

Pearson Edexcel Functional Skills qualification in English at Entry 1

Pearson Edexcel Functional Skills qualification in English at Entry 2

Pearson Edexcel Functional Skills qualification in English at Entry 3

Specification

Levels Entry 1, Entry 2 and Entry 3

For first teaching September 2010

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Summary of Pearson Edexcel Entry Level Functional Skills qualifications specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Definition of TQT added	3
TQT value added	3
Guided learning definition updated	30

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Qualification titles covered by this specification

Pearson Edexcel Functional Skills qualification in English at Entry 1

Pearson Edexcel Functional Skills qualification in English at Entry 2

Pearson Edexcel Functional Skills qualification in English at Entry 3

Qualification purpose

Functional Skills English qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' perceptions that many learners are not achieving a sufficiently firm grounding in the basics.

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

These qualification titles and codes will appear on learners' certificate. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

The QNs for the qualifications in this publication are:

Pearson Edexcel Functional Skills qualification in English at Entry 1	500/8494/X
Pearson Edexcel Functional Skills qualification in English at Entry 2	500/8467/7
Pearson Functional Skills qualification in English at Entry 3	500/8464/1

Qualification objectives

The aims of these qualifications are to develop learner understanding and skills in:

Entry 1

- **Speaking, Listening and Communication** – participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation.
- **Reading** – Read and understand short, simple texts that explain or recount information.
- **Writing** – Write short, simple sentences.

Entry 2

- **Speaking, Listening and Communication** – participate in discussions/exchanges about familiar topics making active contributions, with one or more people in familiar situations.
- **Reading** – Read and understand short, simple texts that explain or recount information.
- **Writing** – Write short texts with some awareness of the intended audience.

Entry 3

- **Speaking, Listening and Communication** – respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges.
- **Reading** – Read and understand the purpose and content of straightforward texts that explain, inform and recount information.
- **Writing** – Write texts with some adaptation to the intended audience.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specify a total number of hours that it estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Total Qualification Time (TQT) for each Functional Skills qualification in English at Entry 1, Entry 2 and Entry 3 is 47 hours.

The Guided Learning Hours (GLH) for each Functional Skills qualification in English at Entry 1, Entry 2 and Entry 3 are 45 hours.

Structure of qualifications

Pearson Edexcel Functional Skills qualification in English at Entry 1

All components are compulsory.

Component 1: Speaking, listening and communication	
Internally assessed Availability of tasks: on demand Certification opportunities: please see our website	33.3% of the total qualification
Overview of content The assessment will cover all the entry 1 speaking, listening and communication skill standard.	
Overview of assessment Pearson will provide guidance on devising activities to meet the skill standard to centres. Learners must achieve all entry 1 criteria at least once.	

Component 2: Reading	
Internally assessed Availability of tasks: on demand Certification opportunities: please see our website	33.3% of the total qualification
Overview of content The assessment will cover all the entry 1 reading skill standard.	
Overview of assessment Pearson will set six tasks and these will be available on our website every academic year. Learners will take two tasks to cover the skill standard. The total number of marks available is 16. The assessment must be completed in 45 minutes.	

Component 3: Writing

Internally assessed

Availability of tasks: on demand

Certification opportunities: please see our website

33.3% of the total qualification

Overview of content

The assessment will cover all the entry 1 writing skill standard.

Overview of assessment

Two tasks will be available and will remain valid for one year.

Learners will take both tasks to cover the skill standard.

The total number of marks available is 12.

The assessment must be completed in 45 minutes.

Pearson Edexcel Functional Skills qualification in English at Entry 2

All components are compulsory.

Component 1: Speaking, listening and communication	
Internally assessed Availability of tasks: on demand Certification opportunities: please see our website	33.3% of the total qualification
Overview of content	
The assessment will cover all the entry 2 speaking, listening and communication skill standard.	
Overview of assessment	
Pearson will provide guidance on devising activities to meet the skill standard to centres.	
Learners must complete two activities.	
Learners must achieve all entry 2 criteria across the two activities at least once.	

Component 2: Reading	
Internally assessed Availability of tasks: on demand Certification opportunities: please see our website	33.3% of the total qualification
Overview of content	
The assessment will cover all the entry 2 reading skill standard.	
Overview of assessment	
Pearson will set six tasks and these will be available on our website every academic year.	
Learners will take two tasks to cover the skill standard.	
The total number of marks available is 20.	
The assessment must be completed in 45 minutes.	

