

'How To' Guide for Delivering **Apprenticeships to** **Learners with SEN**

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It is one of the outcomes of the Identifying and Disseminating Best Practice for Apprentices with SEN project which was run by Abingdon and Witney College between January and July 2015.

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1. Introduction

The number of new apprentices has risen significantly over the last decade, and particularly over the past 5 years. In fact, the 2010 – 2015 coalition government celebrated two million apprenticeship starts during their time in office, with the 2 millionth apprentice, Paige McGonville, actually attending Abingdon and Witney College.

This increase in apprenticeship starts, though, has not been mirrored by an increase in the number of SEN apprentices. Peter Little in *Creating and Inclusive Apprenticeship Offer* (2012) says:

“Since 2005 there has been a significant increase in overall apprenticeship numbers, with a grand total of 442,700 in 2010/11 of which 35,600 (8%) declared a learning difficulty and/ or disability. Although more apprenticeship declared LDD compared to 2005/06 (19,200), the proportion reduced over this period from 11.1% to 8%, with successive reduction in the past three years. Moreover, there have been particularly sharp reductions in the proportion of 19 – 24 year old apprentices with an LDD.”

More worryingly, Little goes on to show on p.17 of his paper that only 0.1% of apprentices have autism and only 0.1% of apprentices have severe learning difficulties.

This national picture is reflected in the local data for Oxfordshire, too. Toby Stavely, CEO of Yellow Submarine, the employer partner at the centre of our project, found it difficult to find a local provider who would even consider the idea of training SEN apprentices. It was for this reason of significant underrepresentation of SEN learners, that we decided to bid to the Equality and Diversity Good Practice Fund for project funds.

The project had two main strands:

- Identifying best practice for apprentices with SEN
- Disseminating this best practice

This guide forms part of the dissemination element of our project. It aims to show how apprenticeships can be successfully delivered to the significantly underrepresented cohort of SEN learners, using innovative and appropriately tailored teaching and assessment methodologies which, critically for us, do not lower the standard of the qualification.

The guide provides advice and guidance, much of which would apply to any apprenticeship, to any learning and assessment scenario or to any work-based training session. This is deliberate – what we have achieved is not, in our view, rocket science! Many of the adjustments that we have made to accommodate our SEN apprentices are those that any responsible and proactive training provider would make for any learner. And in essence, that is one of our main messages to all providers and employers – this is not that difficult! With careful, prudent planning and commitment from all parties it really is possible to achieve amazing outcomes for SEN learners who currently have limited access to apprenticeship opportunities.

2. Knowing where to start – it's still an apprenticeship!

As with all apprenticeships, it is absolutely essential to get the basics right. A successful apprenticeship is a three-way partnership between the employer, the apprentice and the training provider.

As a starting point, here are some questions to ask to ensure that there is a solid support network in the workplace.

- Why does the employer want an apprentice?
- Do they understand the commitment required?
- Do they understand their role in training?
- Are they able to employ the apprentice for at least 30 hours a week, and pay them at least the apprenticeship minimum wage appropriate to their age group (or more, if the programme is more than 1 year and the apprentice is 19 or older). In some circumstance apprentices can work fewer hours – this could be part of a reasonable adjustment made for an SEN apprentice, but check the funding regulations first!
- Are they able to provide a contract of employment for at least a year and a day?
- Who will be the line manager?
- What internal training facilities and resources are available?
- Will there be a mentor for the learner at work?
- Who will the learner go to with any concerns or problems? – remember that learners with SEN could perceive barriers that others may not consider an issue

The provider must have total confidence that the employer is fully supportive of the apprenticeship programme, and will be happy to work with the provider to agree a quality training programme to suit the needs of each individual apprentice.

Questions to ask of your apprentice applicants:

- Why do they want to be an apprentice?
- Do they understand their commitment?
- Do they understand the full training programme? It's not just an NVQ – English and Maths qualifications are not optional!

Can the potential apprentices achieve?

