

Quality Assurance Handbook

Year 2018 - 2019

**Functional Skills English
Levels 1 and 2**

Contents

Introduction	4
Registrations	4
Pearson Edexcel Centres	4
Communicating with us	4
Quality assurance arrangements.....	5
Submission of marks for FS English Levels 1 & 2 Speaking, Listening & Communication	5
Key OSCA dates – for both Paper-Based and Onscreen models	6
Introduction to Functional Skills English Levels 1 and 2 Qualification.....	7
Conduct of Examination	8
Preparation for assessment	8
Assessment period	8
Controlled conditions.....	9
Invigilation requirements	10
Your quality assurance responsibilities.....	11
Internal quality assurance process.....	11
Online Standardisation for Centre Assessors (OSCA).....	11
OSCA Training	12
OSCA accreditation process	13
Steps to success for Lead Internal Verifiers.....	14
Role of Assessor	15
Internal Verification.....	15
Lead Internal Verifier role.....	16
Standardising assessment judgements	16
Monitoring assessment practice	17
Submitting marks	19
The Standards Verifier role.....	20
The standards verification process.....	20
Sampling.....	21

Before the visit	22
During the visit.....	22
Internal quality assurance	23
Observing assessment of Speaking, Listening & Communication	23
End of the visit	24
After the standards verification visit.....	25
Remote sampling.....	25
Support.....	27
Documentation	27
Online.....	27
Pearson teams	27
Appendix 1: Lead Internal Verifier Declaration Form	29
Appendix 2: Using the Assessment Record Sheet.....	30
Appendix 3: FAQs.....	40

Introduction

This handbook is effective from 1 September 2018 until 31 August 2019 and addresses the administrative arrangements and requirements for quality assurance for Functional Skills English Levels 1 and 2 Speaking, Listening & Communication. Unless otherwise stated, the guidelines outlined in this handbook refer to both onscreen and paper-based assessment models of Functional Skills English Levels 1 and 2.

All Examinations Officers, Programme Managers, Lead Internal Verifiers, Internal Verifiers and Assessors in centres offering Functional Skills English at Levels 1 and 2 should familiarise themselves with the contents of this handbook.

The centre Examinations Officer should also access the UK Information Manual and the Instructions for Conducting Examinations, which contain information on the administrative arrangements for this qualification and information relating to entries and certification. Both documents are available on our website.

Registrations

- If you are making registrations for Pearson Edexcel Functional Skills Level 1 & 2 English under an **Edexcel centre number**, please refer to Section 1 of this handbook.
- If you are making registrations for Pearson Edexcel Functional Skills Level 1 & 2 English under an **Edexcel centre number and an EDI centre number**, then where possible please make the registrations under your Edexcel centre number only. For further information please contact our Customer Services team.

Pearson Edexcel Centres

Communicating with us

Effective communication between us is important in order to ensure quality monitoring is carried out in a timely manner. We will usually contact you by letter, telephone and email. You are required to maintain accurate details of the main contacts at your centre on Edexcel Online. These details should be reviewed on a regular basis, especially when new staff members start using your account area of Edexcel Online.

Quality assurance arrangements

For Functional Skills English Levels 1 and 2 Speaking, Listening & Communication, you must identify a **Lead Internal Verifier** who will be responsible for maintaining the standard of assessment of the unit(s).

If you are making registrations under your Edexcel centre number then the Lead Internal Verifier will be recognised by us **only after**:

- completing a training session on Online Standardisation for Centre Assessment (OSCA) system;
- submitting a completed Lead Internal Verifier Declaration Form to the Functional Skills Assessment Team.

Submission of marks for FS English Levels 1 & 2 Speaking, Listening & Communication

For information on how to submit marks on Edexcel Online, with detailed step-by-step guidance, please refer to the **Forms and administration** tab on our website:

<http://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/English.coursematerials.html#filterQuery=Pearson-UK:Category%2FForms-and-administration>

Onscreen model and PBOD

There are no deadlines for submitting marks for the Functional Skills English onscreen on-demand model. For the Speaking, Listening & Communication units (ENC01 and ENC02), marks are to be submitted when the learner is ready to receive the certificate. Please refer to the *On Screen On-Demand Functional Skills Administrative Support Guide* (available on our website) for further details on claiming certificates.

Please note, submitted marks will only be accepted if your centre has an accredited Lead Internal Verifier for the current academic year. This is a requirement for both the paper-based and the onscreen model of assessment.

Key OSCA dates – for both Paper-Based and Onscreen models

Registration of Lead Internal Verifiers on OSCA

Year	Registration Window
2018-19	01/09/2018 - 31/08/2019

Training materials available on OSCA

Year	Materials Available
2018-19	04/09/2018 - 31/08/2019

Please note: Whilst training materials are available for the whole of the academic year centres must ensure that OSCA training is completed by the Lead Internal Verifier no later than **31st October 2018**. This will ensure that any issues with accreditation can be resolved as soon as possible and reduce the risk of delays in the issue of certificates.

Year	OSCA Completion
2018-19	01/09/2018 - 31/10/2019

Introduction to Functional Skills English Levels 1 and 2 Qualification

The Functional Skills English qualification consists of three components of equal weighting.

The qualification is offered at Entry Level (covered in a separate Quality Assurance Handbook under Entry Level Functional Skills on our website) and Level 1 and Level 2.

