

Instructions for Conducting Controlled Assessment for Pearson Edexcel Level 1 Awards in English and Maths Skills

2014–15

Contents

Contents	2
Introduction	3
Safe custody of controlled assessment papers and other materials	4
Conditions for storing assessment materials	6
Scheduling the assessments	7
Re-sit rules	7
Resources for assessments	7
Accommodation	8
Supervision arrangements	9
Guidelines for Assessors prior to assessments	9
Identifying learners	12
Persons present	12
Starting the assessment	13
During the assessment	13
Irregular conduct	14
Emergencies	15
Ending the assessment	16
Marking assessment papers	17
Internal verification	17
Standards verification and disposing of materials	17
Access arrangements	18
Readers, scribes, sign language interpreters and practical assistants	19
Readers	19
Scribes	20
Sign language interpreters	20
Practical Assistants	21
Bilingual translation dictionaries	21
Pearson contact list	22

Introduction

For the purpose of this document, the Head of Centre, Principal of the College or the Chief Officer is the named person who takes ultimate responsibility for quality assurance within the centre and will be referred to as 'Head of Centre' throughout the document.

All centres must have relevant approval from Pearson before offering the Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF) qualifications. This can be clarified by emailing: pqsapprovals@pearson.com

The Head of Centre is responsible for ensuring the proper conduct of the assessments for Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF), although they may delegate certain tasks as necessary. Please contact us if a situation arises that is not covered by this document. Contact details can be found on our website: www.edexcel.com/contactus

This document covers the conduct of the controlled assessments for Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF).

The assessments are graded as either 'pass' or 'fail', however, centres must refer to the accompanying mark schemes when marking controlled assessments and for the set pass mark. The Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF) controlled assessment documents can be accessed via the appropriate link on the Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF) homepage: www.edexcel.com/emqcf

Assessments are permitted to be held on any date suitable to your centre. There are no requirements for centres to inform Pearson of the arranged assessment date beforehand. However, in order to access the live controlled assessment materials for Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF), centres should register learners for the qualification a minimum of 3 weeks before the scheduled assessment date.

Please note: Only authorised personnel such as the Examinations Officer(s) and Examinations Assistant(s) have appropriate access to download live materials from the secure site.

Standards Verifiers are allocated as soon as registrations are made and notification is sent out via email. Any correspondence relating to the assessments should be addressed directly to your allocated Standards Verifier unless otherwise instructed by Pearson.

Safe custody of controlled assessment papers and other materials

The live controlled assessment materials for Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF) can be accessed, once learner registrations have been made, by clicking on the appropriate link on the homepage: www.edexcel.com/emqcf. Only the Examinations Officer and Examinations Assistants (as allocated per role on Edexcel Online) have access to the live materials.

Live assessment materials include: controlled assessment papers and corresponding mark schemes. These materials must be checked carefully once printed, and Pearson notified immediately if there are any problems or if the assessments cannot be accessed. Refer to the Appendix section at the end of this document for a full list of Pearson contact details.

Please note: queries about the controlled assessment must **not** be emailed as the content is **secure** and emailing any part of it is considered a **breach of security** – if you have a query about the content of a controlled assessment paper, please email us at fsassessment@pearson.com, stating your name and contact details, and request for one of the team to contact you directly via phone.

It is the responsibility of the Head of Centre to ensure that the controlled assessment papers are locked away in a place of high security after they have been printed. Centres are not allowed to download and store any live assessments on their computers. All assessment materials are considered 'live' until written confirmation has been given from Pearson confirming the release of the set as practice papers.

Controlled assessment papers should be printed shortly before each batch of learners attempts the assessment to ensure that the most recent version is used. Centres should print assessments on demand and only as required to ensure only valid controlled assessments are sat by learners.

We understand that it is not always possible to print the exact number of assessments from the website. Photocopies of a master copy (that is printed with every batch of students taking the assessment) can therefore be made. However, centres are required to check that questions are still clear and that, where measurements are required, scales are still correct to ensure learners are not disadvantaged. Pearson is not responsible for centres who fail to follow these guidelines.

For Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF), controlled assessments can be printed **no earlier than 2 days** before the live assessment is due to take place.

The Examinations Officer is the designated person within a centre who is responsible for the safe storage, access and delivery of secure assessments.

The Examinations Officer should:

- download assessment materials and keep a record of when and who accesses them
- keep them safe and secure prior to administration
- make them available to assessors and learners at the appropriate time
- manage the assessment day, ensuring that learner identity is checked and verified, learners receive no help during the assessment period and assessments last for the designated time as stated on the controlled assessment paper
- manage the security and secure disposal of controlled assessment papers following completion of the assessment
- route completed controlled assessments securely and as appropriate following completion of the assessment.

Pearson must be informed immediately if the security of the controlled assessment papers has been put at risk by fire, theft, loss, damage, unauthorised disclosure or any other circumstances. Refer to the Appendix section at the end of this document for a full list of Pearson contact details.

Once the assessment has been sat, all controlled assessment papers and scripts must be collected before the learners leave the room to ensure that no controlled assessment papers are accidentally removed.

If the assessments are taking place on more than one site, the Head of Centre is responsible for:

- ensuring that the correct number of controlled assessment papers and supporting materials are delivered to each site and that security is maintained throughout
- ensuring that the terms and conditions on the secure area of the website are followed.

Only Examinations Officers and Examinations Assistants can have access to download the secure materials and only persons authorised by the Head of Centre may have access to the assessment materials and completed scripts.

Conditions for storing assessment materials

It is the responsibility of the Head of Centre to ensure that the assessments are locked away in a place of high security and to set out the appropriate terms of authorisation for members of staff.

Assessment materials must be stored in a safe or a cabinet in a securely locked room conforming to the secure storage requirements below.

Requirement	Recommendation
<ul style="list-style-type: none">• Strong safe or Security cabinet or metal cabinet with locking bar, bolted to wall or floor• 2 or 3 key holders only	
<ul style="list-style-type: none">• Secure room in a fixed building, i.e. not a Portakabin or similar• Walls, ceiling and floor of strong, solid construction	Preferably on an upper floor with no windows.
<ul style="list-style-type: none">• Solid door• Strong, secure hinges• Security lock, e.g. 5 lever mortise lock• 2 or 3 key holders only	A hollow door would require reinforcement.

Assessment materials should be printed as close as reasonably possible to the date the assessments take place, and be kept secure at all times.

In order to conduct live assessments for each assessment session, centres are required to:

1. accept the terms and conditions on the secure assessment website
2. ensure that for each assessment session for Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF):
 - the assessments are printed from the secure site no earlier than **2 days** before the assessment taking place
 - the assessments are sealed inside envelopes
 - the sealed envelopes are stored securely
 - the assessments are not opened until the time of the assessment

Centres must have a tracking system for recording when assessment materials are taken from secure storage and when they are returned to ensure that the assessment materials remain confidential.

Please note: Centres are reminded that completed learner assessments should be kept securely both before and after they have been verified by the Standards Verifier. Learner assessments must NOT be handed back to learners at any stage as the assessments stay live until Pearson release the set as practice papers.

Scheduling the assessments

Assessments may take place at **any time** and **on any date**.

The Head of Centre must take all reasonable steps to ensure there is no possibility of collusion between learners taking assessments at different times, or between learners and anybody else with access to the assessment papers.

Learning Outcome and Unit Achievement Record:

A form for each learner needs to be completed and signed by the learner and Assessor/Invigilator for each controlled assessment sat. The Learning Outcome and Unit Achievement Record should be retained and submitted together with the particular sample requested for standards verification.

Re-sit rules

Learners who do not pass the assessment the first time and wish to sit it again, must re-sit the controlled assessment from one of the other sets no earlier than 14 days from taking the original assessment.

If the learner should fail the assessment again, they will have to wait at least 14 days before sitting the assessment from another set. The controlled assessments should be rotated until the controlled assessment is passed. Centres are required to keep a log of controlled assessment papers for each specific learner taking this course.