Perhaps the most challenging part of the recruitment process is about reflecting on whether the apprentice is likely to be able to achieve the full framework within the specified time frame. We don't want to set learners up to fail but we do want to widen access to opportunities without lowering standards of achievement. Getting this right really is the key to a successful programme.

Duration of programme

Remember the duration of the framework is within your gift, as long as the employer is able to provide a contract for the full duration of the training programme. Many apprenticeships in Customer Service or Business Administration are now just a year long. But there is nothing to stop this being two years, or 30 months or longer if that suits the employer and the apprentice. SEN apprentices will usually need longer on programme.

Functional skills

This is not an optional part of the framework, and neither should it be. However, you will need to give careful consideration to whether the potential apprentices are likely to be able to achieve the appropriate level of functional skills within the agreed timeframe. Speak to any tutors or support workers that know the apprentice, carry out initial assessments and, ultimately, don't be afraid to say that some individuals are not yet ready to take on the apprenticeship framework and need more training and development first.

This initial information will later inform the more detailed planning and Individual Learning Plan (ILP) process if the apprenticeship does go ahead.

Don't be afraid to say no

Say no to employers if they are not right for an apprentice, or to apprentices if they are not ready. Use your professional judgement. But be prepared to think outside the box, too.

Throughout the process, we focussed not on 'How did we do it?'

*But that we **WANTED** to do it!*

Not 'Is this possible?'

*But 'This **IS** possible'!*

3. Initial Assessment and Individual Learning Plans (ILPs)

Initial assessment

One of the most important steps in the process is to prepare the groundwork and lay solid foundations with robust **Initial Assessment**. During the recruitment process you will have gathered a lot of intelligence about the apprentice and their support needs that will inform your view about whether an apprenticeship is an appropriate route for them at all. Once you are clear that an apprenticeship is appropriate, you need to narrow down exactly what the apprenticeship for that individual looks like and what support and training will be required. Start with an initial assessment!

Not only complete one of the recommended Maths and English assessments, but also a free writing exercise. This will help to gauge the level the learner is currently working at and can also be used for planning delivery of the Functional Skills English element. It is also useful to carry out a Learning Styles Assessment. There are many types available but a good basic Visual/Auditory/Kinaesthetic (VAK) assessment will enable you to plan tutorials and assessments in a style to suit individual learning needs. There are many versions available but consider one such as at the link below:

http://www.brainboxx.co.uk/A3_ASPECTS/pages/VAK_quest_2.htm

During the Initial Assessment stage it is also important to carry out more detailed discussions with both the learner and their employer and/or support worker. Do the apprentices have any specific barriers to assessment? Do they have any particular assessment needs, either physical or practical?

Developing the Individual Learning Plan

Start by helping the employer to design an in-house training programme that meets the needs of their business, matches the skill set and aspirations of the apprentice and helps to meet the requirements of the apprenticeship framework. Most employers will need support with this!

Look at the job description of the apprentice and talk to their supervisor or manager about their expectations of the job role. This will enable you to identify what the apprentice will do on a day to day basis and will help the employer and the trainers to think about any specific training that might be needed. This is a good time to look at the apprentice's previous achievements in order to consider where recognition of prior learning (RPL) could be applied. Even at this early stage, consider their next steps – how can they be stretched and challenged?

And don't forget to talk to the apprentice. Are there any particular activities the apprentice expects to enjoy more than others? Are there any that they are worried about? It is a good idea to plan activities that the apprentices enjoys most early in the delivery schedule as this

will help build the learner's confidence and motivate them for further learning and development.

Once you know what your apprentice needs to learn, and how they learn best, then you can start to put together their ILP.

Other things to consider include:

❖ **Timing of the sessions**

- Short and fat or long and thin?
What suits your learner best? Short sharp lessons or longer slower periods to allow for thought processing?
- Does the learner work better in the morning or the afternoon?
Consider when it is best to schedule performance training and knowledge criteria.
- How long can the learner remain engaged and focused?
- How many breaks will the learner require?