Component 3: Writing

Internally assessed

Availability of tasks: on demand

Certification opportunities: please see our website

**33.3% of the total
qualification**

Overview of content

The assessment will cover all the entry 2 writing skill standard.

Overview of assessment

Two tasks will be available and will remain valid for one year.

Learners will take both tasks to cover the skill standard.

The total number of marks available is 20.

The assessment must be completed in 45 minutes.

Pearson Edexcel Functional Skills qualification in English at Entry 3

All components are compulsory.

Component 1: Speaking, listening and communication	
Internally assessed Availability of tasks: on demand Certification opportunities: please see our website	33.3% of the total qualification
Overview of content	
The assessment will cover all the entry 3 speaking, listening and communication skill standard.	
Overview of assessment	
Pearson will provide guidance on devising activities to meet the skill standard to centres. Learners must complete two activities. Learners must achieve all entry 3 criteria across the two activities at least once.	

Component 2: Reading	
Internally assessed Availability of tasks: on demand Certification opportunities: please see our website	33.3% of the total qualification
Overview of content	
The assessment will cover all the entry 3 reading skill standard.	
Overview of assessment	
Pearson will set six tasks and these will be available on our website every academic year. Learners will take two tasks to cover the skill standard. The total number of marks available is 20. The assessment must be completed in 45 minutes.	

Component 3: Writing

Internally assessed

Availability of tasks: on demand

Certification opportunities: please see our website

**33.3% of the total
qualification**

Overview of content

The assessment will cover all the entry 3 writing skill standard.

Overview of assessment

Two tasks will be available and will remain valid for one year.

Learners will take both tasks to cover the skill standard.

The total number of marks available is 20.

The assessment must be completed in 45 minutes.

Pearson Edexcel Functional Skills qualification in English at Entry 1

Level: Entry 1

Guided learning hours: 45

Skill standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for the qualification. The coverage and range determine the standard required to achieve the qualification.

On completion of this qualification a learner should:

Skill standards	Coverage and range
1 Speaking, listening and communication <ul style="list-style-type: none">Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation	1.1 Understand the main points of short explanations 1.2 Understand and follow instructions 1.3 Respond appropriately to comments and requests 1.4 Make contributions to be understood 1.5 Ask simple questions to obtain specific information
2 Reading <ul style="list-style-type: none">Read and understand short, simple texts that explain or recount information	2.1 Read and understand simple regular words and sentences 2.2 Understand short texts on familiar topics and experiences
3 Writing <ul style="list-style-type: none">Write short, simple sentences	3.1 Use written words and phrases to present information 3.2 Construct simple sentences using full stops 3.3 Spell correctly some personal or very familiar words

Assessment structure entry 1

	1 Speaking, listening and communication	2 Reading	3 Writing
Assessment	Internally set and internally marked. Pearson will provide guidance for centres on devising activities to meet the skill standard.	Externally set and internally marked. Centres will be able to contextualise this for learners through their choice of task to be taken.	Externally set and internally marked. Centres will be able to contextualise the tasks for their learners.
Tasks	At least one activity based on a simple discussion/exchange with one other person. Learners must achieve all the entry 1 criteria at least once.	Six tasks will be set by Pearson. They will be available in the summer before the academic year starts, and will remain valid for that year. Each task will comprise two short reading texts and four questions will be set for each of these texts. Learners will need to complete two tasks to cover the skill standard.	Two tasks will be set by Pearson. They will be available in the summer before the academic year starts, and will remain valid for that year. Each task will comprise a short context and a single writing question. Learners will need to complete both tasks to cover the skill standard.
Assessment-taking time	The total assessment time should not exceed 30 minutes.	45 minutes This may be split over a number of sessions.	45 minutes This may be split over a number of sessions.
Marks	n/a	16 Pass: 12 marks	12 Pass: 9 marks
Additional information	Details should be recorded on the <i>Speaking, Listening and Communication Assessment Record Sheet</i> . Assessment evidence should be retained for a sample of the cohort.	The completed tasks should be attached, and the marks recorded on, the <i>Reading Assessment Record Sheet</i> . Dictionaries and bilingual dictionaries will be allowed.	The completed tasks should be attached, and the marks recorded on, the <i>Writing Assessment Record Sheet</i> . Dictionaries and bilingual dictionaries will be allowed.