Resources for assessments

The Head of Centre is responsible for ensuring learners have or are provided with any equipment required to take the assessment, as well as for taking all reasonable steps to prevent learners from having access to any unauthorised equipment or resources.

The Head of Centre is responsible for ensuring that the centre has appropriate and secure reprographic facilities so that learners are able to use assessment papers that have been printed or photocopied to a high standard.

Learners should only have access to items specified on the cover of the controlled assessment paper and must not have access to anything that could compromise the integrity of the assessment.

Please refer to the JCQ Access Arrangements, Reasonable Adjustments and Special Consideration document for further information. This document can be found on the JCQ website: www.jcq.org.uk

Learners must be informed that possessing any unauthorised equipment or resources during the assessment, whether intended for use or not, may result in disqualification.

In particular, learners **must** be instructed to switch off any mobile phones and hand them to invigilators before the assessment begins, unless the use of this equipment is a requirement of the assessment.

Learners should be made aware that the controlled assessment papers may be used for any rough notes. No additional loose paper may be provided to learners. Learners must **not**, under any circumstances, take any work or notes away with them after the assessment. For the Speaking & Listening unit, notes can be made as per the test instructions but these must be collected by the invigilator at the end of the assessment activity.

Accommodation

The Head of Centre is responsible for ensuring all assessments take place in a suitable venue whether on or off the centre's own premises.

The venue must be free from extraneous noise and enable learners to work without disturbance or interruption for the duration of the assessment.

Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. You should pay attention to conditions such as lighting, heating and ventilation and the level of outside noise.

No display materials which might be helpful to learners should be visible in the assessment room.

The seating arrangements in the assessment room must be such as to prevent learners from overlooking, intentionally or otherwise, the work of others, and with sufficient space to accommodate controlled assessment papers and any other required materials.

Various assessments may be held simultaneously in the same room, provided no disturbance is caused.

Supervision arrangements

The assessments must take place under supervised conditions, where:

- learners must be continually supervised by a reliable person
- all necessary facilities must be available to learners
- any time restrictions must be complied with
- learners' work must be independent and unaided.

The Head of Centre must ensure that suitably informed and briefed adults carry out assessment supervision. The Head of Centre should be fully aware of any potential conflict of interest between a learner and Invigilator and take all reasonable steps to prevent any such conflict. We require the Head of Centre to maintain a **record of approved invigilators** for instances whereby the tutor is undertaking sole invigilation duties. This must include invigilator names and the rationale for their selection.

Invigilators must give their full attention to the proper conduct of the assessment for the whole time it is in progress and there must be a sufficient number of Invigilators in the room to monitor all of the learners present. It is suggested as good practice that one Invigilator would be responsible for no more than 30 learners.

Where assessment is being supervised by one person, they must be able to summon assistance easily without leaving the assessment room or disturbing the learners. The Head of Centre may choose to adopt more rigid 'examination' procedures for the assessments than those set out in this document. This is acceptable, although no learner should be unfairly disadvantaged as a result.

Controlled Assessments general rules

Introduction

1. Controlled assessment is a form of internal assessment in which control levels are set for each stage of the assessment process:
 - task setting
 - task taking
 - task marking.

Controlled assessment

1. Internal assessment must be undertaken through controlled assessment.
2. Assessment requirements must be externally specified by the awarding organisation and must be internally marked.

Level of control

1. Regulations are defined for three stages of assessment.
 - Task setting: the specification of the assessment requirements. Tasks may be set by awarding organisations and/or teachers/lecturers as defined by the requirements in the qualification and skills criteria. Centre- devised tasks must be developed in line with the requirements set by the awarding organisation and include details of the degree of adaptation of the task permitted for individual learners. Tasks should be replaced within each component at least annually.
 - Task taking: the conditions for learner support and supervision and the authentication of learners work. Task taking may involve different parameters from those used in traditional written examinations; for example, learners may carry out preparation for the task and may be allowed supervised access to sources such as the internet.
 - Task marking: this specifies the way in which learners' outcomes are assessed. Task marking involves the use of mark schemes and/or marking criteria produced by the awarding organisation.
2. For each stage, the level of control must be as high as possible for the skills assessed, to ensure reliability and authenticity. However, the level of control must provide for valid assessment of the skill while ensuring manageability for learners, centres and awarding organisations. Level and skill-specific regulations define the level of control that must operate for the three stages of assessment.