❖ **Where will the teaching & training take place?**

- How accessible is it?
- Are there any physical restrictions that need to be taken into account?
Don't forget to think about any possible sensory issues; noise, temperature, visual distractions etc.
- What resources are available to support the learner? *(more about that later)*

❖ **Where will assessment take place?**

- How accessible is it?
- Can the apprentice get there?
- Are there any physical restrictions that need to be taken into account?

❖ **Do they have any other commitments that need to be considered?**

- Regular doctor, social worker, counsellor appointments?

❖ **Who else will need to be involved in the assessment and what is their availability?**

- Line manager, Support Worker, Team leader

TOP TIP

Don't just think of the usual barriers - Think about the individual learner - find out if there are any pressure points or stress triggers that might affect progress

Remember to think outside the box – your usual delivery models may not work! What else can you do?

What should the ILP look like?

A clear and detailed ILP is required. By agreeing a detailed learning plan in advance, the learner will have time to prepare themselves and be ready for each stage of the delivery and will be able to see how the framework of training fits together. Employers will also know what training to expect, when, and what their involvement in this will be.

Consider putting the information together in a handbook for the apprentice and their employer. This should include information on what qualifications they will be studying and how and where it will be delivered.

You should also include information on:

- What will be delivered when, where, how and by whom?
- What will be covered in a classroom setting?
- What will be covered in the workplace?
- Who will teach/assess them?
- Contact details for each person involved in the delivery, as well as who to contact if they have a concern between visits.
- How often will the teaching and assessment take place? *Give dates and times in advance so they know when to expect you.*

TOP TIP

Minimise the stress for the learner

Communication Communication Communication!

4. Assessment Planning & Delivery

Skills scans

The assessor should conduct a *Skill Scan* at the first assessment planning meeting. The skill scan should be conducted as a tripartite discussion. The learner, the employer and the assessor should all take part in the discussion and the input of each noted. This could be written or voice recorded. It is essential to clarify from the outset that the learner has sufficient scope within their job role to meet the requirements of the main aim. There should be sufficient optional units available for the learner to choose the most appropriate combination to ensure the required credit total is achieved. And don't just pick the "easy" units! Our level 2 apprentices in the project actually completed a level 3 unit. With careful planning, and realistic choices of units this can be achieved.

What about gaps in learning?

If there are any concerns over gaps for achievement the assessor must address these now. Record on both the skill scan and the ILP what additional support is required and who will provide this. If there is a further knowledge requirement this must be planned into the teaching schedule. If the gap is for competency within the mandatory units, or is for an optional unit that has no scope for substitution, then a clear plan of action must be agreed. You may wish to consider the following solutions:

- Can the learner work shadow a colleague before undertaking the task themselves?
- Can the job role be adjusted to allow the learner the opportunity for secondment to another team or department?

*Remember- competency must allow for assessment over 'a period of time' and cannot be classed as **sufficient** if it is a one off.*

TOP TIP

Check the Awarding Body requirements before allowing simulation

All of the above will encourage the learner to take responsibility for their own learning from the very start of the programme and this will improve motivation and the desire to succeed. If there are too many perceived barriers the learner will soon become demotivated and you will run the risk of setting the learner up to fail.

Methods of assessment

Plan for holistic assessment as far as possible. This should include how to maximise the evidence generated and map where applicable to the PLTS, Functional Skills, underpinning knowledge etc.

Involve the learner and their line manager when planning assessment. Consider all avenues for generating evidence and agree on a task that will cover a number of learning outcomes. This makes the assessment process more streamlined and allows apprentices to see how one activity can provide them opportunities to develop various skills.

For example, an observation of an activity such as serving a customer in a café, could generate evidence for customer service, verbal communication, written communication (if they are writing a serving request, team working, Health & Safety, housekeeping and problem solving. And if you observing the learner asking the customer a question you could also add PLTS Independent Enquirer. Taking payment and giving change can be linked to FS Maths.

Recording and mapping evidence

Take time to map the achieved learning outcomes (LOs) to the matrices immediately. This is a strong visual aid, which will boost confidence and maintain motivation for the apprentice. It will also help establish ownership of the programme and the learner will be encouraged to take responsibility for their own progression and achievement.