Pearson Edexcel Functional Skills qualification in English at Entry 2

Level: Entry 2

Guided learning hours: 45

Skill standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for the qualification. The coverage and range determine the standard required to achieve the qualification.

On completion of this qualification a learner should:

Skill standards	Coverage and range
<p>1 Speaking, listening and communication</p> <ul style="list-style-type: none">Participate in discussions/ exchanges about familiar topics, making active contributions, with one or more people in familiar situations	<p>1.1 Identify the main points of short explanations and instructions</p> <p>1.2 Make appropriate contributions that are clearly understood</p> <p>1.3 Express simply feelings or opinions and understand those expressed by others</p> <p>1.4 Communicate information so that the meaning is clear</p> <p>1.5 Ask and respond to straightforward questions</p> <p>1.6 Follow the gist of discussions</p>
<p>2 Reading</p> <ul style="list-style-type: none">Read and understand short, simple texts that explain or recount information	<p>2.1 Understand the main events in chronological texts</p> <p>2.2 Read and understand simple instructions and directions</p> <p>2.3 Read and understand high frequency words and words with common spelling patterns</p> <p>2.4 Use knowledge of alphabetical order to locate information</p>

Skill standards	Coverage and range
<p>3 Writing</p> <ul style="list-style-type: none"> Write short texts with some awareness of the intended audience 	<p>3.1 Use written words and phrases to record and present information</p> <p>3.2 Construct compound sentences using common conjunctions</p> <p>3.3 Punctuate correctly, using upper and lower case, full stops and question marks</p> <p>3.4 Spell correctly all high frequency words and words with common spelling patterns</p>

Assessment structure entry 2

	1 Speaking, listening and communication	2 Reading	3 Writing
Assessment	Internally set and internally marked. Pearson will provide guidance on devising activities to meet the skill standard to centres.	Externally set and internally marked. Centres will be able to contextualise this for learners through their choice of task to be taken.	Externally set and internally marked. Centres will be able to contextualise the tasks for their learners.
Tasks	Two activities based on a discussion/exchange with at least one other person. Learners must achieve all the entry 2 criteria across the two activities at least once.	Six tasks will be set by Pearson. They will be available in the summer before the academic year starts, and will remain valid for that year. Each task will comprise two short reading texts and questions totalling five marks will be set for each of these texts. Learners will need to complete two tasks to cover the skill standard.	Two tasks will be set by Pearson. They will be available in the summer before the academic year starts, and will remain valid for that year. Each task will comprise a short context and a single writing question. Learners will need to complete both tasks to cover the skill standard.
Assessment-taking time	The total assessment time should not exceed 30 minutes.	45 minutes This may be split over a number of sessions.	45 minutes This may be split over a number of sessions.
Marks	n/a	20 Pass: 15 marks	20 Pass: 15 marks
Additional information	Details should be recorded on the <i>Speaking, Listening and Communication Assessment Record Sheet</i> . Assessment evidence should be retained for a sample of the cohort.	The completed tasks should be attached, and the marks recorded on, the <i>Reading Assessment Record Sheet</i> . Dictionaries and bilingual dictionaries will be allowed.	The total number of marks available is The completed tasks should be attached, and the marks recorded on, the <i>Writing Assessment Record Sheet</i> . Dictionaries and bilingual dictionaries will be allowed.

Pearson Edexcel Functional Skills qualification in English at Entry 3

Level: Entry 3

Guided learning hours: 45

Skill standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for the qualification. The coverage and range determine the standard required to achieve the qualification.

On completion of this qualification a learner should:

Skill standards	Coverage and range
<p>1 Speaking, listening and communication</p> <ul style="list-style-type: none"> Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges 	<p>1.1 Follow the main points of discussions</p> <p>1.2 Use techniques to clarify and confirm understanding</p> <p>1.3 Give own point of view and respond appropriately to others' point of view</p> <p>1.4 Use appropriate language in formal discussions/exchanges</p> <p>1.5 Make relevant contributions, allowing for and responding to others' input</p>
<p>2 Reading</p> <ul style="list-style-type: none"> Read and understand the purpose and content of straightforward texts that explain, inform and recount information 	<p>2.1 Understand the main points of texts</p> <p>2.2 Obtain specific information through detailed reading</p> <p>2.3 Use organisational features to locate information</p> <p>2.4 Read and understand texts in different formats using strategies/techniques appropriate to the task</p>
<p>3 Writing</p> <ul style="list-style-type: none"> Write texts with some adaptation to the intended audience 	<p>3.1 Plan, draft and organise writing</p> <p>3.2 Sequence writing logically and clearly</p> <p>3.3 Use basic grammar including appropriate verb-tense and subject-verb agreement</p> <p>3.4 Check work for accuracy, including spelling</p>

