Core Skills Procedure

October 2016

Also available in large print (16pt)
And electronic format.

Ask Student Services for details.

www.perth.ac.uk

University of the Highlands and Islands
Perth College

Version Control History

Version Number	Date of Change	Summary of Revisions Made
1	October 2016	New Procedure to support existing Policy.
1.1	December 2018	Role change to Quality Manager and other job titles to adhere to new structure.

Core Skills Procedure

1 Purpose

1.1 This procedure supports the Core Skills Policy and details how its Key Principles will be achieved. The procedure details how core skills provision within the College will operate and staff responsibilities in ensuring provision is effective.

2 Scope

2.1 This procedure covers non-advanced provision of full-time, community, infill, work based and modern apprenticeship SQA courses. The college emphasises the importance of core skills to all awards, and within the scope of awarding body criteria, the same principles should be followed.

2.2 Access to Higher National awards will recognise entry and exit core skills profiles as required by SQA. College approaches to admissions, diagnostic assessment and learning and teaching approaches will seek to enhance core skills development.

3 Definitions

3.1 The 5 core skills are: Communication, Numeracy, Information and Communication Technology, Problem Solving and Working with Others. Each core skill is available at levels 2-6 of the Scottish Credit and Qualifications Framework (SCQF).

3.2 Core skills profile relates to the most up to date SQA core skills profile.

3.3 SQA Navigator is the online tool used to check the most up to date core skills achievement.

3.4 The Skills framework is a mapping tool to ensure the following elements are covered:

- Numeracy.
- Literacy/Communications.
- Health and Wellbeing.
- Employability, Enterprise and Citizenship (including IT, Working with Others and Problem Solving).
- Sustainability.
- Equality and Diversity.
- Thinking Skills.

Refer to the Skills for Life, Learning and Work policy and Appendices for further information.

4   **Responsibilities**

   4.1   **Depute Principal, Academic**
         As the senior member of staff with responsibility for Learning and Teaching
         the Depute Principal, Academic holds overall responsibility for the Core Skills
         Policy.

   4.2   **Sector Development Director Business, Management, Computing and
         Leisure**
         Will manage the implementation of core skills in relation to this procedure.

   4.3   **Sector Manager/Subject Leader**
         Will work with individuals and teams in their Curriculum Area to ensure that
         the policy is implemented accordingly as well as ensuring that staff teaching
         core skills will support the delivery and compliance with policy and process.

   4.4   **Core Skills Coordinator**
         Will co-ordinate the administrative information required for core skills as
         outlined in this procedure.

   4.5   **Personal Academic Tutor (PAT)**
         Will provide accurate level requirements in relation course framework and
         progression. Will liaise with the relevant core skills lecturer(s) to ensure
         ongoing dialogue is maintained regarding students.

   4.6   **All Staff Teaching Core Skills**
         Have responsibility for the adherence to the core skills procedure. To liaise
         with the relevant PAT(s) to ensure ongoing dialogue is maintained regarding
         students.

   4.7   **Internal Verifier Coordinator (IVC)**
         There will be one IVC for each core skills specialism who will coordinate the
         internal verification activity each year (including core skills within courses
         delivered as work based learning). Each unit must have verification activity
         scheduled every year.

   4.8   **Internal Verifier**
         All units must have an identified Internal Verifier allocated.

   4.9   **The Quality Manager**
         Has a responsibility to ensure that the procedure is published according to
         college policy.

5   **Procedure**

5.1   **Pre-delivery**

▪   Before the first teaching week the Core Skills Co-ordinator will send staff
        delivering a core skills unit an electronic summative checklist (Appendix 1)
        containing the following information (where available):

        ▪   Course Code.
        ▪   Group.
        ▪   Lecturer.
        ▪   Personal Academic Tutor (PAT).
        ▪   Day and time of class.
        ▪   Level required (from course framework).
        ▪   Register number.

It will also detail the most up to date student enrolment information, showing:

▪   Level on entry (taken from SQA Navigator website).
▪   Student name.
▪   Achievement level - this should be a minimum of level required for the course
        unit, or a minimum of one level up from level of entry.

