**Functional Skills from Edexcel**
Easier to deliver. *More opportunities for success.*

# Functional Skills Curriculum Models

| Delivery model | Examples | Potential application | Strengths and weaknesses |
|---|---|---|---|
| **The GCSE route.** FS will be part of the new GCSE qualification structure.<br><br>Functional Skills Level 1 & 2 map to the KS4 programme of study and our GCSE 2010 specifications<br><br>Functional Skills delivers the full coverage of statutory ICT programme of study<br><br>In this model, FS are delivered primarily by the English/ Maths/ ICT GCSE team through learning experiences embedded into the GCSE curriculum. | • GCSE course has FS learning and assessment opportunities embedded.<br>• Learners are assessed for FS, routinely, as part of their GCSE programme.<br>• GCSE programmes provides opportunity to prepare learners fro the additional qualification with the same classroom at the same time. | • Strong potential in schools and other contexts where focus is on GCSE outcomes. In any case, learners will not be able to pass their GCSEs without also demonstrating competence in FS as large percentage of 2010 GCSE requires learners to be Functional , so strong incentive to provide opportunities to learn, practise, develop and assess FS through this route.<br><br>• GCSE resit courses in FE or adult learning contexts.<br><br>• As a continuation, for adult learners, from *Skills for Life* learning. | **Strengths:** FS are embedded naturally into the GCSE framework; delivery is by English, maths or ICT specialists; management of data and learning is comparatively straightforward; ownership with core.<br><br>**Weaknesses:** limited opportunity to transfer skills into other contexts through different subjects; FS becomes the sole responsibility of the English/maths/ICT teams; expectations of FS attainment may be limited to Level 2.<br>Less assessment progression and resist opportunities. |
| **Fully integrated**. FS are integrated within all post-16 courses of study. Learners take advantage of naturally occurring opportunities for FS work, covering all the requirements of the FS unit(s). The learner, in the course of their study, fills any gaps in FS underpinning knowledge independently. The learner takes full responsibility of preparing for any external assessment to accredit their FS. | • Learners follow an individual learning programme (ILP) of FS.<br>• Learners' progress in FS is tracked and monitored on a regular basis.<br>• Learners' FS are accredited through external assessment.<br>• Learners aim to achieve FS qualifications. | • Potentially wide application across a range of subjects and contexts(e.g. A-levels, Diplomas, vocational qualifications, work-based routes).<br>• The model assumes some additional learning time is incorporated into the main programme to allow learners to learn, practise and develop their FS.<br>• Subjects will need to map FS learning and assessment opportunities into their programmes. | **Strengths:** FS are learnt and practised in context; not seen as stand-alone skills without real-life application; promotes a range of learning styles across subjects.<br><br>**Weaknesses:** requires learners to be autonomous and extremely self-directed; possibility of lack of ownership by staff and/or learner; possibility of not really learning the underpinning skills; difficult to track and monitor; increases day-today demands on subject staff; some subjects may carry more responsibility for integrating FS also lack of opportunity to transfer skills to other contexts. |
| **Discrete**. FS are delivered and assessed in parallel with another course of study or via a separate taught programme of FS sessions. Where FS are taught in parallel with the main course of study, they may reflect outside interests or talents. | • FS are front-loaded during an induction period.<br>• FS sessions are timetabled discretely on a daily, weekly or 'unit' basis.<br>• Learners develop FS through additional learning support.<br>• FS are part of informal learning (eg using FS to achieve Duke of Edinburgh's Award) or enrichment activities (such as using FS for cross-peer mentoring).<br>• Learners aim to achieve FS qualifications. | • FS skills sessions are a discrete, timetabled entity.<br>• Learners could be streamed into classes pitched at the different levels or in mixed-level classes with highly differentiated teaching. | **Strengths:** FS teaching and assessment comparatively easy to manage; delivery can be by specialist teachers.<br><br>**Weaknesses:** limited opportunity to transfer skills into other contexts through different subjects; learners may not see the relevance of FS, which may affect retention and achievement; FS become the sole responsibility of the FS delivery team; comparatively expensive. |
| **Combined**. Aspects of the fully integrated and Discrete models are combined to provide a 'best fit' model for providers and learners. | • FS 'classes' are timetabled to provide opportunities to learn and practise and guidance for learners to complete FS assignments to generate evidence for FS qualifications. Assignments are contextualised.<br>• FS contact hours are timetabled to fill gaps identified through initial screening.<br>• FS tutorials are timetabled to support targets identified by the learner. | • Application across a range of contexts depending on the mix of integrated and discrete delivery. | **Strengths**: FS are seen, by learners and staff, to underpin the curriculum; skills are transferred; maximises naturally occurring opportunities for development and assessment; FS 'experts' can work with learners and staff.<br>**Weaknesses**: mapping and tracking may be complex; some subjects may carry more responsibility for integrating FS. |
| **Skills for Life**. This is a specific model for adult learners wishing to raise their literacy, numeracy or ICT skills. FS are delivered in an intense, discrete delivery model. | • FS are delivered in the traditional adult literacy, numeracy or ICT context.<br>• Usually very small classes, high staff: learner ratio,<br>• one-to-one support.<br>• Often delivered in community contexts (adult learning centres, community centres, libraries etc). Focus on Entry level and Level 1. | • In traditional *Skills for Life* contexts (eg community education, some learners with SpLD). | **Strengths**: effective, well-proven model specifically for adults and other identified learners.<br>**Weaknesses**: very expensive to deliver. |