

## Curriculum Overview

# Functional Skills Maths and English

**(Entry levels 1, 2 and 3 plus Levels 1 and 2)**

### **What are Functional Skills Qualifications?**

Functional Skills assess the fundamental skills of English and maths and help to prepare people with the skills that they may need in their working and professional lives. There are different levels of Functional Skills Qualifications:

Entry Level 1   Entry Level 2   Entry Level 3   Level 1   Level 2

Entry-level 1-3 is below GCSE level, Level 1 is equivalent to GCSE grades 1-3 and Level 2 is comparable to GCSE grade 4.

Once learners have completed one level of a Functional Skills Qualification, they can progress onto the next level, after Level 1 and 2 learners can choose to study further, like at a GCSE level, or progress into employment or vocational training.

### **The qualifications give learners the opportunity to:**

- demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English
- apply this knowledge and these skills in familiar situations.
- achieve a foundation for further study at Levels 1 and 2. Qualification aims and outcomes The qualifications give learners the opportunity to:
  - listen, understand and respond to verbal communication in a range of familiar contexts
  - acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts
  - read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely
  - write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar. All Functional Skills Assessments are graded as either pass or fail. There isn't any coursework or portfolio-based elements, and the qualification result is based solely on exam papers. For entry-level qualifications, papers are assessed internally. Level 1 and 2 exams can be taken online or as a paper-based assessment. The online exams can be taken on demand whenever the learner feels ready, but paper exams must be completed when the awarding body sets dates.

This Maths Overview is written based on the Centre for Excellence in Maths' (CfEM) Five Key Principles of Teaching for Mastery in FE. (See below) The intention of our scheme of work is to provide an exemplar that can be adapted and used by teachers who are grappling with the issues of teaching Functional Skills maths over a relatively short timeframe, to learners who are frequently disengaged by previous negative experiences of the subject.

## Teaching for Mastery: The Five Key Principles

1. Develop an understanding of mathematical structure

2. Value and build on students' prior learning

3. Prioritise curriculum coherence and connections

4. Develop both understanding and fluency in mathematics

5. Develop a collaborative culture in which everyone believes everyone can succeed

### Mathematical structure

#### 1. Develop an understanding of mathematical structure

Use mathematical representations to unlock understanding – these can both clarify the meaning of a concept and provide access to the structure of the mathematics in a problem. Use ideas of variation theory to draw attention to key concepts.

### Prior learning

#### 2. Value and build on students' prior learning

Celebrate and build on what students already know. This requires formative evaluation so that students can develop their understanding from where they are. Drawing on the thinking of peers is an important part of the process, and helps to build a supportive and collaborative community.

### Curriculum coherence

#### 3. Prioritise curriculum coherence and connections

It is important for students to have insight into fundamental mathematical ideas and concepts to help them make connections across the curriculum. This simplifies the amount that they need to learn. Emphasise the links between mathematical concepts (for example, factors and multiples, multiplicative reasoning, ratio, trigonometry).

## **Understanding and fluency**

### **4. Develop both understanding and fluency in mathematics**

Cover key content in depth to attain understanding and fluency that can be applied in different contexts. Fluency is not just about knowing facts and procedures, but also how and when to use them (for example in solving multi-step problems). Students practice important skills by drawing on both newly developed and previous understanding.

## **Collaborative culture**

### **5. Develop a collaborative culture in which everyone believes everyone can succeed**

Build a supportive and collaborative community in which peers and the teacher support one another, misunderstandings are accepted, and the class works together to resolve these. The expectation is that everyone can understand important basic principles and come to use these with developing confidence.

Although our scheme of work and lessons relating to them have been informed by all five Key Principles of Teaching for Mastery, the structure of the course has been informed by one of the key principles in particular: prioritise curriculum coherence and connections.

In terms of structuring the schemes of work, this means:

- sequencing to enable learners to see links between mathematical concepts
- consistent use of familiar representations across different topics to enhance understanding of mathematical structure.