Assessment structure entry 3

	1 Speaking, listening and communication	2 Reading	3 Writing
Assessment	Internally set and internally marked. Pearson will provide guidance on devising activities to meet the skill standard to centres.	Externally set and internally marked. Centres will be able to contextualise this for learners through their choice of task to be taken.	Externally set and internally marked. Centres will be able to contextualise the tasks for their learners.
Tasks	Learners must complete the following two activities. 1 Take full part in a familiar formal discussion/exchange. 2 Take full part in a familiar informal discussion/exchange. Learners must achieve all the entry 3 criteria across the two activities at least once.	Six tasks will be set by Pearson. They will be available in the summer before the academic year starts, and will remain valid for that year. Each task will comprise two short reading texts and questions totalling five marks will be set for each of these texts. Learners will need to complete two tasks to cover the skill standard.	Two tasks will be set by Pearson. They will be available in the summer before the academic year starts, and will remain valid for that year. Each task will comprise a short context and a single writing question. Learners will need to complete both tasks to cover the skill standard.
Assessment-taking time	The total assessment time should not exceed 30 minutes.	45 minutes This may be split over a number of sessions.	45 minutes This may be split over a number of sessions.
Marks	n/a	20 Pass: 15 marks	20 Pass: 15 marks
Additional information	Details should be recorded on the <i>Speaking, Listening and Communication Assessment Record Sheet</i> . Assessment evidence should be retained for a sample of the cohort.	The completed tasks should be attached, and the marks recorded on, the <i>Reading Assessment Record Sheet</i> . Dictionaries and bilingual dictionaries will be allowed.	The completed tasks should be attached, and the marks recorded on, the <i>Writing Assessment Record Sheet</i> . Dictionaries and bilingual dictionaries will be allowed.

Assessment

At entry level assessment should take place when the learner is ready, i.e. practical activities and practice might take place many times before the tutor deems the learner capable of completing a task satisfactorily, and is ready to be assessed. Therefore sufficient time should be built into the teaching schedule to allow learners to progress at their own rate. Should a learner not achieve the required standard for a task, further teaching and learning should take place for at least two weeks before an additional opportunity to complete a task successfully is organised.

At this level learners will require much supported practice in order to ensure that they are sufficiently competent to meet the requirements of the mark scheme.

Features of assessment

Pearson Edexcel Functional Skills at Entry Level qualifications comprise of compulsory component tasks that are internally assessed, internally verified and externally verified.

The main stages involved in assessment include:

- the learner responding to the component task under controlled conditions
- the assessor deciding whether or not the response is sufficient, valid, authentic and of the required standard
- the Lead Internal Verifier for the Pearson Edexcel Functional Skills at Entry Level managing the internal verification of assessment outcomes
- the assessor giving the learner feedback on the results of the assessment.

Guidelines for assessment

All component tasks are written to differentiate between levels in line with national standards.

Good practice has highlighted the importance of feedback for the learner. Feedback should focus on the learner's achievements as well as guidance on how to improve skills required in a task response. A record of feedback is needed for the learner and for verification purposes. When resitting a task, learners must submit a different task to that originally completed.

Storing the component tasks

The component tasks must be kept secure and should not be used as part of the teaching and learning process.

Access arrangements and special requirements

Pearson's policy on Access Arrangements and Special Consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the act) without compromising the assessment of skills, knowledge, understanding or competence.

Please read the *Inclusion information for English*, from the Functional Skills Standards, below. Please also see our website for:

- how to request for access arrangements and special consideration
- deadlines for submission of the forms.

Requests for access arrangements and special consideration must be addressed to:

Special Requirements
Pearson
One90 High Holborn
London WC1V 7BH

Inclusion information for English

Speaking, listening and communication

Sign Language (i.e. BSL, SSE) is permissible in the speaking, listening and communication component, provided this is accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. However, BSL is permitted as an alternative to English for the assessment of speaking, listening and communication where BSL is the learner's normal way of communicating in the contexts described by the standards.)

No other languages are permitted as alternatives to English. Similarly, access to augmentative speech equipment is permissible where it reflects the learner's normal way of working.