Key points:

- Assessment takes place at each level
- To gain the qualification at any level, learners must pass each component:
 - Unit 1 – Speaking, Listening & Communication
 - Unit 2 – Reading
 - Unit 3 – Writing
- The Speaking, Listening & Communication component is the only internally assessed component of Functional Skills English at Levels 1 and 2
- Marks for Speaking, Listening & Communication must be submitted for learners before, or at the same time as claiming certificates (for the onscreen model and paper based on demand)
- Learners must successfully complete all the appropriate activities to pass the Speaking, Listening & Communication unit.
 - Level 1- learners should take full part in formal and informal discussions and exchanges that include unfamiliar subjects; note that learners at Level 1 should **not** be assessed on their presentation skills
 - Level 2 - learners should make a range of contributions to discussions in a range of contexts, including those that are unfamiliar; and make effective presentations.

Conduct of Examination

Preparation for assessment

A maximum of **five** participants would usually make up the discussion group, although not all those involved need to be assessed. The minimum number of participants required for the *discussion activities* is **three**.

- Learners may prepare notes on the set speaking, listening and communication activity to be used during the designated formal assessment.
- These notes can include bullet and numbered points. Notes must **not** include prepared responses (e.g. continuous phrases and paragraphs).
- Group work and individual study can be used to complete this preparation.
- Over-reliance on notes may lead to a reading activity rather than a speaking, listening and communication one.
- Members of teaching or support staff should not be used to make up the discussion group numbers. If there are less than three learners who require assessment, then it is acceptable for a learner or colleague who is not being assessed to take part in the discussion.

Under no circumstances should Level 1 learners be assessed with Level 2 learners. Assessments should be carried out in separate group levels and separate rooms.

Assessment period

The assessment time at each level should total approximately **30 minutes**.

- At Level 1, the assessment time includes the learner contributions to both discussions. Each discussion should take sufficient time to allow each learner to demonstrate their ability for each of the criteria.
- At Level 2, both the length of the presentation and the contribution to a discussion make up the time allocation.
- The assessment can be distributed over more than one session at the centres' discretion.

Learners must achieve all the set criteria for each activity at each level at least once. For guidance on completing the Assessment Record Sheets, see Appendix 2.

There is no limit to the number of re-take opportunities for Speaking, Listening & Communication.

Controlled conditions

There is no set date or assessment window for Speaking, Listening & Communication. Learners should be assessed when the Assessor thinks it is appropriate. Formal set tasks/activities must be carried out to meet the criteria. Skills must **not** be evidenced through a portfolio of 'opportunistic' style assessments.

The completion of the Speaking, Listening & Communication assessment must be under controlled conditions. During the assessment, the learner must be in the direct sight of the Assessor at all times. Input by the Assessor, for example to clarify the requirements, is acceptable.

Learners must be provided with a suitably quiet, undisturbed location. The learners can be assessed in their normal environment. There is no need to remove posters, displays or materials containing information relevant to what is being assessed. However, displays should not provide any prepared scripts. It is acceptable for the learners to draw on external sources (with the exception of direct help from the Assessor) during the assessment period.

The completed Assessment Record Sheet for each learner should be retained at the end of the controlled assessment for verification purposes and kept securely until standards verification is completed. The completed Assessment Record Sheets should **not** be sent to Pearson Edexcel.

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 *Access Arrangements and Special Consideration for General and Vocational Qualifications conducted by the Joint Council for Qualifications Awarding Bodies*. This is available to download on our website: <http://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/access-arrangements.html>

Invigilation requirements

The class teacher or tutor should not usually act as the sole invigilator for the assessment. However, in exceptional circumstances, a teacher who has prepared the learners for the subject of the examination can be the sole invigilator during the assessment **if** an alternative invigilator is not practicably possible i.e. a remote candidate taking the assessment in the work place, even if they have had overall responsibility for preparation of the learners being examined. This will **not** be acceptable for large cohorts using an exam hall.

Whilst it is at the discretion of the Head of Centre to decide who is suitably qualified and experienced, and to ensure adequate training has been provided, we require the Head to maintain a **record of approved invigilators** for instances where the teacher or tutor is undertaking sole invigilation duties. This must include the invigilator names and the rationale for their selection. We reserve the right to request this information if required as part of our quality assurance measures.

Your Quality Assurance Responsibilities

Internal quality assurance process

Each centre needs to develop a suitable quality assurance strategy. This strategy must guarantee good quality internal standardisation for all Assessors within the centre (and across all sites where applicable), ensuring the understanding and consistent application of criteria for each level of Speaking, Listening & Communication.

Examples of internal standardisation processes:

- assessor visiting classroom
- use of exemplar videos (available on our website)
- joint marking exercise.

Online Standardisation for Centre Assessors (OSCA)

OSCA is a system to facilitate the training of Lead Internal Verifiers for Functional Skills English Levels 1 and 2 Speaking, Listening & Communication and provides access to assessed learner work. **Note:** OSCA system uses terminology which is not in line with the terminology used in this handbook. Please refer to the frequently asked questions below:

[Do I work with an Exemplar Material Exercise \(EME\) for Functional Skills English?](#)

No, there's no EME for Functional Skills, but you still need to register on OSCA, complete training and send a Lead Internal Verifier declaration to the Functional Skills assessment team in order to become accredited.