Number of controlled assessments

1. The controlled assessment will contain a number of tasks/sub-tasks, to ensure coverage of the skill standards.
 - For **English** there will be three sets containing five controlled assessment components each to support the separate reporting of assessment outcomes in relation to the five distinct skill areas: reading and understanding; reading and obtaining information; planning and writing; spelling, grammar and punctuation; speaking and listening.
 - For **Maths** there will be three sets containing five controlled assessment components each to support the separate reporting of assessment outcomes in relation to the five distinct skill areas: working with whole

numbers; fractions, decimals and percentages; working with money, time, measure and scales; using shape, space and position; handling data.

Time allocations

The time allocation for each controlled assessment in the Level 1 Award is stated on the cover sheet of each test. The time allocations are as follows:

- Pearson Edexcel Level 1 Awards in Maths Skills (QCF):
 - Award in Working with Whole Numbers – 1 hour
 - Award in Fractions, Decimals and Percentages – 1 hour
 - Award in Working with Money, Time, Measure and Scales – 1 hour
 - Award in Using Shape, Space and Position – 1 hour
 - Award in Handling Data – 1 hour
- Pearson Edexcel Level 1 Awards in English Skills (QCF):
 - Award in Reading and Understanding – 30 minutes
 - Award in Reading and Obtaining Information – 40 minutes
 - Award in Planning and Writing – 1 hour
 - Award in Spelling, Punctuation and Grammar – 40 minutes
 - Award in Speaking and Listening – 1 hour 15 minutes

Controlled assessment availability

All controlled assessment tasks are updated in regular intervals to ensure that they continue to set an appropriate challenge. You can find information on the validity of the controlled assessment task on the cover sheet of each test.

Levels of control

Task setting – Pearson provides controlled assessment tasks via a secure website. Published controlled assessment tasks for Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF) **cannot** be contextualised by centres.

Task taking – tasks are completed under formal supervision but learners may carry out preparatory work under limited supervision.

- Authenticity control:
 - Learners must to complete all work under formal supervision. The learner will be in direct sight of the supervisor at all times, and the use of resources and interaction with others will be tightly prescribed. Preparatory work may be completed under limited supervision.
 - Supervisors and Assessors must refer to the Guidance for Assessors accompanying each controlled assessment task.
- Collaboration control:
 - Learners may be informed by working with others – in preparatory work for formal discussion, for example – but learners must be

assessed on their own performance.

Task marking – Assessors in the centre carry out initial marking.

- Assessors mark the controlled assessment using mark schemes or criteria provided by Pearson.
- Pearson allocates a Standards Verifier to each centre with registrations for Pearson Edexcel Level 1 Awards in Maths Skills (QCF). The standards verification process is detailed in the Quality Assurance Handbook for Pearson Edexcel Level 1 Awards in Maths Skills (QCF), available on the homepage www.edexcel.com/emqcf

Guidelines for Assessors prior to assessments

Centres are required to make audio or video recordings of all candidate tasks for the Pearson Edexcel Level 1 Award in Speaking and Listening (QCF) to be presented with the completed candidate's Mark Scheme and Individual Assessment Record Sheet documentation for external verification purposes.

Please note: Only Examinations Officer(s) and Examinations Assistant(s) will have access to download the secure materials and only members of staff (that the Head of Centre feels appropriate) can have access to the assessments and any accompanying documents after they have been downloaded. It is the responsibility of the centre to keep a log of who accesses the secure content and when it is accessed.