Our schemes of work has also taken account of issues of learner engagement and resilience – particularly in the early part of the academic year.

## **Rationale and outcomes**

The Functional Skills curriculum is made up of a few big linked ideas and our scheme has been designed to reduce students' cognitive load, supporting the demands on their working memory, whilst helping them to think deeply about the underlying mathematical concepts. This is in contrast to traditional teaching in FE maths classrooms where students are provided with isolated procedures or algorithms presented as disconnected topics that need to be remembered and cannot be readily applied to everyday life situations. A critical aim is to develop an improved number sense, and ability to apply maths flexibly in practical situations

Our SoW lessons focus on learner engagement and resilience, with the intention of addressing from the start the negative attitudes and fixed mindsets that learners frequently present.

However, it is important that these key messages are reinforced regularly throughout the year.

For more ideas about this, see the [screencasts on engagement and resilience](#)



# Certificate in Personal and Social Development

## **Course Content**

This course embraces personal, social, health, citizenship and ICT, and enables candidates to develop skills that prepare them for independence and working life.

The Personal and Social Development (PSD) qualifications offer imaginative ways of supporting students in becoming confident individuals who are physically, emotionally and socially healthy being responsible citizens who make a positive contribution to society and embrace change managing risk together with their own wellbeing as well as introducing them to new activities and personal challenges. The qualification is credit-based and candidates will study a wide range of units aimed at personal, social development. Candidates must complete 13 credits worth of units to achieve the full qualification.

## **Entry Requirements**

The course is aimed at high needs students who are working at Entry 1 or towards Entry 2 who have minimal or no formal qualifications. Students will have an interview prior to enrolment and will undertake an assessment to ascertain current levels.

## **Assessment**

Students complete a portfolio of evidence which is internally assessed by college assessors against the unit assessment criteria. There is a mandatory Assessment Checklist provided for each unit that needs to be signed off by the tutor in order to complete a unit. Checklists must also be signed by the candidate, assessor and internal moderator to authenticate the work added to each candidate's portfolio of evidence.



# Certificate in Employability

## Course Content

The ASDAN Level 1 Certificate in Employability is designed to help learners develop the skills needed to become successful employees. The primary purpose of this qualification is to support them in overcoming barriers to entering work. It is primarily intended for young people and adults who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale. It may also suit those experiencing the workplace for the first time that need to develop employability skills.

Students will study mandatory units together with a range of option units to develop employability skills. Units are designed to be practical and will allow learners to develop employability skills, which will improve their career prospects. Functional Skills in English, Maths and ICT will form an integral part of this Foundation Learning programme.

Students study a range of units to support understanding of work place requirements. Learners will have the opportunity to participate in an enterprise activity. It is primarily intended for young people and adults who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale. It may also suit those experiencing the workplace for the first time that need to develop employability skills.

## Progression

- ASDAN Level 2 Award and Certificate in Employability
- Progression routes for candidates achieving the Employability qualifications include apprenticeships, traineeships, employment, further education and any other qualifications at a higher level.

## Assessment

Candidates complete a portfolio of evidence which is internally assessed against the unit assessment criteria. Assessors need to ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard.



# Sports Programme

Combine your love of sports and fitness with qualifications that can progress you to higher education or a career in the industry. Sport offers access to a huge choice of job roles, from hands-on fitness, to administration and management. All of our courses give students an insight into all of the sectors which can be accessed.

Our sports teachers are enthusiastic and come from a variety of sporting and teaching backgrounds and many are still very involved with sport outside the College. We also have a fun and engaging enrichment programme of extra-curricular activities. You will develop on a range of skills including:

- Teamwork
- Self-motivation
- Problem solving
- Resilience
- Communication
- Reflection

## Course Content

NCFE Level 1 Course in Sports at Rise College will develop your core knowledge and skills needed for an amazing career in the sports and active leisure. This course will open your eyes to the wide world of sport. The course involves activities including taking part in sport in exercise, how the body works and sports coaching.