[How do I register for Functional Skills OSCA training?](#)

Your Examinations Officer needs to register you on Edexcel Online with OSCA enabled on your profile. You will then be able to access the training. You'll need to select the reference material option from the OSCA menu. For detailed step-by-step guidance, please refer to the **Forms and administration** tab on our website:

<http://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/English.coursematerials.html#filterQuery=Pearson-UK:Category%2FForms-and-administration>

OSCA system and guidance refers to 'Lead Assessors' but Functional Skills guidance refers to 'Lead Internal Verifiers'. Which is correct?

For the purposes of OSCA accreditation, 'Lead Assessor' and 'Lead Internal Verifier' are interchangeable.

Can I gain Functional Skills OSCA accreditation through a formal moderation window?

No. If your centre is making registrations under an Edexcel centre number you must complete the OSCA Functional Skills training and submit a completed Lead Internal Verifier Declaration to gain accreditation for Functional Skills.

We award accreditation status to Lead Internal Verifiers who have completed the training exercise on OSCA and have submitted the Lead Internal Verifier Declaration Form to svreports@pearson.com (for details on submitting the declaration, see Appendix 1).

When should our centre's Lead IV complete the OSCA training?

At the start of the academic year. Any delays in completing OSCA training and submitting your Lead IV Declaration form may impact on the release of certificates for your learners.

What is the deadline for submitting the OSCA Declaration Form?

The deadline is 31st October 2018. In all cases, the OSCA Declaration form must be submitted and received by the svreports@pearson.com prior to a Standards Verification visit. Failure to submit the OSCA Declaration form prior to the visit impact on the release of certificates for your learners.

OSCA Training

Training is essential to:

- formalise and add rigor to the internal verification process;
- provide direct training for a named Lead Internal Verifier for each level of FS English Speaking, Listening & Communication;
- enable a less bureaucratic and more supportive approach to quality assurance within the centre.

OSCA accreditation process

If your centre is making registrations under an Edexcel centre number, the following process needs to be completed to become an accredited Lead Internal Verifier:

- The centre nominates a Lead Internal Verifier for each level of Functional Skills English Speaking, Listening & Communication. The Lead Internal Verifier is the individual with overall responsibility for the standard of assessment and internal verification of the unit at the centre. Only one Lead Internal Verifier may register for any unit, however, the same Lead Internal Verifier may register for both Level 1 and Level 2. Please note, accreditation for Level 2 does not cover accreditation for Level 1.
- Each Lead Internal Verifier needs to be registered on Edexcel Online - your centre's Edexcel Online administrator (usually the Examinations Officer) will be able to set up the correct account. For further support, please contact your Accounts Specialist.
- To access the OSCA training materials, log into Edexcel Online with your username and password. Select BTEC from the drop down menu, and then click on OSCA from the menu on the left. Select *Functional Skills* from the drop down menu. This will take you to your accreditation page. On the left-hand side of the screen you will see *Reference Materials*. Click on this link to access the training materials.
- Lead Internal Verifiers should first watch the recordings and make their own decisions, filling in the Assessment Record Sheets for at least some of the learners. Commentaries completed by the Functional Skills Senior Standards Verifier are made available to view and compare with the Lead Internal Verifier's own assessment decisions.
- When the Lead Internal Verifier has completed the training exercises relating to the appropriate level, the Lead Internal Verifier Declaration Form needs to be completed (available in Appendix 1 of this document or on the FS English homepage: <http://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/English.coursematerials.html#filterQuery=Pearson-UK:Category%2FForms-and-administration> as a Word document) and sent to our colleagues in the Results Resolution Team at: svreports@pearson.com
- Once our Results Resolution Team receives the Lead Internal Verifier Declaration Form, the accreditation status is updated on OSCA; an email confirming the updated accreditation status is sent once accreditation is awarded.
- Accreditation is granted to any Lead Internal Verifier at any unit level, provided that they complete the training session and submit the completed

Lead Internal Verifier Declaration Form. Submitting the Lead Internal Verifier Declaration Form confirms that the Lead Internal Verifier has viewed the training material provided and understood the criteria for assessment. The accreditation period is for the remainder of the current academic year.

- Should the Lead Internal Verifier submit the declaration without completing the required training, your centre will be referred to the Business Improvement and Regulation department.
- Please note each Lead Internal Verifier needs to renew the OSCA registration at the beginning of each academic year. In order to retain their accredited status, they also need to complete a new training session and submit a new Lead Internal Verifier Declaration Form each academic year.
- The Lead Internal Verifier does not have to do all of the internal verification in their subject area. They are responsible for ensuring that all staff involved in their subject are aware of the requirements and are conducting assessment and internal verification properly.
- You could be visited by a Standards Verifier during the accreditation period as part of our quality assurance checks. Your allocated Standards Verifier will contact you to arrange a mutually acceptable date for the visit. **All standards verification visits need to be completed by 30 June 2019.**

Please note, failure to organise a Standards Verifier visit when requested will result in the withdrawal of accredited status and the withholding of certificates.

Steps to success for Lead Internal Verifiers

- Make sure you are registered for the right level of Functional Skills English.
- Read all the instructions carefully.
- Read the guidance provided with the recordings thoroughly before attempting the training exercise.
- Allow enough time to complete all parts of the training exercise.
- Work through the training material carefully - make sure that you are familiar with the unit, particularly the assessment criteria, unit content and assessment guidance; the relevant unit specification can be found on: <https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/English.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>
- The Senior Standards Verifier's commentary accompanies all recordings. You are strongly recommended to look at this commentary as it is intended to give general guidance on standards and processes.