▪   Exceptional Circumstances

        A student may only be considered for exemption if they have not attained level
        6 and this agreed by the Lecturer, the Personal Academic Tutor and the
        student.

        Only in exceptional circumstances will a student be able to begin studying at a
        level +2 greater than their entry level, ie Level 4 on entry and studying at level
        6, where diagnostic testing has taken place to determine their ability to study
        at this level. This must be agreed by the Lecturer, the Personal Academic
        Tutor and the student. The student must be advised of the risks of skipping a
        level and possibly not achieving should they withdraw from the class or fail to
        achieve the higher level.

        All exceptions must be formally documented using the Exceptional
        Circumstances Form (Appendix 2) and submitted to the Core Skills
        Coordinator and the PAT.

▪   The Core Skills Co-ordinator will also forward an electronic register template
        (Appendix 3) for each day of the week (Monday-Friday). The student names
        should be copied from the summative checklist and pasted in the relevant
        section of the register file.

        This file should be updated after each class, preferably maintained
        electronically (which will calculate total absences) or manually at each class.

Title: Core Skills Procedure
Version/Status: 1.1 approved   **Owner:** Depute Principal, Academic
Approved By/Date: CMT/Oct 2016   **Lead Author**: Sector Development Director BMCL
Effective Publication Date: October 2016   **Review Timing/Date:** 4 years/2019/20

Perth College   3 of 16   QUAL/110/JB/DS

5.2 **Delivery**

- The following must take place at the first teaching session.

Use the relevant Communication, Numeracy or ICT Summative checklist to verify student attendance. Make a note of:

- Any students not on the checklist: note first name, surname and date of birth.
- Any students on checklist who do not attend.

This information should be emailed to the Core Skills Co-ordinator, who will then check the core skills level on SQA Navigator and update you on the core skills profile.

- Where no SQA profile exists, or if requested by the PAT; students must undergo diagnostic assessment in the core skills of Numeracy, Communication and Information and Communication Technology. The student is then placed on the appropriate level and, with the support of their lecturer, will work towards achieving the outcomes at that level. Feedback from the diagnostic assessment will be forwarded to the relevant PAT for information.

- You may also consider using a diagnostic assessment to measure a student's current skill level.

- Where a student has level 6 on entry, they should be given the opportunity to attend the timetabled classes to consolidate their learning using the contextualised materials (where available), to ensure that they are not disadvantaged in progression to the next level of study.

5.3 **Attendance**

- Check and update the register on CELCAT (register number should be shown on the Summative Checklist). Early in the academic year the register may not have been populated yet with students, it is therefore crucial to use the Excel register to record accurate attendance and once the CELCAT is live to update it with this information. (The template should have been sent to you at the beginning of the Academic Year – if not, contact the Core Skills Co-ordinator)

- You are only authorised to enter: Present, Absent or Not Required to Attend (NRA)the on the register: Any other entries must be input by the relevant PAT.

- No students will be penalised if they are exempt from anything already achieved.

- The NRA code can be used at any time, again not affecting any bursary payments.

5.4 Progression

- Students will be encouraged to attain beyond the minimum level identified in the framework, and to progress to achieve their individual potential within core skills levels.

- Scenario 1
  If a student has level 4 showing on their Core Skills Profile they must be assessed at level 5 for all tasks and summative evidence collated, signed and dated. At this stage a student should progress to level 6.

- Scenario 2
  If a student has level 4 showing on their Core Skills Profile and lacks the skills to progress to level 5, they should be offered consolidation activity before attempting the next level (5).

5.5 Course Team Meetings

- Where possible every effort should be made to attend relevant Course Team Meetings (CTMs), if unable to attend an up-to-date Summative Checklist should be forwarded to the relevant PAT.

5.6 Post-Delivery

Once the class has finished the following administration procedures must be followed:

- **Assessment Registers**
  - Distributed by the Core Skills Co-ordinator to each Lecturer
  - The Lecturer to complete, sign and date and pass to the IV
  - The IV to check the assessment register entries match the summative checklist, sign and date and forward originals to the Core Skills Co-ordinator.
  - The Core Skills Co-ordinator to copy Assessment Registers, store in folder and pass original documents to MIS for processing within the deadline for progression boards.

