

Supporting our
customers during
Coronavirus (COVID-19)



Pearson's guidance on calculated grades for assessments in Summer 2020 Entry Level Functional Skills, Speaking and Listening (all Levels) and ESOL Qualifications



Entry Level Functional Skills English (legacy and reformed specification), Maths (legacy and reformed specifications), ICT, Speaking, Listening & Communicating (all levels) and ESOL guidance (all levels)

Ofqual's current proposed approach, in line with the directive from the Secretary of State for Education, is that Functional Skills learners due to complete their qualification between 20 March 2020 and 31 July 2020 should ideally receive a calculated result (rather than an adapted or postponed assessment), where there is sufficient evidence to support a calculated results approach. CCEA have adopted the same approach for Essential Skills.

Pearson is working closely with Ofqual and other awarding bodies to ensure guidance for Functional Skills and ESOL is consistent. Further cross awarding body guidance is also [now available](#).

This document sets out the process you need to follow in order to submit centre assessment grades to Pearson:

Pearson approach to calculating results for Entry Level Functional Skills English (legacy and reformed specification), Maths (legacy and reformed specifications), ICT, Speaking, Listening & Communicating (all levels) and ESOL guidance (all levels)

Stage 1	Stage 2
(Deadline 19 June 2020)	(July, date TBC)
Submit your centre assessment grades to Pearson	Results released by Pearson

Centres should submit centre assessment grades for learners who were due to complete their assessment between **20 March 2020** and **31 July 2020** to progress. However, this does not mean that all learners can be put forward to complete these qualifications. As with all other qualifications where the production of calculated results has been agreed with Ofqual as the approach for learners impacted by the COVID 19 pandemic, you must have supporting evidence available within the centre on which to base your professional judgement. We may inspect this as part of our quality assurance of your centre assessment grades. **You must not provide a centre assessment**



grade where there is no evidence upon which to base your professional judgement.

The process for submitting your centre assessment grades mirrors the process you currently follow for submitting claims with one significant adjustment: certificates will not be released automatically as they would be following successful external verification. For centre assessment grades we will review your submissions before releasing certificates in July.

We will be closely monitoring centre registrations to check that these are consistent with previous patterns from centres at this time of year. We will also review the centre assessment grades submitted before releasing certificates for learners for the qualifications being made. As part of this process we may contact you to request some of your supporting evidence for review before certificates can be released. This is to ensure the qualifications are being managed appropriately and centre assessment grades are fair, accurate and centre judgements are based on high quality supporting evidence. Therefore, it is vital that all claims can be supported by viable supporting evidence held within the centre and the evidence is always available for external review by Pearson.

In all cases where supporting evidence is found to be lacking Pearson will take further action to protect the integrity of the overall qualification which could impact the results for all learners within your centre.

Supporting evidence for centre assessment grades

We have been working with Ofqual and other awarding bodies to define what supporting evidence would be acceptable for centres to use in deriving centre assessment grades. The following description, previously outlined in Ofqual's VTQ consultation, may help you:

'Centre assessment grades involves asking centres to provide a judgement about the grade that each learner is most likely to have achieved. This professional judgement is to be derived from evidence held within the centre (learner work or evidence of learner work) and which has been reviewed by subject teachers/tutors/assessors and relevant heads of department.

This should be a holistic professional judgement, balancing the different sources of evidence, using knowledge of the assessment aims and criteria. Teachers and



heads of department in many cases will have a good understanding of their learners' performance and how they compare to other learners on the same course this year, and on previous courses and in previous years.

While teachers will not know precisely how each learner might have performed on assessments that had not been encountered, they will have a good understanding of how learners with similar achievements have performed in the past on the same or similar assessments. They should use this knowledge, combined with other evidence including previous formal and informal assessments, mock examinations and homework in coming to their judgements. We want teachers to consider each learner's performance over the course of study and make a realistic judgement of the grade each learner would have been most likely to receive if they had completed the relevant component(s) or qualification as requested by the awarding organisation. This should include fail. Where the centre has no evidence upon which to base a centre assessment grade, the centre should not provide a centre assessment grade.'