Internal assessment

Centres must conduct all Functional Skills Level 1 and 2 examinations in line with the information in the *Instructions for Conducting Examinations* (ICE) document located here on our

website: <https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/English.coursematerials.html#filterQuery=Pearson-UK:Category%2FForms-and-administration>

This document outlines the centre responsibilities in all aspects of the examination process. Should you have any further queries relating to the information found in this document please contact your Accounts Specialist or fsassessment@pearson.com.

Role of Assessor

Assessors will be responsible and accountable for:

- managing the system of assessment from assessment planning, through to marking and recording assessment decisions
- maintaining accurate and verifiable learner assessment and achievement records.

All Assessors must be standardised by the Lead Internal Verifier. This applies to all centres regardless of the number of Assessors. If a centre has various sites, Assessors and Internal Verifiers need to be standardised across all sites.

Internal verification

Centres must ensure that they have a robust internal verification strategy established, which ensures that all assessments are secure within the required standards.

Useful tips:

- when the programme delivery is being planned, internal verification should also be scheduled
- internal verification should be carried out in a timely manner throughout the year
- effective internal verification will guide and support Assessors; feedback from the Lead Internal Verifier or Internal Verifier will aid their skills development
- in large centres, a team of Internal Verifiers may be established to check the validity and consistency of assessment decisions across Assessors. The Lead Internal Verifier is responsible for the standardisation and monitoring of the

team of Internal Verifiers

- in small centres, it is acceptable to have only one Internal Verifier who is registered as the Lead Internal Verifier on OSCA
- under no circumstance can the role of the Assessor and the Lead Internal Verifier be covered by only one person.

The Lead Internal Verifier role

The Lead Internal Verifier is at the heart of the internal quality assurance process. Their role ensures that assessments across the centre consistently meet national standards. Therefore, the Lead Internal Verifier must be competent in the assessment of the qualification.

The Lead Internal Verifier will be responsible and accountable for:

- regularly sampling assessment decisions made by all Assessors across all sites, where applicable
- establishing procedures to develop a common interpretation of the assessment requirements between Assessors
- supporting the work of Assessors within the centre to monitor and ensure consistency in the interpretation and application of standards
- maintaining up-to-date records of internal verification and sampling activity and ensuring that these are available for standards verification
- facilitating appropriate staff development and standardisation for Assessors and Internal Verifiers.

Internal verification process

All centres should have an internal verification schedule for each programme. The Lead Internal Verifier is the person responsible for managing the process.

There are two strands to internal verification:

- standardising assessment judgements
- monitoring assessment practice.

Standardising assessment judgements

- Standardisation must be carried out within the centre using the current OSCA training materials for each level of FS English.
- Commentaries completed by the Senior Standards Verifier should then be used for reference. This should happen before any assessment or internal verification takes place.

- The function of standardisation is to set the standard by discussing and mutually assessing a sample of assessments, and reaching a consensus. Once agreement has been reached, the Assessors can then individually assess the learner work they are responsible for.
- The internal verification process should then take place, monitoring these Assessors.

Internal verification exercises should be repeated at regular intervals throughout the year to ensure that messages are reinforced. If action to adjust assessment is found necessary, a plan should be in place to ensure that this is completed before standards verification takes place.

The aim should be to put in place procedures that will provide ongoing support and feedback to Assessors and Internal Verifiers.

Monitoring assessment practice

Monitoring Assessors and Internal Verifiers is necessary to:

- ensure that national standards of assessment are adhered to by everyone
- identify problems or areas where Assessors and Internal Verifiers require advice/development
- ensure that learners are aware of, and satisfied with, the assessment process.

As part of the monitoring process the Lead Internal Verifier must observe a number of the assessment decisions made by Assessors. The number of assessments observed by the Lead Internal Verifier depends on:

- the experience of the Assessor/Internal Verifier
- the size of the group of learners
- whether the assessments are new to the Assessor/Internal Verifier.

Monitoring also includes reviewing the Assessment Record Sheets completed by each Assessor and evaluating all aspects of their performance when conducting assessments.

The Lead Internal Verifier should record their judgement and give rich feedback to the Assessors, rather than just tick boxes. A rigorous Lead Internal Verifier should advise on any actions and improvements that could be made to the assessment process.

Scheduling of internal verification

Internal verification should take place during the assessment process, before the results are submitted to us, so that any remedial action can be implemented.

Developing and supporting Assessors

The Lead Internal Verifier must ensure that all Assessors have:

- a copy of assessment requirements as specified in the Assessment Record Sheets, available at: <https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/English.coursematerials.html#filterQuery=Pearson-UK:Category%2FForms-and-administration>
- a copy of the Instructions for the Conduct of Examinations (ICE) document, available at: <https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/English.coursematerials.html#filterQuery=Pearson-UK:Category%2FForms-and-administration>
- access to appropriate training and support materials.

Good practice

Internal verification can be undertaken in a number of ways but the following can be seen as examples of good practice:

- there is a recognised team of Internal Verifiers across the centre who meet regularly to ensure standardisation of procedures and application of standards is robust; minutes from these meetings should be kept for the purpose of Standards Verification
- there is an internal verification policy which promotes a rigorous commitment to quality improvement
- internal verification processes are agreed and published so that they are clearly understood by all Assessors, Internal Verifiers and the Lead Internal Verifier
- all Assessors are involved in, and understand, the internal verification role
- a Lead Internal Verifier, who manages the process and provides support, is identified
- standardisation meetings are seen as pivotal to staff development
- the time required to carry out internal verification is recognised.