Consider video recording the observation in order to maximise the evidence generated. You may not be able to write everything you see quickly enough and may miss quality evidence for another part of the framework.

TOP TIP

Remember if the learner is aged under 18 or considered vulnerable you will need written permission from the parent or guardian to use recorded or photographic evidence.

At every opportunity the assessor should reinforce the assessment or tutorial session with positive praise and encouragement. This should clearly state why and which part of the activity or assessment has been successful and give details of what evidence has been mapped to which criteria or framework element.

Witness Testimony is an excellent evidence type and can be used effectively in a number of ways. It can be used simply to report a task or activity that took place when the assessor was unable to observe it naturally. It also has a place for authentication of a Case History

account that the learner has produced – a signature from a reliable witness will validate and authenticate the evidence. It can also be used in conjunction with Recognition Prior Learning (RPL), if they can verify a learner's claim for RPL, the learner will not have to repeat a task or learning process. For example, the inclusion of an internal training certificate – the assessor will not know the details of what the training covered, but the valid witness will and can verify it meets the required criteria.

Planning your assessment

Ensure your assessment plan is detailed enough to reassure the learner of what will be assessed at each visit. If they prefer not to write extensively then plan to use Oral Questions or Professional Discussion. These methods both need careful planning. Let them know in advance where and when the discussion will take place, also how long it is likely to last. Give them sufficient information and time for them to prepare in advance. Let them know what you want them to achieve from it. Take them through the criteria that you are looking to meet during the discussion. Let them know if there is anything additional they need to bring with them, such as a product of work that the discussion will be based around.

A learner may freeze when presented with a verbal question, but may be happy to have a workbook or series of written questions that they can take away and consider at their own pace. For this type of evidence it is important for the assessor to check the underpinning knowledge and be satisfied that this is the learners own work. This can be done by gentle verbal questioning during assessment of the workbook. Put the learner at ease by using phrases like;

'I like the way you said..... Can you tell me more about it?'

In this circumstance the learner will be more at ease as they have prepared the groundwork and the questioning will become more like a friendly chat than a test.

Using workbooks

If you plan to use a workbook, consider how you present it. It must have the learner and assessor details on it. All the questions or activities must be clearly written with sufficient space for the learner to record their answers.

Refer to the free writing element of the Initial Assessment to gauge the size and style of the learner's handwriting. There should also be an area for the assessor to record written feedback and be able to note what criteria they are claiming as competent and achieved. Don't forget that all spelling, punctuation and grammar (SPAG) errors should be highlighted and additional support offered if required.

Use the information gained to plan the style of the workbook. Try to avoid too many questions that just require a written answer. Keep the learner interested. Can you include a table, mind map, picture to label, research activity, bullet points etc?

TOP TIP

Print on cream or pale yellow paper rather than white as this is easier on the eye.

Consider using Comic Sans MS font as this font uses 'a' rather than 'ɑ' which again is easier on the eye

When designing the sign off box, ensure you include room for possible action points, assessment and sign off of any additional evidence that may have been required

TOP TIP

Workbooks are great practice for Functional Skills.

Handwritten books can give confidence in preparing for FS English

If using electronic workbooks, consider what activities could be planned to enable the learner to practice the skills required for FS ICT - research, store and retrieving, data presentation and spread sheet manipulation

Using technology to help you

Consider how you will record the Professional Discussion. If they are happy to be recorded use a digital voice recorder or video. This is excellent practice as it is immediately identifiable as authentic and valid. It provides good opportunity for checking underpinning knowledge. Care must be taken not to use this method for evidencing competency criteria – this does not replace an observation of natural working practice. You must not lead the learner or use a predetermined list of questions, but encourage the candidate to think independently.

Use all available technology- video, photographic, use of a smart phone or iPad etc. Many learners produce excellent work outside of assessment visits and this should be captured and mapped appropriately to the framework. Encourage learners to work with their peers to record each other in the daily tasks that you are not available to observe. Let them record as much evidence as they are happy to. It is the assessor's role to identify what is acceptable to meet the criteria. Just remember to clearly identify what parts you are using when feeding back to the learner. It is also important to ensure clarity for the IQA and EQA should they choose to sample that particular activity.