Identifying learners

The Invigilators must be satisfied as to the identity of every learner attending each assessment. The Head of Centre must make sure that appropriate arrangements are in place so that all Invigilators can carry out adequate checks on the identity of all learners. All learners must be registered with Pearson for the assessment in advance.

Persons present

Whilst the assessment is taking place, only the learner(s) and Invigilator(s) and other authorised persons should be in the room.

Representatives from the awarding body and regulatory authorities reserve the right to observe the assessment provided learners are not disturbed. Otherwise, only persons authorised by the Head of Centre are to be allowed in the assessment room.

Starting the assessment

Before learners are permitted to start work, the Invigilator must:

- ensure that learners are seated in accordance with the seating arrangements
- inform the learners they are now under supervised conditions
- advise learners that any unauthorised material must be handed in (including MP3 players, pagers, mobile phones and other products with text facilities)
- check that learners have all the necessary materials to enable them to complete the controlled assessment
- arrange for controlled assessment papers to be handed out immediately before the start of the assessment
- if necessary, report to the Head of Centre any grounds for suspicion about the security of the controlled assessment papers and, where appropriate, the Head of Centre must immediately notify Pearson
- draw the learners' attention to the front of the controlled assessment paper to check that they have been given the correct subject and level for the assessment; centres are allowed to read instructions to the learners and to display them in the room where the assessment is taking place
- ensure that details of any erratum notices are brought to the attention of learners
- instruct learners to record their personal details according to the requirements
- remind learners that they must follow the instructions on how to record and submit their work
- remind learners that they must not communicate in any way with, seek assistance from or give assistance to another learner during the assessment; they should not communicate in any way with any other learner(s) except where this is a requirement of a particular assessment
- announce clearly to the learners when they may begin the assessment.

The Invigilator must not give any information to learners about suspected errors in the controlled assessment papers unless an erratum notice has been issued to the centre by Pearson.

During the assessment

The assessment must take place under supervised conditions. This means that:

- learners must be continually supervised by a reliable person the whole time the assessment is in progress; this person must give complete attention to this duty at all times
- all necessary facilities must be available to learners.

The Invigilator must complete an attendance list (or similar).

If a learner arrives after the assessment has started, the learner may be allowed to take the assessment provided that undue disruption is not caused to the other learners and the security of the controlled assessment paper is maintained.

Learners who leave the assessment room temporarily must be accompanied to ensure the integrity of the assessment is not compromised. In these circumstances, learners may be allowed extra time to compensate for their temporary absence.

Learners should be regularly made aware of the time remaining whilst taking an assessment, either through a visible clock or by the Invigilator providing periodic time-checks.

Centres should refer to the Joint Council for Qualifications' document 'Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications' which is available to be downloaded from:

www.jcq.org.uk

If you have queries about access arrangements and reasonable adjustments, please contact the Special requirements team at Pearson. Contact details can be found in the Appendix section at the end of this document.

Please ensure that if approval is needed for a specific arrangement that this is obtained before the learner takes the assessment. For further details, please refer to the JCQ guidelines.

If any learner has been given additional help or support during the sitting of an assessment, details must be given on the Learning Outcome and Unit Achievement Record of the particular controlled assessment paper(s). The Standards Verifier should then have sufficient information from which to make a professional judgement as to whether the learner was given fair advantage under the circumstances.

Centres are entitled to appeal should any decision made by the Standards Verifier be construed as an unfair disadvantage to a learner. All appeals should be sent in writing to the **Pearson Appeals Office, 190 High Holborn, London, WC1V 7BH.**

Irregular conduct

It is the duty of the Invigilator to ensure any cases of irregularity or misconduct in connection with the assessment are reported to the Head of Centre as soon as possible.

The Examinations Officer is empowered to withdraw a learner from the assessment as a last resort (e.g. when the continued presence of a learner would cause disruption to other learners).

The Head of Centre must report all cases of suspected or actual malpractice in connection with the examination to our Business Assurance Group at Pearson by emailing: pqsmalpractice@pearson.com

Wherever possible, the Invigilator must remove and keep any unauthorised material that a learner may have in the assessment room.