Submitting marks

Centres with an accredited Lead Internal Verifier

Centres with an accredited Lead Internal Verifier are allowed to submit marks for Functional Skills English Speaking, Listening & Communication on Edexcel Online/Electronic Data Input (EDI). We accept the submitted centre marks, as they have been successfully verified.

Centres without a Lead Internal Verifier

If the Lead Internal Verifier does not complete OSCA training, centre marks for learners will not be accepted by us and your learners will appear as 'absent' on Edexcel Online. This also results in delays to certification. Once the training exercise has been completed and the Lead Internal Verifier Declaration submitted, the block will be released.

Standards verification

As part of our quality assurance process, centres are subject to standards verification during the accreditation period. The allocated Standards Verifier will contact your centre to arrange a suitable time for the visit. During the visit, they will provide advice and guidance, and a standards verification report is completed. If the visit reveals inaccuracies in the assessment quality, the Lead Internal Verifier accreditation will be suspended. This means that marks submitted for learners will not be accepted by us and certificates will be withheld. The Standards Verifier will advise on appropriate actions and the timescale in which the agreed actions are to be taken.

Please note, failure to organise a Standards Verifier visit when requested will result in the withdrawal of accredited status and the withholding of results.

The Standards Verifier role

Standards verification is the quality assurance method that is used to ensure that centres are assessing to the national standard. The role of the Standards Verifier is sometimes paraphrased as ‘the guardian of the standards’ and the primary focus is to ensure that centre staff involved in the planning, delivery and assessment of qualifications:

- maintain the national standard of qualifications awarded by Pearson Edexcel;
- assess learner performance in accordance with national standards;
- maintain a robust mechanism for the internal verification;
- have a clear commitment to assuring and improving quality.

The key tasks of the Standards Verifier are to:

- verify assessment practice and procedures to ensure that national standards are applied consistently
- take action to deal with identified problems
- provide centre staff with information, advice and support
- maintain accurate records and provide feedback to us
- promote and improve the quality of Functional Skills qualification assessment.

The standards verification process

Standards Verifiers are allocated to selected centres as part of our quality assurance check.

The Standards Verifier should:

- agree a schedule for the verification which will normally include reviewing internal verification reports and records, assessment records and validating assessment judgements through observing learner assessments
- validate the quality and consistency of Assessor judgements against national standards by sampling assessment decisions during the observation of assessment activity
- review the internal quality assurance for the qualification – checking Lead Internal Verifier’s records, sampling strategy and their feedback to Assessors
- inform the Lead Internal Verifier promptly of any areas of weakness and agree an action plan for improvement
- provide positive feedback and encouragement when good practice is identified
- check that the centre’s internal quality assurance systems are sufficiently

robust to ensure that problems will be identified and resolved quickly

- review the centre's processes for meeting the conditions in the Instructions for Conducting Examination (ICE) document.

Sampling

From September 2018, all centres **selected** for a visit will be required to complete a **Sampling Report form** which will be sent to the named contact at the centre. This will be sent by the allocated Standards Verifier at the first point of contact. The centre is required to inform the Standards Verifier of the number of current registrations, the predicted entries per level and confirmation of the OSCA registration.

If the number of registrations and entries is below the number required to conduct the group activities then this must be declared on the form so that the Standards Verifier can advise accordingly.

Centre visits **cannot** go ahead unless the completed Sampling Report form has been received by the Standards Verifier. Even if centres have only one learner registered, the Sampling Report form must still be submitted.

Centres are required to make assessments available for sampling.

The minimum size of the sample is as follows:

A minimum of 5 assessments must be viewed during the Standards Verification process.

The Assessment Record sheets (ARS) of **all** assessors over the past two years must be made available to the Standards Verifier. The percentage of ARS's requested by the Standards Verifier will be dependent on the size of the centre and the number of registrations.

Note: For centres with a large number (100+) of learners the SV may ask to see a larger sample range (2 Informal/Formal discussions at Level 1 and 2 Group Discussions and 2 Presentations at Level 2)

Centres are required to make **two** video recordings of live assessments per task per level prior to the visit taking place. This is to ensure that the centre can provide sample assessments to the Standards Verifier during a visit. **Audio recordings will not be accepted as appropriate forms of assessment.**

Before the visit

Before each visit, the Standards Verifier should agree a schedule for the visit with the Lead Internal Verifier.

This should include time to cover:

- levels to be verified
- evidence to be made available on the day (or in advance)
- observation of learner assessment
- review of the assessment strategy requirements and their implementation
- feedback to the Lead Internal Verifier and, where relevant, the centre assessment team.

Level 1	1 Informal Discussion
	1 Formal Discussion
Level 2	1 Group Discussion
	2 Presentations

An agreed date and location between the centre representative and the Standards Verifier must be confirmed prior to the visit. It is important that the centre informs the Standards Verifier of a suitable place to report to and a named person to meet upon arrival.

During the visit

The visit should follow the schedule agreed and enable the Standards Verifier to make a decision on whether or not to recommend the retention of Lead Internal Verifier accreditation. The criteria on the Standards Verifier Report provide the basis on which a decision will be made and the Standards Verifier will focus on these. It is the Lead Internal Verifier's responsibility to provide evidence to demonstrate that the criteria are being met. Please also be aware that the assessors and the Lead Internal Verifier should not take part in the assessments that are observed as part of the visit.

Assessment Record Sheets should be retained by your centre for the Standards Verifier to review. This applies to all learners with entries for the paper-based

model and onscreen model for Functional Skills.