If a learner is not happy to be recorded then consider how Natural Observation or Witness Testimony can be used.

Where should I start?

Most programmes have a 'Personal Performance and Development' unit as mandatory. It is a good idea to plan this unit as early as possible in the delivery of the programme. A good SWOT analysis with a detailed PDP will generate evidence for the unit in addition to several of the skill groups for their PLTS mapping.

Incorporate the findings from the Learning Styles assessment at the Initial Assessment stage when planning to assess the unit. This makes an ideal starting point. This unit should be one of the first to begin, and the final unit to achieve. Every completed stage of the framework can be mapped as naturally occurring evidence and will also help keep the learner focused and motivated as they will be able to see how their learning and practical competency is improving steadily.

5. Delivering underpinning knowledge

Use all available resources when planning and delivering knowledge. In addition to the technology listed previously, there are some very simple aids that are effective and low cost. These are some of our favourites!

Mini whiteboards

Laminate some A4 and A3 pale or cream coloured paper. This makes great mini white boards that can be used in tutorials with dry markers. The A3 can be used by the tutor in a setting where there may be no white board or flip chart available. It is also a good size for learners to record small group or paired activities. A4 is ideal for the tutor to check the underpinning knowledge of a group as a whole. A good method is to pose a question and ask all learners to record the answer and hold up the whiteboards. The tutor can see at a glance who fully understands and who may need additional support. They also allow the learner to record the answer in the manner that best suits their learning style – written, bullet, diagram, pictorial etc.

Do the learners understand?

Small squares of laminated card in red, amber (orange) and green gives the opportunity for the learners to RAG rate their understanding in a controlled and comfortable way. Give each learner a set of coloured cards and explain that they are used as a traffic light system. When the tutor is delivering the session each learner can use the appropriate card to indicate how they are coping with the topic.

Green on top means they are confident they understand fully.

Orange would indicate they understand some of the session but have concerns or are worried about parts of it.

Red on top would alert the tutor that they are out of their depth and are struggling.

Many learners are worried about speaking up or letting the group know that they do not understand the session. Using the cards allows the learner to inform the tutor without the need to speak.

When the learners become more comfortable with using the cards the tutor can maximise their use by encouraging peer teaching.

If a learner uses an amber card and there are learners who are displaying green, ask the green learner to help the amber learner – often understanding is easier when delivered peer to peer. This also allows the tutor more time to focus on a red learner who will need greater support. Don't forget to go back and check understanding of the subject with all learners before moving on.

Hints and tips

- Remove the stress and worry as much as possible
- Plan the resources with care
- In addition to the resources listed above consider giving the learner a glossary of terms. The programme will introduce the apprentice to a whole new vocabulary, much of which are acronyms. A glossary will support the learner and encourage familiarity with assessment terminology.
- In the same vein, a 'command verb' resource it will help the learner to interpret and understand the criteria. The link below gives a good example

<http://www.ocr.org.uk/Images/149928-command-verb-definitions.pdf>

TOP TIP

Peer to peer support can be mapped effectively to many of the **PLTS** criteria

TOP TIP

Plan to use a minimum of 3 assessment method at each assessment episode. This will keep the learner interested and motivated. Over reliance on one method could discourage a learner who may struggle with that particular style

6. Feedback

Clear, constructive feedback

Give feedback in a quiet location where the learner is comfortable and there will be no disruptions. Involve the support worker if necessary. Ensure there is adequate time for the feedback session to allow time for the learner to process all the information at their own pace.

Reassure them that this was a positive assessment – ***there is always something positive that can be identified, even if no criteria has been fully met.***

Start by explaining what went well and what criteria if any you have assessed as having been met.

You can use phrases such as

‘Excellent effort.....’

‘You have clearly been working hard since we last met.....’

‘..... was a particularly good demonstration’

Take care not to give false expectation in the desire not to demotivate a struggling learner.