Any infringement of the regulations may lead to disqualification of the learner. The decision on disqualification rests with Pearson.

Although Standards Verifiers will support centres, any suspicion of irregular conduct by Assessors/Invigilators will be investigated by Pearson and appropriate sanctions will be put in place.

Emergencies

In the event of an unforeseen emergency (e.g. fire alarm, bomb alert, etc) that requires learners to leave the assessment room, the Invigilator must first ensure the learners' safety.

Where an evacuation is necessary, all learner work must be left in the assessment room. If possible, the assessment room should be made secure.

Learners should remain under supervised conditions at all times whilst outside the assessment room. Depending on the circumstances, the Invigilator and Examinations Officer may consider the following:

- if assessment has only just started (e.g. during the first ten minutes) the learners can return to the assessment room and continue, ensuring that the learners are given their overall time allowance
- if the assessment has been under way long enough that some learners may have seen the majority of the assessment paper **and** there is a significant risk that the integrity of the assessment would be compromised if the assessment were allowed to continue, the learners' work should be posted securely to the Functional Skills Assessment Team at Pearson with an accompanying note on the circumstances.

Consideration may be given to the possibility of taking the learners, with assessment papers and scripts, to another place in order to complete the assessment.

If an emergency results in an evacuation, the Head of Centre is responsible for informing the Functional Skills Assessment team at Pearson directly by emailing: fsassessment@pearson.com.

After the learners have returned to the assessment room and before the assessment is resumed, indicate on the learners' work, where it is feasible to do so, the point at which the interruption occurred. These assessments should be submitted for standards verification to the Standards Verifier.

Centres should make a full report of the incident and of the action taken for submission to the Functional Skills Assessment team at Pearson by emailing: fsassessment@pearson.com

Ending the assessment

Learners may be permitted to leave the room before the end of the assessment provided that no disruption is caused to the remaining learners and the integrity of the assessments is not compromised. Learners who leave a supervised environment are not to be re-admitted to the assessment room.

The Head of Centre must consider any potential for the assessment to become compromised and ensure the Invigilator is advised of the centre's policy.

Learners must be given their full time allowance even if they have arrived later than their scheduled start time.

The Invigilator should check that learners have identified their work as instructed.

All assessment materials must be collected before the learners leave the room to ensure that none are accidentally removed.

After collation, the learners' work and assessment materials should be handed to the Examinations Officer or other authorised person(s).

Teachers/Assessors who mark assessment papers should ensure that the papers are kept in a secure place until marking is complete and then kept securely until they are requested for verification by the Standards Verifier.

If selected for postal sampling, learners' work should be despatched securely to the Standards Verifier who will verify the assessments. Learners' work should also be stored securely after it is returned to your centre and must not be handed back to learners. Assessments will stay live until they are released as practice papers by Pearson.

Marking assessment papers

Teachers/Assessors must not mark in a public place.

Internal verification

All learners' work must be available for internal verification. Centres should refer to the guidelines provided by Pearson on internal verification in the **Quality Assurance Handbook for Pearson Edexcel Level 1 Awards in English and Maths Skills (QCF)**. This document can be found on the Edexcel website under quality assurance: www.edexcel.com/emqcf

Standards verification and disposing of materials

A completed Sampling Report Form should be password protected and emailed to the Standards Verifier to enable the selection of a sample of learners' work to be verified.

The requested learners' work must be made available to the Standards Verifier when they visit your centre or sent to the Standards Verifier using the secure post facility Pearson provides, if requested. Instructions on how to do this are available on the Edexcel website under the relevant qualification. If this involves keeping work for a period of time, the Examinations Officer must ensure it is stored securely.

All work must be submitted to the Standards Verifier in the order that the learners are displayed on the Sampling Report Form to enable easy checking by the Standards Verifier.

Please note: Only original learner assessments are accepted by the Standards Verifier. Photocopied assessments will **not** be accepted. Centres are permitted to keep photocopied assessments that have been sent to the Standards Verifier. The copies must be stored securely until the originals are received back from the Standards Verifier. It is recommended that if 100% of assessments are sent to the Standards Verifier, centres securely store photocopies of all assessments.