It is important that the main action points are agreed during the visit. Sufficient time should be allowed for this by both the Lead Internal Verifier and the Standards Verifier. Please note that the tutors and the Lead Internal Verifier must be present for the standards verification visit. The feedback on findings from the review is given to the Lead Internal Verifier who must be available throughout the day of the visit.

Internal quality assurance

The starting point for the Standards Verifier is to review the quality of internal verification. If this proves to be rigorous and robust, they should have confidence in the assessment process and the decisions made.

Your centre must provide copies of:

- sampling plans
- sampling records, including feedback to Assessors
- records of monitoring assessment practice, including feedback to Assessors.

The Standards Verifier will want to be assured that all Internal Verifiers and Assessors understand centre systems and procedures and that they are knowledgeable about the standards, the learners and their own role in quality assurance.

Observing assessment of Speaking, Listening & Communication

Observing assessment of Speaking, Listening & Communication is a vital part of the verification process. It is the responsibility of the Lead Internal Verifier to ensure that the learners chosen to be observed are representative of the overall standard.

Centres must make learner assessments available for observation. Failing to provide access to learner assessments may result in the cancellation of the visit and withdrawal of the Lead Internal Verifier accreditation.

The number of learners observed should be based on:

- the number of Assessors in the centre
- the number of satellite sites at which Functional Skills are delivered
- assessment decisions which have been verified by the Lead Internal Verifier and those that have not.

Please note that the Standards Verifier will need to view discussion activities containing a minimum of 3 learners per level per task; however this is dependent on how many learners are registered for Functional Skills English at the centre. The number of learners seen should reflect the size of the centre.

It is essential that the observed assessments are 'live', i.e. actual assessments with current registered learners and not 'mock' assessments. Some live assessments should be video recorded prior to the Standards Verification visit as evidence in the event that a Standards Verifier cannot view a live assessment during your centre visit. Should this be the case the Standards Verifier will also need to view the Assessment Record Sheets of the learners that were assessed.

Meeting the team

If possible, the Standards Verifier will also meet with the assessment and verification team to discuss and advise on assessment issues and practices.

A crucial part of the Standards Verifier's role is to advise and support you. Their visit should allow time to discuss concerns and to answer queries. Where issues are outside the Standards Verifier's remit or experience, they will obtain the relevant information directly and respond by phone or email, or refer you to the appropriate person/department at Pearson.

End of the visit

The findings of the visit will be discussed with the Lead Internal Verifier at the end of the visit. Actions for improvement will be identified through discussion before the Standards Verifier leaves, where possible. It is important that any actions and target dates agreed are clear and realistic. The Lead Internal Verifier should ensure that they understand any required action and that they clarify any issues before the end of the visit.

After the standards verification visit

You will receive the Standards Verification Report within 10 working days of the visit.

If there are no significant issues identified during the standards verification visit, the Lead Internal Verifier will retain their accredited status for the remainder of the academic year (i.e. until 31 August 2019).

If the Standards Verifier identifies serious issues in the centre, a representative of Pearson (a Senior Standards Verifier) will contact you and provide appropriate support and guidance.

Please note, a decision to block the centre will apply to both levels.

Remote Sampling

From September 2018, Pearson will be continuing to run remote sampling of Functional Skills Speaking, Listening and Communication verification with some centres. A small number of centres will be selected to participate. If your centre is selected, you will be informed by your allocated SV and a communication will be sent to you via Pearson.

The process and criteria of the Remote Sample will mirror that of a standards verification visit. The standards verification checks will be the same as those mentioned above. The only difference will be that you will send your recorded samples to the standards verifier instead of receiving a centre visit.

If the number of registrations and entries is below the number required to conduct the group activities then this must be declared on the form so that the Standards Verifier can advise accordingly.

Standards verification cannot go ahead unless the completed Sampling Report form has been received by the Standards Verifier. Even if centres have only one learner registered, the Sampling Report form must still be submitted.

Centres are required to make learners assessments available for sampling. The minimum size of the sample is as follows:

A minimum of 5 assessments must be viewed during the Standards Verification process.

The Assessment Record sheets (ARS) of **all** assessors over the past two years must be made available to the Standards Verifier. The percentage of ARS's requested by the Standards Verifier will be dependent on the size of the centre and the number of registrations.

If your centre is participating in the remote sampling process, you are required to make **two** video recordings of live assessments per task per level. This is to ensure that you have a range of evidence available to send to the Standards Verifier. **Audio recordings must not be accepted as appropriate forms of assessment.**

You will need to send the evidence for your sample to the Standards Verifier. You can do this electronically (using CDs, DVDs or USB Memory sticks) or you can use our courier service to send copies of the evidence. We have an account with Parcelforce that you can use, free of charge, for sending standards verification samples.

The samples should be presented in MP3, MP4 or Windows Media Player files as these are universal formats that should be easily accessible

The deadline to complete the remote sample will be 31 May 2019. Please ensure you have sent your samples to your allocated Standards Verifier by this date.

Level 1	1 Informal Discussion
	1 Formal Discussion
Level 2	1 Group Discussion
	2 Presentations

Support

Documentation

We contact your Quality Nominee or, for administration and certification information, the Examinations Officer. We do not usually issue information directly to Programme Managers/Lead Internal Verifiers. However, a variety of qualification specifications, policy documents and information booklets are produced to assist teaching teams. We also send out more general communications and newsletters relating to Functional Skills – if you wish to sign up, please contact: fsassessment@pearson.com

Online

Pearson Edexcel Functional Skills homepage

Located on: <https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html>

Our website pages are regularly updated with all the most current information and documents.