This is a vocational course which involves the following learning combination: classroom tuition, physical sport, a tutorial, enterprise related enrichment, extra- curriculum related enrichment, work experience in a relevant institution, and application preparation to an appropriate employer. Rise College has a wide variety of sports and clubs available to participate in.

## Course Outcomes

Level 1 qualification and progression opportunities. With the addition of specific activities, the Sport study programme is designed to give applicants a higher chance of getting into a career of choice. The programme is further supported with HE talks, visits and workshops.

## Progression

Level 2 Sports programme, employment or apprenticeship.



# Information Technology

## RI Course Content

This is an introductory programme in computing and aims to provide you with the opportunity to develop a range of skills within the IT sector. The units cover activities such as creating a website, developing and using digital information with IT. Learners will develop a range of skills in the IT sector in areas such as problem- solving, working with others, communication and research and supporting progression on to further study.

Our Level 1 course introduces and inspires our students into three key industries, Information Creative Technology (ICT. The course is perfect for those who have an interest in this subject area and learn foundation skills to support their future endeavours in the IT industry. This is a one year course where you then progress onto a Level 2 course in ICT once achieved.

## Course Outcomes

Mandatory Units:

- Information Technology Systems
- Creating Systems to Manage Information
- Using social media in Business
- Programming
- IT Project Management
- Cyber Security and incident Management
- IT Service Delivery



# Health, Social and Childcare

**Our study programme in the health and social care provides learners with a structured and challenging learning experience to support their development and progression, whether that's on to further study or their dream career.**

This qualification:

- is aimed at learners who wish to develop an understanding of these settings before deciding whether working in the sector is for them
- allows learners to gain the knowledge, understanding and skills required for employment and/or career progression in the sectors
- allows learners to tailor their learning to their interests through the provision of a broad range of optional units
- provides opportunities for the development of transferable skills
- supports progression to Level 2 qualifications in health, social care or children's settings
- provides learners with the opportunity to progress to employment, in due course, in a range of job roles in the care sectors.

## **Course Content**

### **LEVEL 1 DIPLOMA IN INTRODUCTION TO HEALTH AND SOCIAL CARE**

Level 1 Diploma in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales) is suitable for learners who are working, or wish to work, in the health and social care, early years and childcare sectors.

### **Course Outcomes**

Understand the Range of Service Provision and Roles Within Health and Social Care (Adults and Children and Young People), Early Years and Childcare

Awareness of Health and Safety in Health and Social Care (Adults and Children and Young People), Early Years and Childcare Introductory Awareness of Inclusion and Disability

Introduction to Communication in Health and Social Care (Adults and Children and Young People), Early Years and Childcare

Awareness of Safeguarding in Health and Social Care (Adults and Children and Young People), Early Years and Childcare

### **LEVEL 2 CERTIFICATE IN HEALTH AND SOCIAL CARE**

Mandatory Units:

Human Growth and Development

Safeguarding and Protection in Health and Social Care

Equality, Diversity and Rights in Health and Social Care





# Childcare

## Course Content

### **LEVEL 2 CERTIFICATE IN WORKING WITH CHILDREN IN EARLY YEARS AND PRIMARY SETTINGS**

This qualification covers a range of key subject areas that provide learners with the knowledge, understanding and skills needed to care for and educate children aged between 0 and 11 years 11 months old. It has been designed to support learners to progress on to Level 3 qualifications across a number of sectors, including the Early Years Educator sector, the Supporting Teaching and Learning sector, and the Children and Young People sector. It also contains significant transferable knowledge for the Health and Social Care sector.

## Course Outcomes

Child Development From Birth to 11 Years 11 Months  
Play and Learning  
Exploring Legislation  
The Role of the Childcare Practitioner  
Nutrition  
Physical Development and Physical Activity  
Professional Skills Record



# Level 1 and 2 Technical Award in Interactive Media

Our Technical Award in Interactive Media is designed for learners who want an introduction to interactive media that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the interactive media sector or progress onto further study.

