

Response ID ANON-YJXB-3MPZ-7

Submitted to **Reformed Functional Skills Mathematics and English Subject Content**

Submitted on **2017-11-07 14:34:59**

Introduction

1 Does the proposed subject content cover the appropriate knowledge and understanding for Functional Skills in these subjects?

Yes

Comments text box:

The subject content set out for both English and mathematics at all levels is appropriate.

2 At Entry levels: Does the content cover the key elements of literacy and numeracy needed to support learners to progress to higher levels of study in English and mathematics?

Not Sure

Comments in text box:

Whilst the mathematics content set out at Entry level covers most of the key elements of numeracy, we believe that some reference to understanding and using simple percentages would be a useful addition at Entry 3.

In terms of the literacy, the content is also appropriate though further support is needed in determining an assessment approach which assesses the reading and spelling of set word lists in a meaningful way. The assessment approach would need to take into consideration the possibility of the word lists being rote learned.

3 At Levels 1 and 2: Does the content cover the key elements of literacy and numeracy needed for employment?

Not Sure

Comments in text box:

It is impossible to judge whether the key elements that may be required for any employment route are covered. However, the key aspects required to be literate or functionally numerate are present in the content.

4 At Levels 1 and 2: Will the proposed qualifications secure sound progression for the purposes of progression into further study?

Not Sure

Comments in text box:

As above, any response to this is dependent on the future study paths being considered. For example, the content proposed would not be sufficient for further study at level 3 in many STEM courses, including A-level maths and sciences. As above, the key aspects required to be literate or functionally numerate and to have the confidence to apply skills in novel areas are present in the content.

5 Does the proposed subject content provide assurance that essential knowledge taught in earlier levels is built upon and represented adequately?

Yes

Comments in text box:

As above, for mathematics an introduction to percentage in Entry 3 would support progression to level 1 study.

6 Do any of the proposals have potential to have a disproportionate impact, positive or negative, on specific learner groups, in particular the 'protected characteristic' groups? (The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity); if they have potential for an adverse impact, how can this be reduced?

No

Comments in text box:

7 Respondent category.

Awarding Organisation

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