Edexcel Online

Edexcel Online, www.edexcelonline.com, is an invaluable service for administrators, providing support at every stage of the qualification cycle - from approval through to registration and entry, reporting of achievement, and results and post-results services.

It also includes access to services for teaching staff, including OSCA, online booking for training events and Pearson publications ordering. In addition, your Edexcel Online username and password will give you access to [ResultsPlus](#).

Pearson teams

Customer Services

We pledge to provide excellent service in all your dealings with us. Each centre will have a dedicated Accounts Specialist that will be their first point of contact. All contact details for the appropriate teams can be found under the Contact Us tab on: <http://qualifications.pearson.com/en/support/contact-us.html>

Curriculum Development Managers

Curriculum Development Managers are an important part of our Pearson UK FE and Schools teams. They provide a range of professional advisory support across all Pearson qualifications.

A key responsibility of Curriculum Development Managers is to build relationships with schools, colleges and Local Authorities to raise achievement and promote our drive for excellence in education. Work Based Learning centres are supported by their Account Manager.

If you would like your Curriculum Development Manager or Account Manager to contact you, please get in touch with our Customer Services team and they will be able to guide you through this.

Functional Skills Assessment Team

Our Functional Skills Assessment team, dealing with the production of question papers, the assessment of externally assessed units and the administration of internally assessed units, can be contacted on: fsassessment@pearson.com

Appendix 1: Lead Internal Verifier Declaration Form

Lead Internal Verifier Declaration Form

Functional Skills English Level 1 and 2 Speaking, Listening & Communication

Academic year 2018-19

Please complete the following information. If you wish to be accredited for more than one centre, remember to register under all relevant centre numbers and include **all** the relevant centre numbers in this declaration.

Centre number(s)	Centre name
Main site number(s): Subsite number(s):	Name:
Lead Internal Verifier details	
Name:	E-mail: Phone:

Please read the statements below and confirm

Statements	Delete as appropriate
I confirm that I have registered myself on OSCA as the Lead Internal Verifier for the centre named above.	I confirm/I do not confirm
I confirm that I have standardised the assessment team using these materials for this academic year and prior to assessment taking place.	I confirm/I do not confirm
I confirm that I have undertaken the training available on OSCA and understand the application of the assessment criteria for Speaking, Listening & Communication component of Functional Skills Level 1 and/or 2.	I confirm/I do not confirm
Registered for Level 1	Yes/No
Registered for Level 2	Yes/No
Signature:	
Date of registration:	

Email this completed form to svreports@pearson.com

Appendix 2: Using the Assessment Record Sheet

Functional Skills English Speaking, Listening & Communication Level 1

- One Assessment Record Sheet should be used for the assessment of a learner across both the activities - the formal discussion and the informal discussion.
- For each assessed task, the Assessor will place a tick against the coverage and range, either in the 'just below' or 'achieved' column. Please, refer to the Sample Assessment Record Sheet on the next page for the correct allocation of ticks for each activity.
- In the grid, the letters next to the ticks (e.g. ✓F) stand for the kind of discussion in which the criterion has been achieved, i.e. F – formal discussion, I – informal discussion. One Assessment Record Sheet must be used for each learner and using F/I to distinguish the achievement makes it clear when applying the 'majority of the ticks in the Achieved column' requirement as stated on p.5 of the Sample Assessment Materials.
- At Level 1, each Assessment Record Sheet should show nine ticks (i.e. 4 for formal discussion and 5 for informal discussion against the criteria, as shown on the Sample Assessment Record Sheet.
- Each criterion must be met at least once, whether in a formal discussion, an informal discussion or both, and the majority of ticks must be placed in the 'achieved' columns for the learner to be awarded a pass at Level 1.
- When completing the 'Centre summative comment' box, the comment should be personalised and refer to the learner's performance in relation to the Level 1 standards. On average, the comment should be approximately 50 words in length. Summative comments should not be too brief, but also not too onerous.

Functional Skills English Level 1: SAMPLE

Speaking, Listening and Communication Assessment Record Sheet

Please complete the following information (a separate sheet for each learner).

Learner name: Carol	Learner number: xxxxx	Centre number: xxxxxx
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Activity: Formal	Date: XXX	Activity: Informal	Date: XXX
Please use the space below to note the context of the activity, how it was organised and any learner support.		Please use the space below to note the context of the activity, how it was organised and any learner support.	
<i>Discussing which project to finance</i>		<i>Importance of recycling</i>	

Level 1: Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.

The grid should be applied on a 'best fit' basis. To achieve a Level 1 overall a learner should have met each of the Level 1 standards at least once.

Just Below Level 1	✓	Achieved Level 1	✓
Makes some relevant contributions to Discussion		Makes relevant and extended contributions	✓F ✓I
Sometimes allows for and responds to others' input	✓F	Allows for and responds to others' input	✓I
Some use made of preparation to the formal discussion of ideas and opinions		Preparation supports contribution to the	✓F n/a I
Makes some different kinds of contributions	✓I	Makes different kinds of contributions to	✓F
Some information/points of view presented clearly, with some use of appropriate		Presents information/points of view clearly and in appropriate language	✓F ✓I
Please tick the box if the learner has achieved Level 1:			✓"
Centre summative comment: In the informal discussion, Carol introduced her ideas appropriately but there were some hesitations. Although some of her contributions appear to lose focus, she picks up the points of others and makes relevant responses. In the formal discussion, Carol responds relevantly throughout with only some hesitations and occasional use of repetition. Assessor signature: <i>Ms C Assessor</i> Date:			

Please attach another page if you wish to make additional comments.