- **Resulting**
  Upon completion a student may only be resulted based on the lowest level achieved – eg Communication: if they have achieved level 6 in two tasks (Reading and Writing) but only level 5 in one task (Speaking and Listening), they must be resulted as Level 5 for the unit.

  Where a student has achieved a task at higher level than the overall unit, they can resume the unit the subsequent year only if the evidence from the previous year is available – eg Numeracy: if the number task has been achieved at level 6, and graphs at level 5, therefore resulted at 5; the student would only need to achieve level 6 graphs and use the archived evidence for the number task to achieve level 6. The evidence from the previous year must be in the student's current portfolio of evidence.

Title: Core Skills Procedure
Version/Status: 1.1 approved   **Owner:** Depute Principal, Academic
Approved By/Date: CMT/Oct 2016   **Lead Author**: Sector Development Director BMCL
Effective Publication Date: October 2016   **Review Timing/Date:** 4 years/2019/20

Perth College   5 of 16   QUAL/110/JB/DS

For additional details on how to enter results on the Assessment Registers, see Appendix 4.

- It is the responsibility of the Lecturer to liaise with the PAT to ensure that any students who have been deferred are given the opportunity to complete the Unit at an agreed time and prior to ratification of results at progression board.

- **Summative Checklists**

  - Up-to-date Summative Checklist forwarded to the relevant PAT and to the Core Skills Co-ordinator
  - SARU checklist completed and forwarded to the Core Skills Co-ordinator

5.7 Archiving

All student summative evidence must be passed to the Core Skills Coordinator for archiving.

- This must be grouped by class and include a summative checklist, individual student evidence and relevant checklists.

- This is stored in the locked cupboard in room S005 for 1 year.

5.8 Internal Verification

- Each core skills area will have an Internal Verification Co-ordinator (IVC) appointed. The roles and responsibilities of the IVC is outlined in the Assessment and Verification Procedure, but as a minimum they are responsible for arranging IV meetings and ensuring that the IV procedures are followed.

- Each core skills unit must be verified every year.

- All staff teaching a core skills unit have responsibility to adhere to the Internal Verification (IV) procedure.

- The IVC will arrange for three mandatory meetings per semester:

  - Pre-delivery
  - During delivery
  - Post-delivery

Title: Core Skills Procedure
Version/Status: 1.1 approved
Approved By/Date: CMT/Oct 2016
Effective Publication Date: October 2016

Owner: Depute Principal, Academic
Lead Author: Sector Development Director BMCL
Review Timing/Date: 4 years/2019/20

QUAL/110/JB/DS   6 of 16   **Perth College**

5.9 **Assessments**

- All verified assessments (internally verified and externally by SQA) must be stored in the Control (Master) folder, along with relevant marking criteria and sample answers.

- All summative assessments which have not been prior verified must be sent to SQA for prior verification. These must be forwarded to the relevant IVC who will forward to the Quality Unit for processing.

5.10 **Sampling**

- The number of candidates included in the sample for internal verification should reflect the Perth College UHI procedure.

- The following should be taken into account when prioritising what to sample:

  - New assessors (new to the qualification).
  - Any changes to the Unit or assessments since the last delivery.
  - Any issues identified at the last internal or external verification.
  - Different approaches to assessment used with different groups.
  - Different locations of candidates and/or resources used.

- Sampling should include the full range of levels, assessments and lecturers.

- You should apply an annual rolling programme of verification sampling to ensure that a check on standards is maintained over time.

5.11 New Lecturer Induction

- When a new Lecturer is appointed, the Core Skills Co-ordinator will allocate a Mentor from within their subject area who will be responsible for supporting them in their role.

- The New Start Guidance checklist (Appendix 5) must be completed and then forwarded to the Core Skills Co-ordinator.