All assessment materials will continue to be 'live' until written confirmation is given by Pearson, confirming the release of the set as practice papers. Until such time, centres must continue to store all assessment papers securely once these are received back from the Standards Verifier.

In order for centres to monitor assessment decisions over time, centres should retain all completed and marked assessments until certificates are received, checked and issued to learners.

The following documents need to be retained for a minimum of three years, for all learners whose assessments have been through standards verification:

- any internal verification feedback to Assessor documents related to the particular sample
- records of internal verification meetings
- internal verification feedback forms
- Standards Verification Reports
- assessments submitted to the Standards Verifier.

Completed controlled assessment papers must **not** be given back to learners after the assessment is sat. If a learner has failed the assessment, formative feedback should be given. Assessors should ensure that they are aware of which questions the learner did not pass and the criteria covered by those questions. The learner can then be given information on which skills need more work before another controlled assessment paper is taken.

Access arrangements

Access arrangements will not be permitted if they compromise the assessment criteria. Before registering a learner for an assessment requiring the demonstration of skills which the centre feels are beyond the scope of the learner, the centre is advised to consult the Special Requirements team to ensure that the access arrangements are appropriate.

Standards Verifiers may refer any such query to Pearson for a final decision.

Centres should only make a request for access arrangements which reflect the learners' normal ways of working.

Centres are **not** required to have every learner individually assessed by a specialist.

Centres **are** required to have determined the needs of the learner within the classroom situation and in the light of those arrangements made part of the normal working practices.

Any access arrangements given must be documented on the front cover of the learner's assessment paper.

Centres should refer to the Joint Council for Qualifications document Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications, available at: www.jcq.org.uk

Centres are permitted to enlarge assessments from A4 to A3 themselves.

The following can be requested by contacting the FS Assessment team at: fsassessment@pearson.com. Enlarge from:

- 12 point – 18 point **BOLD** Arial (on A4 pages)
- to: **24 point BOLD** Arial (on A3 pages)

Please note: modified controlled assessment papers must be requested 6 weeks before the assessment is to take place. Previous modified assessments should not be used for future sittings as the assessment could change.

Readers, scribes, sign language interpreters and practical assistants

When a learner is assisted by a reader, a scribe, a sign language interpreter or a practical assistant, help must not be given with the subject matter being assessed.

This support must not give the learner an unfair advantage or disadvantage. It must not invalidate the assessment.

Additional time may also be available and a separate room may be necessary if the learner is to dictate responses, in which case a separate invigilator will be required.

The Head of Centre/Examinations Officer should ensure that readers, scribes, sign language interpreters and practical assistants are acceptable and responsible adults, familiar with the subject matter being tested and have worked with the learner(s) before the assessment.

A relative of the learner must **not** act as a reader, scribe, sign language interpreter or practical assistant.

Readers

- A reader is required to read, on request, all or part of the assessment or any part of the learner's responses

- A reader must read accurately and at a reasonable rate. A reader may repeat as necessary any instructions given on the assessment paper, as well as the question and answers already recorded
- A reader may assist a visually impaired learner using tactile diagrams, graphs and tables to obtain the information which the printed paper would give to a sighted learner
- A reader must, if required, spell out any word which occurs in the assessment
- A reader must be prepared for periods of inactivity
- In English, Irish or Welsh specifications, a reader cannot be used for the reading component of assessments, unless specifically permitted at certain levels by the specification.

Scribes

- A scribe is required to write or type answers as they are dictated by the learner
- A scribe must write legibly, write or type at a reasonable speed and should have a working knowledge of the subject
- A scribe must write down or type the answers exactly as they are dictated.
- A scribe must draw or add to diagrams strictly in accordance with the learners' instructions
- The learner will not be expected to dictate spellings. If spelling is being assessed, then they must dictate spellings
- A scribe should work at the learner's pace
- In English, Irish or Welsh specifications, a scribe should not be used for writing component of assessments, unless specifically permitted at certain levels by the specification.