As a last resort, learners who are disabled under the terms of the Equality Act 2010 and have no accessible means of communication may request an exemption from the Speaking, listening and communication component.

Reading

Reading within the Functional Skills in English is defined as the independent decoding and understanding of written language and text in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, onscreen or presented using Braille.

Computer/screen readers (assistive technology) may be used in the reading component of Functional Skills in English where their use reflects the learner's normal way of reading. A computer/screen reader (assistive technology) is an acceptable arrangement, since it still allows the learner to meet the requirements of the reading standards independently.

A 'human' reader cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the reading component can be requested for a disabled learner who cannot use assistive technology.

Dictionaries and bilingual dictionaries will be allowed in the reading component. Where necessary, learners may request the use of a scribe for the reading test.

Writing

Writing within the Functional Skills in English is defined as the independent construction of written text to communicate in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, onscreen or presented using Braille and which are presented in a way that is accessible for the intended audience.

Voice recognition technology (assistive technology) may be used in the writing component of Functional Skills in English where its use reflects the learner's normal way of writing. The use of voice recognition technology (assistive technology) is acceptable since it allows learners to meet the requirements of the writing standards independently.

A 'human' scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the writing component can be requested for a disabled learner who cannot use assistive technology.

Dictionaries and bilingual dictionaries will be allowed in the writing component. Where necessary, learners may request the use of a reader for the writing test.

Exemptions

For **Functional Skills in English**, where barriers to access remain, we're able to offer learners with disabilities, as a last resort, exemptions from individual assessment components within the qualification. **Learners can be exempted from up to two of the three assessed components.**

Controlled conditions

Speaking, listening and communication task setting: low control

A *low level of control* means that Pearson will provide guidance on devising their own speaking, listening and communication tasks at each level to centres. Learners must complete activities to cover all the requirements of the skill standards at the level they are studying.

Reading and writing task setting: medium control

A *medium level of control* means that Pearson will set tasks for the reading and writing components at each entry level.

For each level of the reading component Pearson will set six tasks and learners must complete all the questions for two tasks at the level of which they are studying.

For each level of the writing component Pearson will set two tasks and learners must complete both tasks at the level at which they are studying. The reading and writing tasks will be replaced each year.

When will the tasks be available?

The reading and writing tasks will be made available for centres before the start of the academic year. They will be available for secure download from our website.

Each task will be valid for submission on any assessment window in the forthcoming year.

When should the task be made available to learners?

Learners should only be permitted access to the task at the point of assessment.

Task taking: high control

Preparation

Learners' preparation for a task should include the development of the functional skill. Preparation may take place under informal supervision.

- **Authenticity control:** preparatory work may be completed under limited supervision.
- **Supervision:** an appropriate person should supervise the learner. It is acceptable to use an assessor/invigilator who the learner feels comfortable with and knows well.
- **Dynamic assessment:** artefacts, flash cards and media may be used in assessment to supplement the tasks/texts set, provided the learner produces an independent response to the task.
- **Feedback:** tutors may support learners through the preparation process.
- **Collaboration:** learners may collaborate in preparation but must provide an individual response to the task.

- **Resources:** learners should use the range of appropriate resources available to the centre. The same range of resources must be made available to all learners within a centre.

The controlled assessment

The completion of a task must be under controlled conditions. During the assessment the learner must be in the direct sight of the supervisor at all times. Input such as clarification of the requirements, reading the questions for the writing component etc. is acceptable.

- Learners must be provided with a suitably quiet, undisturbed location, with adequate heating and lighting.
- The accommodation normally used by learners may be used for assessment. There is no need to remove posters, displays or materials containing information relevant to that which is being assessed. However, displays should not provide a prepared answer to the task questions. It is acceptable for the learner to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

Controlled conditions

Learners will be able to complete a task only when supervised. If this takes place over more than one session, learners' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The completed assessment record sheets and assessment evidence for a sample of the cohort must be retained at the end of the controlled assessment for verification purposes.

Learners with agreed particular requirements, in relation to their mode of learning or assessment, can have their usual support, unless this compromises the outcome of the assessment. Those providing assistance should refer to appropriate access regulations on our website.

Learners may have access to:

- notes, which must be checked to ensure they do not include a prepared response
- a dictionary.

Learners must not have access to:

- a prepared response.

Time

Centres should allow up to **two hours** for learners to complete all three components.