You can follow the statements above with an encouraging plan on how to move forward.

‘We can build on this by.....’

Keep the mood positive.

Involve the learner

Ask how they thought the assessment went. Actively listen to what they have to say.

Encourage them to self-reflect and suggest ways they could improve.

Finally, state what needs to happen in order for the learner to achieve, and plan how this will be done. Ensure the plan is clear and detailed – what, who, where, how, and by when.

Check the learner is happy with the plan and keep a record for you and the learner.

Review what assessments methods were used. When planning progression, consider if there is an alternative method that is more suited to the individual needs of the learner.

TOP TIP

Where possible apply for unit accreditation.

This will encourage and motivate the learner as they will have tangible evidence of their achievement to date and their progression through the programme

7. Functional Skills

Plan to embed functional skills from the start and make sure that this is clearly detailed within the ILP. Remember that this is the part of the framework that SEN learners could struggle with so make sure you revisit any initial assessments early on.

It is important for **all** those involved with the learner's programme to be familiar with the requirements for Functional Skills as this will enable them to be fully embedded with occupational contextualisation. All teaching and assessment whether it is a main or sub aim should be planned to incorporate functional skills at every opportunity.

English L1

Everything the learner participates in is great practice for Functional Skills English.

<u>Skill standards</u>	<u>Coverage and range</u>
<p>1 Speaking, listening and communication</p> <ul style="list-style-type: none"> • Take full part in formal and informal discussions and exchanges that include unfamiliar subjects 	<p>1.1 Make relevant and extended contributions to discussions, allowing for and responding to others' input</p> <p>1.2 Prepare for and contribute to the formal discussion of ideas and opinions</p> <p>1.3 Make different kinds of contributions to discussions</p> <p>1.4 Present information/points of view clearly and in appropriate language</p>
<p>2 Reading</p> <ul style="list-style-type: none"> • Read and understand a range of straightforward texts 	<p>2.1 Identify the main points and ideas and how they are presented in a variety of texts</p> <p>2.2 Read and understand texts in detail</p> <p>2.3 Utilise information contained in texts</p> <p>2.4 Identify suitable responses to texts</p> <p>In more than one type of text.</p>
<p>3 Writing</p> <ul style="list-style-type: none"> • Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience 	<p>3.1 Write clearly and coherently, including an appropriate level of detail</p> <p>3.2 Present information in a logical sequence</p> <p>3.3 Use language, format and structure suitable for purpose and audience</p> <p>3.4 Use correct grammar, including correct and consistent use of tense</p>

	<p>3.5 Ensure written work includes generally accurate punctuation and spelling and that meaning is clear</p> <p>In more than one type of text.</p>
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Maximise every opportunity to gather evidence as it occurs.

Speaking, listening and communication

Careful recording of the first planning meeting with the assessor is an excellent evidence source for LO1. Discussion of, and agreeing units in the *Skill Scan* can be used as evidence for an ‘informal discussion’. The learner should have sufficient opportunity to demonstrate competence for LO 1.1, 1.3 & 1.4. If competency of those criteria is not agreed then support can be put in place at the beginning of the programme to allow the learner maximum time to achieve.

The regular tripartite reviews between learner, employer and training co-ordinator again can be recorded as evidence of a ‘formal discussion’ and should be able to competently provide evidence for all criteria in LO1. As the reviews take place every 10 – 12 weeks there is good opportunity for additional support and re-assessment if required.

Reading

Encourage the learner to read and interpret the required criteria in the standards with the assessor. This will enable them to practice identifying the main points of a text and how to read, understand and apply them prior to undertaking the externally set and moderated assessment.

Writing

Use the free writing exercise in the Initial Assessment as a starting point for the learner. What areas of weakness were identified?

Careful design of any workbooks or knowledge questions will provide additional training and support for the writing element.

By ensuring the NVQ assessor is also familiar with FS criteria, they will be able to encourage the learner to present their work in a clear and structured format. All errors should be highlighted and fed back in a constructive manner, to both the learner and the Training Co-ordinator/provider to enable any additional support to be planned at the earliest opportunity.