Sign language interpreters

- A sign language interpreter is required to communicate questions to the learner upon request
- A sign language interpreter is not an oral language modifier or a reader.
- A sign language interpreter should give the essence of the learner's signed response on the assessment paper without inferring any meaning that was not clear in the signed response
- Learners who are signing their responses must not be in a position to see other learners' signed responses
- A sign language interpreter should work at the learner's pace.

In English, Irish and Welsh specifications, a sign language interpreter must not be used in Speaking and Listening component of assessments.

Sign language interpreters will not be permitted in English, Irish and Welsh written papers except for the instructions of the assessment papers, unless specifically permitted by the specification at certain levels.

In reading controlled assessments in English, Irish and Welsh, although no part of an assessment may be signed to a learner, a learner may use sign language expressively to show that he or she has read the passage correctly.

Practical Assistants

- A practical assistant is required to help a learner in practical assessments, to carry out tasks at the learner's instruction and ensure the safety of the learner. This support must not give the learner an unfair advantage
- A practical assistant must work strictly in accordance with the learner's instructions and should not perform any task independently of the learner
- A practical assistant is not permitted to carry out tasks which are the focus of the assessment, such as artwork, designing or making artefacts.

Bilingual translation dictionaries

Bilingual translation dictionaries may be used in assessments only by learners whose first language is not English, Irish or Welsh. The use of a bilingual translation dictionary should reflect the learner's normal way of working within the centre.

Dictionaries to be used in the assessment must be held in the centre under secure conditions and thoroughly checked to ensure that notes have not been enclosed within or written on the pages of the dictionary. This should include checking that no unauthorised material is contained within the dictionary.

Learners using dictionaries which contain notes will lose their right to these access arrangements.

Online translation dictionaries are not permitted.

Calculators

Calculators may **not** be used in Maths Units 2 and 5.

Pearson contact list

Centres should contact the following individuals/teams for queries:

Functional Skills Assessment team

fsassessment@pearson.com - for issues with the content of paper questions, mark schemes and general assessment queries, emergencies or incidents during assessments and general assessment queries.

Please note: The content of the controlled assessment papers is secure and emailing any part of it is considered a breach of security – if you have a query about the content of a controlled assessment paper or the allocation of marks for a particular question/task, email us stating your name and contact details, and request for one of the team to contact you directly via phone.

Approvals team

pqsapprovals@pearson.com - for gaining approval and approval queries

Business Improvement and Regulation team

pqsmalpractice@pearson.com - for reporting cases of suspected malpractice or a breach of controlled assessment paper security

Service Operations team

examsofficers@Pearson.com - for registrations and certifications issues, reporting of grades, amendments to names, grades entered incorrectly, reprinting of certificates or if your centre is experiencing problems downloading live assessments from the secure Edexcel website

Vocational Deployment team

vqdeployment@pearson.com - to find out your Standards Verifier details, to have a Standards Verifier allocated to your centre, to report difficulty contacting Standards Verifiers and to submit queries including the logging of reports and release/block of qualifications

Standards Verifier

Contact details can be provided by the Deployment team vqdeployment@pearson.com. The Standards Verifier can assist with assessment issues; provide information, advice and support, sampling size, mark schemes,

specification queries, and guidance for Instructions for the Conduct of Examinations.

Special Requirements team

special.requirements@pearson.com – for issues relating to access arrangements and all special consideration requests.

Quality Standards team

qualitystandards@pearson.com - for special requirements, quality issues and appeals against qualification and certification blocks

Regional Quality Managers

All centres have a dedicated Regional Quality Manager available to advise on quality assurance, including internal and standards verification:
www.btec.co.uk/support

Curriculum Development Managers

Each centre has a Curriculum Development Manager who can provide general qualification advice and guidance across all qualifications. Your Curriculum Development Manager details can be obtained from your regional office:
www.edexcel.com/contactus