Centres should allow approximately 45 minutes to complete the reading component, approximately 45 minutes to complete the writing component and up to 30 minutes to complete the speaking, listening and communication component.

This time may be distributed over one or more sessions at the centre's discretion.

Authentication

Learners' work must be authenticated by the centre.

Quality assurance

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for Entry Level Functional Skills include:

- a requirement that all centres have a robust system of internal verification for Entry Level Functional Skills
- assessment sampling and verification, through requested samples of completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its Entry Level Functional Skills programmes.

Edexcel Quality Assurance Handbook

Centres should refer to the *Entry Level Functional Skills Quality Assurance Handbook* issued annually, for detailed guidance.

Centres must make certification claims only when authorised by Pearson and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all Entry Level Functional Skills programmes. Centres that do not comply with remedial action plans may have their facility to deliver qualifications removed.

Pearson's qualification specifications clearly set out the standard to be achieved by each learner in order to be awarded the qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

Internal verification

Centres are required to have robust processes in place that ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Pearson fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Centres should refer to the *Entry Level Functional Skills Quality Assurance Handbook* (updated annually).

External verification

Pearson will sample assessors' decisions using subject-specialist external verifiers. This process will follow the protocol as set out in the *Entry Level Functional Skills Quality Assurance Handbook* (updated annually).

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the learners' work which will be subject to standards verification. Centres should retain evidence from a sample of learners. Centres will be required to make available work, from the sample, which provides evidence for the assessment (in whole or in part) of the identified functional skill. The learner work **must** have been internally assessed, and for the learners' work submitted at least 50 per cent of the number of samples **must** have been internally verified.

Centres should refer to the *Entry Level Functional Skills Quality Assurance Handbook* (updated annually).

Entry, awarding and reporting

Learner entry

Details of learner entry requirements, and the number of assessment opportunities, can be found in our *UK Information Manual*, which is sent to all examinations officers. The *Information Manual* is updated regularly and can be found on our website. Learners should be entered for all components including speaking, listening and communication.

Awarding and reporting

The awarding and certification of this qualification will comply with the requirements of the Office of the Qualifications and Examinations Regulator (Ofqual). The qualification will be awarded as a pass or fail. The result for a learner who fails to reach the minimum standard for a pass to be awarded will be recorded as U (unclassified) and will not be certificated.

Component results

Centres may request notification of individual component results. Learners must pass each component to be awarded a qualification pass.

Qualification results

Learners must pass each component task at the level for which they are entered to be awarded a qualification pass. Where no exemption has been granted, the result for the speaking, listening and communication component must be entered to enable learners to receive their qualification result.

Resitting

If learners fail a qualification they may resit the failed components of assessment. They may carry forward the results from component tasks that have been achieved. Learners must take a different version of the component task to that originally taken.

Learners must complete all components at the level, or above the level for which they claim certification.

Language of assessment

Assessment of this qualification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations and Assessments* document on the JCQ website (www.jcq.org.uk).

Progression

Learners could progress from this award to:

- Pearson Edexcel Functional Skills qualification in English at Level 1
- other related qualifications.

Annexe A

Codes

Type of code	Use of code	Code number
National Qualifications Framework (NQF) codes	<p>Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code.</p> <p>The Ofqual National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code to be used for all qualification funding purposes. The Ofqual QN is the number that will appear on the learner's final certification documentation.</p>	<p>The QANs for the qualifications in this publication are:</p> <p>Entry 1 – 500/8494/X</p> <p>Entry 2 – 500/8467/7</p> <p>Entry 3 – 500/8464/1</p>
Entry codes	<p>The entry codes are used to:</p> <ul style="list-style-type: none">• enter a learner for the assessment of a qualification/component• aggregate the learner's unit scores to obtain the overall grade for the qualification.	<p>Please refer to the <i>Pearson UK Information Manual</i>, available on our website.</p>

Annexe B

Glossary of qualification format terms

All Pearson Edexcel Functional Skills qualifications have a standard format. The format is designed to give the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each qualification has the following sections.

Qualification title

This is the formal title of the unit that will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Guided learning hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Skill standard

The skill standard of a qualification sets out the functional skills that learners are expected to achieve as the result of a process of learning.

Coverage and range

The coverage and range specifies the scope of the application of a skill standard. The skill standard and coverage and range articulate the learning achievement which will be awarded at the level assigned to the qualification.

Assessment structure

This includes details of the components of assessment and the key features of each component.

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