



# **Core Skills Procedure**

**May 2021**

## History of Changes

Version	Description of Change	Authored by	Date
1.1	Core Skills Policy and Procedure changed to separate Core and Essential Skills Policy, and this is the separate Core Skills Procedure	H Anderson	22 May 2020
2	This document is now a Core Skills Procedure only – Policy is now Core and Essential Skills Policy Change to post: Essential Skills Manager and CLM Essential Skills no longer exist, and the responsibility has moved to CLMs. Highlight the need for L&D9 award for Work Based Core Skills delivery	H Anderson	May 2020
3	Department name change from BDU to Enterprise and Business Innovation Department	H Anderson	May 2021

## **1 Stage 1 – Pre-entry**

- 1.1 Each curricular programme will have a targeted core skills level which is accessed through Columbus. The targeted core skills level is agreed between CLMs and Course Teams. This information will be used to update the Core Skills Exit and Entry Levels report on Columbus.

The Core Skills requirements for Modern Apprenticeships (MAs) are available on the Skills Development Scotland website.

- 1.2 CLMs and/or Enterprise & Business Innovation Managers will plan the structure for delivery appropriate to their programmes.
- 1.3 CLMs will plan the delivery and integration approaches for the session.
- 1.4 The Core Skills lecturer/MA Assessor will produce teaching and assessment material in line with the Curricular Development Policy which can be contextualised or embedded relating to the vocational area or generic assessments based on an appropriate theme for the programme as agreed by the CLM.
- 1.5 When students are undertaking a modern apprenticeship and are required to complete the Workbased Core Skills units, the appropriate Business Development Manager/CLM must notify the Internal Verifier as part of the Quality Process.
- 1.6 It is anticipated that the Enterprise & Business Innovation Unit will appoint an IV for Work Based Core Skills for apprentices.
- 1.7 It is essential that staff delivering the Work Based Core Skills hold the Learning and Development 9 award.

## **2 Stage 2 – Induction Period**

- 2.1 Students entering the college with the recognised SQA Core Skills Unit for their programme will be given the opportunity to
- undertake the next level, if appropriate OR
  - be given activities and/or tasks that maintain their skill level
- 2.2 For those students who have evidence of a recognised qualification at a level much higher than the one required for their course, CLMs will liaise to agree a course of action.
- 2.3 The Course Tutor will clearly state to learners the core skills level required for progression to the next level of programme.

### **3 Stage 3 – On-course**

3.1 For full time further education, course delivery may be through:

- a discrete free-standing unit with generic and/or contextualised teaching and assessments
- integration with other units or projects within the programme

Part time further education students will be supported by their vocational lecturer and can access further support and advice from core skills lecturers when required.

Core skills are signposted within Higher National Qualifications and are not taught as a discrete unit unless they are part of the framework.

3.2 Core Skills staff will prepare an assessment register to ensure that students are correctly placed on the appropriate core skills unit(s) and give this information to the CLM and MIS by early November.

3.3 The CLM will ensure that all Core Skills Assessment Registers are submitted to MIS by mid-November.

3.4 MIS staff will send a Core Skills Report of Assessment registers raised to the appropriate CLM by mid-December.

3.5 The CLM will disseminate this information to Course Tutors and Core Skills lecturers.

3.6 Core Skills lecturer explains to the class group, the level of award, the method of Core Skills delivery and contextualisation where appropriate.

3.7 Course Tutor to monitor student progress on Core Skills as part of the Student Guidance process and discuss any concerns with the CLM.

3.8 The Core Skills Lecturer must inform the CLM and MIS of any changes to the level no later than mid-February.

### **4 Stage 4 – Exit**

4.1 The Core Skills lecturer/MA Assessor must enter the assessment results on the appropriate online registers.

4.2 The results will be discussed at the Block Team meetings

## **5 Core Skills Register Procedure**

- 5.1 The timetables should detail which core skill unit(s) to be delivered but not the actual unit level. E.g. Numeracy/ICT or Communication/ICT.

Core Skill options should be listed at the bottom of the programme timetable in the unit offerings box (otherwise the register will automatically be created and all students enrolled on the course will be entered onto the register for full time courses).

### **5.2 To Raise an Assessment Register**

At the start of an academic year, students will be entered onto an attendance only register for the full period of delivery of the core skill i.e. could be whole year or each block. In addition, from week 11 a subject or unit register must be raised. If the level is known at the start of delivery, an assessment register can be raised immediately.

The Core Skills Lecturer will then request an assessment register for the relevant unit(s) the students are studying in agreement with the CLM in line with Lecturing Staff Guidelines for Enrolments and Registers document.

Regular 6 monthly meetings will take place for the MA courses to discuss registers and quality systems. These will be planned by the CLM with responsibility for Core Skills and include the appropriate CLM and/or appropriate Enterprise & Business Innovation Manager.

- 5.3 The Core Skills lecturer is responsible for generating and updating the attendance and assessment registers, including subject (non-assessed) registers for those maintaining their core skills level.
- 5.4 Core Skills lecturers must inform relevant Course Tutors of students whose attendance falls below 80%.
- 5.5 Course Tutors must inform appropriate Core Skills lecturers when a student has withdrawn from their programme to ensure the registers are marked correctly.

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