6 **Linked Policies/Related Documents**

6.1 Core Skills Policy
6.2 Learning, Teaching and Assessment Strategy
6.3 Equality and Diversity Policy
6.4 Monitoring and Evaluation Policy
6.5 Assessment Policy
6.6 Skills for Life, Learning and Work Framework and Policy
6.7 Retention Policy
6.8 Mitigating Circumstances Procedure

Title: Core Skills Procedure
Version/Status: 1.1 approved   **Owner:** Depute Principal, Academic
Approved By/Date: CMT/Oct 2016   **Lead Author**: Sector Development Director BMCL
Effective Publication Date: October 2016   **Review Timing/Date:** 4 years/2019/20

Perth College   7 of 16   QUAL/110/JB/DS

Appendix 1 – Blank Summative Assessment Checklist (recording completed Learning
Outcomes)

Core Skills: Communication
Summative Assessment Checklist
2016-17

Course Code		Group	
Lecturer		PAT	
Day	Choose an item.	Time	
Level Required	Choose an item.	Register No	

Level on Entry	Student	Level	Task 1	Task 2	Task 3	Evaluation completed	Date Level Achieved

C (+Level)   = Certificate seen as evidence

Core Skills: Information and Communication Technology
Summative Assessment Checklist
2016-17

Course Code		Group	
Lecturer	Choose an item.	PAT	
Day	Choose an item.	Time	
Level Required	Choose an item.	Register No	

Level on Entry	Student	Level	Task 1	Task 2	Task 3	Task 4	Evaluation completed	Date Level Achieved

C (+Level)   = Certificate seen as evidence

Level 6 on entry –

Level		4	5	6

Title: Core Skills Procedure
Version/Status: 1.1 approved   **Owner:** Depute Principal, Academic
Approved By/Date: CMT/Oct 2016   **Lead Author**: Sector Development Director BMCL
Effective Publication Date: October 2016   **Review Timing/Date:** 4 years/2019/20

Perth College   9 of 16   QUAL/110/JB/DS

Core Skills: Numeracy
Summative Assessment Checklist
2016-17

Course Code		Group	
Lecturer		Personal Academic Tutor	
Day	Choose an item.	Time	
Level Required	Choose an item.	Register No	

Level on Entry	Student	Level	Task 1 Using Number	Task 2 Graphical Information	Task 3 Measuring (L3 only)	Evaluation completed	Date Level Achieved

Level		4	5	6

Appendix 1a – Student Work Schedule/Comments (recording ongoing activity)

Student Work Schedule/Comments	
Student	**Work Schedule/Comments**

Appendix 2 – Exceptional Circumstances Form

Core Skills Exceptional Circumstances Form

Student		Core Skills subject(s)	Choose an item.
Lecturer		Date	
PAT			

Student Application

Please select the reason for this application:

☐   Exemption from attempting level 6

☐   Opportunity to study at a level +2 higher

The associated risks in choosing to study at a level +2 from my level on entry have been explained to me.

Student comments:		
Student Signature		Date	

I support this application and have evidence of the student diagnostic that supports the student's ability to study at a level +2 from the level of entry.			
Lecturer signature		Date	

I have discussed this application with the student and the lecturer and support the proposed level of study.			
PAT signature		Date	

Note: A copy of this completed form should be sent to the Core Skills Coordinator and a copy retained by the PAT.

Title: Core Skills Procedure
Version/Status: 1.1 approved
Approved By/Date: CMT/Oct 2016
Effective Publication Date: October 2016
Owner: Depute Principal, Academic
Lead Author: Sector Development Director BMCL
Review Timing/Date: 4 years/2019/20

QUAL/110/JB/DS   12 of 16   **Perth College**

Appendix 4 – Register Template

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	**Attendance Register**																				**Total Absences**
2	**Class**																				
3	**THURSDAY**									Semester 2											
4	**Student Name**	28/01/2016	04/02/2016	11/02/2016	18/02/2016	25/02/2016	03/03/2016	10/03/2016	17/03/2016	24/03/2016	31/03/2016	07/04/2016	14/04/2016	21/04/2016	28/04/2016	05/05/2016	12/05/2016	19/05/2016	26/05/2016	02/06/2016	
5																					0
6																					0
7																					0
8																					0
9																					0
10											Easter Holidays										0
11																					0
12																					0
13																					0
14																					0
15																					0
16																					0
17																					0
18																					0
19																					0
20																					

Title: Core Skills Procedure
Version/Status: 1.1 approved   **Owner:** Depute Principal, Academic
Approved By/Date: CMT/Oct 2016   **Lead Author**: Sector Development Director BMCL
Effective Publication Date: October 2016   **Review Timing/Date:** 4 years/2019/20

Perth College   13 of 16   QUAL/110/JB/DS

Appendix 5 – Assessment Register Results

Core Skills – Resulting

Most course frameworks have on them the required level of core skills that needs to be achieved to attain the overall group award.