It is important that you only request a calculated result for learners where you have suitable evidence to support the request and the Head of Centre is supportive of the centre assessment grades being put forward. All decisions must be based on evidence of each learner's progress held within the centre. You must also ensure that you have taken into account any additional needs or reasonable adjustment that might usually be in place. This must be considered as part of your judgement of each learner's centre assessment grade.

Listed below are items which you should consider as evidence to support any centre assessment grades. Additional cross awarding bodies guidance has been prepared which is now available on our website.

Table of examples of appropriate supporting evidence

Supporting Evidence	Description
Coursework – ELFS activities and tasks	Work completed in preparation for the final assessment either in a taught session or as a part of independent study.
Coursework – Other subject areas	Work completed in other subjects that may showcase some of the skills required for functional skills.
Practical Opportunities	Learners that carry out practical/functional tasks as part of their programme of study i.e. cooking, shopping, gardening, arranging events, art and crafts, catering, hairdressing, construction, etc. These

Pearson's proposed approach



	functional opportunities can be used as valid evidence for a range of criteria.
Formative Assessments	Learners who have completed interim assessments for specific criteria within the relevant specification.
Practice assessments	Learners who have completed practice assessments in preparation for the final assessment.
Assessments already completed – Pass mark not achieved	Learner who have taken the final assessment and not achieved the overall pass mark. Some tasks may have been answered correctly and could be mapped against the relevant criteria.
Records of learner performance	Progress reviews of learner performance including class activities and independent study for their programme of study
Previous results for the functional skill subject within the centre	These will provide an indication of the overall pass rate for the component that could be used as a benchmark. Slight adjustments may need to be made regarding the performance of this year's learners compared to those in previous years.

FAQs

- **How can we record that we have used supporting evidence for ELFS and ESOL?**

You should keep a clear record of the supporting evidence used to inform your professional judgement about the centre assessment grade given for each learner.

For ESOL, where learners need to pass each section in order to achieve an overall pass result, your professional judgement of any supporting evidence must take into account the need to achieve each subject criteria to pass the overall assessment. Therefore, you must consider if the supporting evidence, together with your professional judgement, clearly shows the learner would be able to pass the assessment. ESOL learners can be entered for each individual unit instead of the overall award so this should be fully considered when making your judgement on supporting evidence and whether to put forward centre assessment grades.

- **Will I need to supply the supporting evidence to Pearson?**

We may review your supporting evidence as part of our ongoing monitoring process. Therefore, it is vital that all centre assessment grades can be supported by viable supporting evidence held within the centre and that evidence is always available to Pearson as part of its quality assurance processes. You **must** ensure that in all cases where the outcome will be



based on a centre assessment grade that you have secure supporting evidence retained with in your centre.

In all cases where supporting evidence is found to be lacking Pearson will take further action to protect the integrity of the overall qualification which could impact the results for all learners within your centre.

- **How can we certificate learners if external verification has not been completed yet?**

SV activities have been paused while the current restriction on movement are in place. The centre assessment grade approach, leading to calculated results, has been agreed by Ofqual to ensue all learners who were due to complete these qualifications between **20 March 2020 and 31 July 2020** and where alternative supporting evidence is available within the centre to support a centre assessment grade are not disadvantaged and can still progress.

Although the administrative process for requesting certification remains the same, Pearson will be monitoring all activities related to registrations and certification to protect the integrity of the qualifications. If there is any evidence of possible malpractice, we will take appropriate action which may impact all learners within your centre.

You **must** ensure that all centre assessment grades have been derived from appropriate supporting evidence. You **must** retain all evidence used to support a centre assessment grade for each of your learners within the centre as we may request some of this as part of our quality assurance process prior to the release of certificates.

- **What can I do if I do not have any supporting evidence to support my professional judgement about a centre assessment grade for a learner?**

If you do not have any supporting evidence the learner **must not** be put forward for a centre assessment grade. We would expect some supporting evidence to be available to demonstrate learner progress throughout the course. If it is not possible to provide any supporting evidence, these learners must take the assessment when it is possible to do so.