## **What are the entry requirements?**

There are no specific prior skills/knowledge a learner must have for this qualification.

## **How is this qualification structured?**

To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 7 mandatory content areas.

### **Course Content: Interactive media and the audience**

- Product proposals and planning for interactive media products
- Developing an interactive media product
- Promotion and presentation of interactive media products
- Review of production processes and final product

## **How is it assessed?**

The qualification has 2 assessments externally-set by NCFE: one non-exam assessment and one written examined assessment. Only one attempt at each assessment is permitted.

## **How long will it take to complete this qualification?**

It is recommended that this qualification is delivered over 2 years but we work in partnership with the exam board to support our learners so completion time can be extended.



## What related qualifications can you progress to?

Learners who achieve at level 1 might consider progression to level 2 and other level 2 qualifications such as:

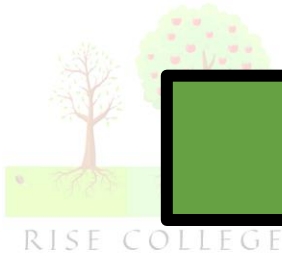
- GCSE Media Studies
- Diploma in Creative Media
- study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study

Learners who achieve at level 2 might consider progression to level 3 qualifications such as:

- Level 3 Applied General Certificate in Art and Design
- Level 3 Certificate in Creative Craft
- Level 3 in Interactive Media
- Level 3 in Media Studies
- other Level 3 qualifications (including Advanced GCSE) in creative and media-related subjects
- A Level in Media Studies

## Career opportunities

Learners could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the interactive media sector through a variety of occupations.



# Hospitality

## **INTRODUCTION TO THE CATERING AND HOSPITALITY INDUSTRY**

This course is ideal for students who would like a more 'hands on' approach to their learning and allows learners to gain practical skills, knowledge and understanding in the subject area.

## **LEVEL 2 CERTIFICATE IN UNDERSTANDING EXCELLENCE IN CUSTOMER SERVICE FOR HOSPITALITY**

This qualification is designed for learners who are looking to enter, or progress within, employment in the hospitality sector. It will enable learners to develop knowledge and understanding of customer service excellence for the hospitality sector.

### **Course Outcomes**

Principles of Customer Service in the Hospitality Sector

Understand Effective Teamwork in the Hospitality Sector

Understand Legislation and Guidance Relevant to the Hospitality Sector

Understand Professional Personal Standards in the Hospitality Sector

# Relationships and Sex Education

RISE COLLEGE

In 2020, the government made Health Education and Relationships and Sex education (RSE) compulsory, which makes most of the Personal Social Health Education curriculum now mandatory for all students in all schools. This applies to all students including those with Special Educational Needs. We will ensure that our students are receiving age appropriate, useful RSE that ultimately enables them to live healthy, safe lives.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Today children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

## Aims for our RSE Programme

The aim of Relationships Sex and Health Education is to give our young people the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships. Students should be given opportunities to understand how healthy relationships can benefit their own mental wellbeing and self-respect. Effective Relationships and Sex Education does not encourage early sexual experimentation but teaches our students to understand human sexuality and respect themselves and others.

Knowledge about safe sex and sexual health remains important to ensure young people can make safe, informed and healthy choices as they progress to adult life (where our students have this level of understanding).

# Overview of RSE Curriculum

RISE COLLEGE

<b>Relationships and Sex Education</b>	<b>Physical Health and Mental Well-Being</b>
<b>Families (including different types of family units)</b>	<b>Internet Safety</b>
<b>Being Safe (including public and private behaviours)</b>	<b>Mental well being</b>
<b>Respectful Relationships including friendships</b>	<b>Physical Health and Fitness and Healthy Eating</b>
<b>Sexual Relationships and Sexual Health</b>	<b>Physical changing body and puberty</b>