In some cases, students may have already achieved the required level and therefore they are then encouraged to study for the next level (up to level 6).

Where this is the case, below is an example of potential results that can be entered on the assessment register:

Period/Unit: PE12 PEF3GF11/E NUMERACY Tutor: A N Other						
STD Code	**STD Name/Status**	**Prog**	**Route**	**Mode**	**Result**	**Comments**
09001059/1	Anderson, Lynn (C)	OTH	PEUNWATEF	FT	P	Student passed level 5.
09000862/1	Jamieson, Andrew (C)	OTH	PEUNWATEF	FT	Exempt	Student already achieved level 5, attempted Level 6 but failed.
11002167/4	Littlejohn, Simon (C)	OTH	PEUNWATEF	FT	PL	Student passed Level 4 (although the student has not achieved the required Level 5, he has not had any recognition in achievement for Level 4 at all – so this will give the individual recognition of what he has achieved.
15006600/3	Moncrieff, Alyssa (C)	OTH	PEUNWATEF	FT	PH	Student passed Level 6.
13001327/3	Neilson, Veronica (W)	OTH	PEUNWATEF	PT	F Or Exempt	Student (since withdrawn) started the module but did not achieve. This could also be an exempt if they have already achieved level 5 and were attempting level 6.
08001405/3	Wilson, Stephen (W)	OTH	PEUNWATEF	FT	W	Student withdrew before teaching commenced on this module.

14051631/1	Bowie, Jim (C)	OTH	PEUNWATEF	FT	F	Already achieved. Level 4, but the aim of the course was to achieve Level 5, therefore a fail.
10002435/6	Lynas, Evan	OTH	PEUNWATEF	FT	Differs	Student arrived with a 4 through embedded work but has not done a numeracy qualification. We can award whichever level they achieve (3-6).

Created by Deborah Lally – updated August 2016

Title: Core Skills Procedure
Version/Status: 1.1 approved
Approved By/Date: CMT/Oct 2016
Effective Publication Date: October 2016

Owner: Depute Principal, Academic
Lead Author: Sector Development Director BMCL
Review Timing/Date: 4 years/2019/20

Perth College   15 of 16   QUAL/110/JB/DS

Core Skills
Core Skills **New Start Guidance**

Welcome to the Core Skills team, you will be teaching at least one of the Core Skills we deliver: (Communication, Information and Communication Technology and Numeracy). This document sets out your induction process.

You will be assigned a Mentor who will:
☐ Ensure you know where the resources are
☐ Go over the documentation (summative checklists, student checklists, assessment registers)
☐ Ensure you can access and update your Celcat Attendance register(s)
☐ Double mark your assessments – until they meet the internal verification standard
☐ Keep in regular contact with you

You will need to ensure that you are familiar with:
☐ Who your Mentor is and how to contact them
☐ The SQA Descriptors for the Units you are teaching
   (These are available in the IV folder or at the SQA website)
☐ The Core Skills Policy
☐ The Core Skills Procedure
☐ The work books / resources
☐ The assessment tools and assessment conditions required
☐ The administration of your groups (recording attendance, summative checklists, student checklists, assessment registers)

Team contacts:

Core Skill	Name		Email
Communication		IVC	
		IV	
		IV	
		IV	
ICT		IVC	
		IV	
Numeracy		IV	
		IVC	
		IV	

IV – internal verifier IVC – Internal Verifier Co-ordinator

Title: Core Skills Procedure
Version/Status: 1.1 approved   **Owner:** Depute Principal, Academic
Approved By/Date: CMT/Oct 2016   **Lead Author**: Sector Development Director BMCL
Effective Publication Date: October 2016   **Review Timing/Date:** 4 years/2019/20

QUAL/110/JB/DS   16 of 16   **Perth College**