Maths L1

Skill Standards
1 Representing <ul style="list-style-type: none">• Understand problems in a familiar and unfamiliar contexts and situations, some of which are non-routine• Identify and obtain necessary information to tackle the problem• Select mathematics in an organised way to find solutions
2 Analysing <ul style="list-style-type: none">• Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes• Use appropriate checking procedures at each stage
3 Interpreting <ul style="list-style-type: none">• Interpret and communicate solutions to practical problems, drawing simple conclusions
Coverage & Range
A learner should be able to: <ul style="list-style-type: none">• Understand and use whole numbers and understand negative numbers in practical contexts• Add, subtract, multiply and divide whole numbers using a range of strategies• Understand and use equivalencies between common fractions, decimals and percentages• Solve simple problems involving ratio where one number is a multiple of the other• Use simple formula expressed in works for one- or two- step operations• Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature• Convert units of measure in the same system• Work out areas and perimeters in practical situations• Construct geometric diagrams, models and shapes• Extract and interpret information from tables, diagrams, charts & graphs• Collect and record discrete data and organise and represent information in different ways• Find mean and range• Use data to assess the likelihood of an outcome

In order to help a learner become more at ease with the process of maths it is important to embed it within every aspect of their programme.

Look at the criteria for the NVQ units. Can the workbooks include activities for using maths? Can the answers be collated and presented by graph or diagram? In addition to any basic cash handling or measuring within the apprentice job role, look at other ways of identifying possible opportunities to practice maths.

If there is a criteria requiring evaluation on pros and cons, for example, encourage the learner to work out the cost of implementing a new idea or product to the company offer.

Slicing a cake is a great natural opportunity to discuss diameter, radius, and fractions. Look at the total cost of the cake, what percentage profit does the company require, therefore how many slices would the cake need to be divided into and at what cost per slice, to make a profit?

A task involving the combining of liquids, such as mixing pesticides for a horticulture apprentice or chemicals in hairdressing would provide practical opportunity for ratio.

When assessing Health & Safety, ask the learner to consider area and perimeter along with temperature during risk assessment training.

ICT L1

<u>Skill standard</u>	<u>Coverage and range</u>
Using ICT	
1 Identifying ICT requirements of a straightforward task	1.1 use ICT to plan and organise work
2 Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	2.1 select and use software applications to meet needs and solve straightforward problems 2.2 select and use interface features effectively to meet needs 2.3 adjust system settings as appropriate to individual needs
3 Manage information storage	3.1 work with files, folders and other media to access, organise, store, label and retrieve information
4 Follow and demonstrate understanding of the need for safety and security practices	4.1 demonstrate how to create, use and maintain secure passwords 4.2 demonstrate how to minimise the risk of computer viruses
Finding and selecting information	
5 Use search techniques to locate and select relevant information	5.1 search engines, queries
6 Select information from a variety of ICT sources for a straightforward task	6.1 recognise and take account of currency, relevance bias and copyright when selecting and using information
Developing, presenting and communication information	
7 Enter, develop and refine information using appropriate software to meet the requirements if straightforward tasks	7.1 apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content

8 Use appropriate software to meet requirements of straightforward data-handling task	8.1 process numerical data 8.2 display numerical data in a graphical format 8.3 use field names and data types to organise information 8.4 enter, search, sort and edit records
9 Use communications software to meet requirements of a straightforward task	9.1 read, send and receive electronic messages with attachments 9.2 demonstrate understanding of the need to stay safe and to respect others when using ICT - based communication
10 Combine information within a publication for a familiar audience and purpose	10.1 for print and viewing on screen 10.2 check for accuracy and meaning
11 Evaluate own use of ICT tools	11.1 at each stage of a task and at the task's completion

Once again consider every opportunity to practice the skills required for FS ICT.

Within the NVQ, the use of electronic workbooks are ideal. Encourage the learner to plan and organise the workbook. The assessor will need to give guidance and support at the start but as the programme progresses confidence will increase.

