and club's usual Health and Safety rules and expectations of behaviour.

Your subject tutors will take you through the specific Health and Safety rules for their subject during your first lesson. Some Health and Safety expectations are also outlined in the subject specific information contained at the back of this handbook. Failure to follow Health and Safety rules could result in disciplinary action.



Induction Checklist

This handbook should be stored in a safe place so that it can be referred to when necessary. You need to sign the declaration below as acknowledgement that you have read the contents of the handbook, you agree to follow the guidelines laid out and that you will work to the best of your ability to complete the course.

Below is a course induction checklist. Complete this to check you are ready to start your course.

| Checklist | YES | NO |
|--|-----|----|
| I have been told about my course detailing its components, units to be completed, deadlines and the value of my course. | | |
| The assessment process has been explained to me, e.g. external online assessment, internal assessment of Speaking, Listening & Communication in English. | | |
| I have been shown the practice assessments so I know what to expect. | | |
| I understand that I must store class work safely to show I am making progress. | | |
| Health and Safety has been explained to me. | | |
| Online safety and arrangements around online sessions using Zoom have been explained to me. | | |

Declaration

I agree to follow the course and meet agreed deadlines.

| | | | |
|------------------|--|-------------|--|
| Name | | | |
| Signature | | Date | |

Marking and Moderation

All Speaking, Listening & Communication assessments are marked by your assessor in relation to the set criteria. The assessment process is then subject to internal verification from a second marker.

The Internal Verifier samples work to ensure that marking is consistent and reflects appropriate standards of achievement. Once the Internal Verifier agrees with the assessment decision, a report is completed confirming that the national standards have been met. An External Standards Verifier, appointed by Pearson, may also sample some of the work and the grades awarded.

If you are dissatisfied with the grade awarded, you will have the opportunity to appeal against the assessor decision. The full appeals procedure can be found later in this handbook.



Appeals Procedure Stages

Stage 1 – Informal

Learner consults with assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.

Stage 2 – Review

Review of assessment decisions by Programme Area Lead and/or internal verifier/lead internal verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.

Stage 3 – Appeal hearing

Senior management hear the appeal: last stage by the centre. If unresolved, move to stage 4.

Stage 4 – External appeal

The grounds for appeal and any supporting documentation must be submitted by the centre to Edexcel within 14 days of the completion of Stage 4: a fee is levied.

Recording appeals

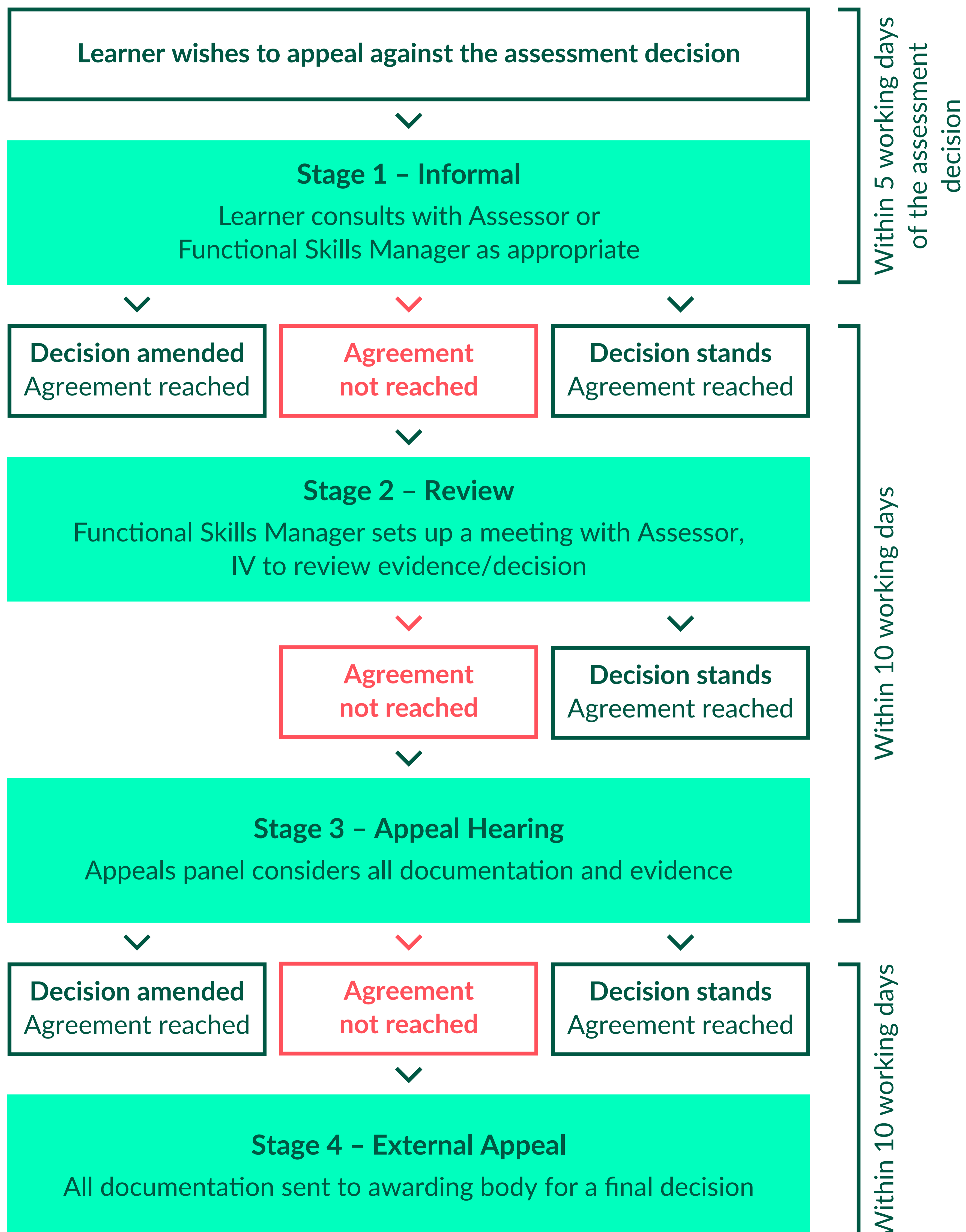
Each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months.

Monitoring of appeals

Undertaken by senior management to inform development and quality improvement.



Appeals Procedure



Assessment Appeal Form

Appeal made to Assessor/Internal Verifier/Functional Skills Manager*

| | |
|---|--|
| Name of Candidate | |
| Qualification | |
| Unit/Element | |
| Assessor Involved in this Assessment | |

| |
|---------------------------|
| Reasons for Appeal |
| |

| | | | |
|------------------------|--|-------------------------|--|
| Assessment Date | | Assessment Venue | |
|------------------------|--|-------------------------|--|

| |
|---------------------|
| Action Taken |
| |

| | | | |
|------------------------------|--|-------------|--|
| Candidate's Signature | | Date | |
| Signature | | Date | |

Assessor/Internal Verifier/Functional Skills Manager*

| |
|----------------|
| Outcome |
| |

| | | | |
|------------------|--|-------------|--|
| Signature | | Date | |
|------------------|--|-------------|--|

Assessor/Internal Verifier/Functional Skills Manager*

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