Incorporate as many ICT functions as possible into the tasks and activities for the knowledge criteria.

Encourage the learner to use search engines for research, then use ICT to organise and present the findings. This will holistically provide training for all 3 functional skills, as they will be reading and interpreting text, identifying the main points, inputting the findings either in written word or by manipulating numerical data, before saving and printing or sending via email to the assessor

TOP TIP

Ensure you clearly explain what Functional Skills the learner is demonstrating as this will build their confidence ready for their externally set and marked assessment

8. Personal Learning & Thinking Skills (PLTS)

A well planned delivery programme for apprentices with SEN will embed holistic mapping of the PLTS from the start. You should consider how to use all parts of the framework to evidence competency of each criteria. Some of our ideas are below:

Initial Assessment could provide evidence for *Independent Enquirers* and *Effective Participators*.

Planning Assessment and Learning should map nicely to many of the criteria in all 6 skill sets.

Assessment of NVQ criteria and functional Skills is an excellent source of PLTS evidence. Completion of a SWOT analysis and PDP will cover most of the requirements for the *Self-Manager* group and will also provide evidence for *Reflective Learners* and *Independent Enquirers*.

Peer to Peer Assessment can be mapped to some of the criteria for *Team Workers* and *Effective Participators*.

Participation in the **Review Process** could provide scope for the *Creative Thinker* category. This could also be evidenced by the assessor if the learner takes an active part in completion of the **Skill Scan** and **Assessment Planning**. If the apprentice is encouraged to consider **RPL**, it will also map to *Reflective Learners*.

Most certification bodies have resources available to help with mapping and recording of PLTS, with clear links to where unit criteria *could* meet the requirements. Care must be taken to ensure that the evidence offered and assessed in the NVQ does meet the full standard required. The mapping resource is just a guide, therefore it is important not to rely on just one evidence source.

TOP TIP

At the start of the programme, identify all possible sources of where PLTS evidence could be gained.

Plot on a mapping grid where it is likely to occur at each part of the apprenticeship programme.

Consider evidence from all areas; NVQ, Knowledge criteria, Functional Skills, Initial Assessment & Programme Reviews.

As and when the planned source achieves the outcome, record where, how and when onto the grid.

This should prevent a lengthy cross referencing session at the end of the programme

9. Employee Rights and Responsibilities (ERR)

All frameworks have ERR included in the framework. Check with the relevant Sector Skills Council on the requirement for ERR within their framework

A directory of all SSCs can be found here

<http://fiss.org/sector-skills-council-body/directory-of-sscs/>

Some frameworks have the ERR built into the main aim and therefore achievement of this will suffice as evidence. Others will have a specific qualification, often in the form of a workbook to be completed.

Use delivery of the ERR as an opportunity to further embed the Functional Skill training into the programme. It is a good platform to promote informal discussion, research, calculation of salary, sick pay, holiday entitlement etc. If handwritten it will also provide practice for FS English, if completed electronically then FS ICT.

Plan to deliver this element early in the programme rather than end weight it. It is full of useful information for the apprentice and they will be able to refer to the content throughout the programme which will again help build their confidence in the workplace.

10. Final Hints & Tips

This is not rocket science!

Our introduction explained that:

“The guide provides advice and guidance, much of which would apply to any apprenticeship, to any learning and assessment scenario or to any work-based training session. This is deliberate – what we have achieved is not, in our view, rocket science! Many of the adjustments that we have made to accommodate our SEN apprentices are those that any responsible and proactive training provider would make for any learner. **And in essence, that is one of our main messages to all providers and employers – this is not that difficult!** With careful, prudent planning and commitment from all parties it really is possible to achieve amazing outcomes for SEN learners who currently have limited access to apprenticeship opportunities.”

But remember - don't be afraid to say no.....

Say no to employers if they are not right for an apprentice, or to apprentices if they are not ready. Use your professional judgement. But be prepared to think outside the box, too.

Throughout the process, we focussed not on 'How did we do it?'

*But that we **WANTED** to do it!*

Not 'Is this possible?'

*But 'This **IS** possible'!*