Functional Skills English Level 1: Speaking, Listening and Communication Assessment Record Sheet

Please complete the following information (a separate sheet for each learner).

Learner name:		Learner number:		Centre number:	
Activity: Formal	Date:	Activity: Informal	Date:		
Please use the space below to note the context of the activity, how it was organised and any learner support.			Please use the space below to note the context of the activity, how it was organised and any learner support.		

Level 1: Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.

The grid should be applied on a 'best fit' basis. To achieve a Level 1 overall a learner should have met each of the Level 1 standards at least once.

Just Below Level 1	✓	Achieved Level 1	✓
Makes some relevant contributions to discussion		Makes relevant and extended contributions to discussions	
Sometimes allows for and responds to others' input		Allows for and responds to others' input	
Some use made of preparation to the formal discussion of ideas and opinions		Preparation supports contribution to the formal discussion of ideas and opinions	
Makes some different kinds of contributions to discussions		Makes different kinds of contributions to discussions	
Some information/points of view presented clearly, with some use of appropriate language		Presents information/points of view clearly and in appropriate language	
Please tick the box if the learner has achieved Level 1:			
Centre summative comment:			
Assessor signature:		Date:	

Please attach another page if you wish to make additional comments.

Functional Skills English Speaking, Listening & Communication Level 2

- One Assessment Record Sheet should be used for the assessment of a learner across both the activities - the discussion and the presentation.
- For each assessed task, the Assessor will place a tick against the coverage and range, either in the 'just below' or 'achieved' column. Please, refer to the Sample Assessment Record Sheet on the next page for the correct allocation of ticks for each activity.
- In the grid, the letters next to the ticks (e.g. ✓D) stand for the kind of activity in which the criterion has been achieved, i.e. D – discussion, P – presentation. One Assessment Record Sheet must be used for each learner and using D/P to distinguish the achievement makes it clear when applying the 'majority of the ticks in the Achieved column' requirement as stated on p.13 of the Sample Assessment Materials.
- At Level 2, each Assessment Record Sheet should show six ticks against the criteria, as shown on the Sample Assessment Record Sheet.
- Each criterion must be met at least once, whether in a discussion, a presentation or both, and the majority of ticks must be placed in the 'achieved' columns for the learner to be awarded a pass at Level 2.
- When completing the 'Centre summative comment' box, the comment should be personalised and refer to the learner's performance in relation to the Level 2 standards. On average, the comment should be approximately 50 words in length. Summative comments should not be too brief, but also not too onerous.

Functional Skills English Level 2: SAMPLE

Speaking, Listening and Communication Assessment Record Sheet

Please complete the following information (a separate sheet for each learner)

Learner name: Nisha	Learner number: xxxxx	Centre number: xxxxxx
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Level 2: make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

Activity: Discussion	Date:
Please use the space below to note the context of the activity, how it was organised and any learner preparation/support.	
Discussion about the issue of identity cards (please enter details about the activity here and some reference to the content of the discussion)	
Activity: Presentation	Date:
Please use the space below to note the context of the activity, how it was organised and any learner preparation/support.	
Current trends in web design	

The grids should be applied on a 'best fit' basis. To achieve a Level 2 overall a learner should have met each of the Level 2 standards at least once.

Discussion activity			
Just Below Level 2	✓	Achieved Level 2	✓
consider complex information with some understanding and gives relevant, sometimes cogent responses in appropriate language		consider complex information and give relevant, cogent response in	✓D ✓P
makes occasionally significant contributions to discussions, taking a range of roles and helping to move discussion forward some of		makes significant contributions to discussions, taking a range of roles and helping to move discussion	✓D
Presentation activity			
Just Below Level 2	✓	Achieved Level 2	✓
presents information and ideas clearly and persuasively to others some of the time		presents information and ideas clearly	✓P
adapts contributions to suit audience, purpose and situation some of the time	✓P	adapts contributions to suit audience, purpose and situation	✓D
Please tick the box if the learner has achieved Level 2:			v"
Centre summative comment: Nisha makes relevant, cogent responses throughout the discussion using appropriate language at all times. Her contributions help to move the discussion forward. She is a persuasive speaker in both the discussion and presentation and she is able to adapt according to context responding to her audience appropriately.			
Assessor signature: <i>Mr S Verifier</i>		Date:	

Please attach another page if you wish to make additional comments.

Functional Skills English Level 2: Speaking, Listening and Communication Assessment Record Sheet

Please complete the following information (a separate sheet for each learner)

Learner name:	Learner number:	Centre number:
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Level 2: make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

Activity: Discussion	Date:
Please use the space below to note the context of the activity, how it was organised and any learner preparation/support.	
Activity: Presentation	Date:
Please use the space below to note the context of the activity, how it was organised and any learner preparation/support.	

The grids should be applied on a 'best fit' basis. To achieve a Level 2 overall a learner should have met each of the Level 2 standards at least once.

Discussion activity			
Just below Level 2	✓	Achieved Level 2	✓
consider complex information with some understanding and gives relevant, sometimes cogent responses in appropriate language		consider complex information and give relevant, cogent response in appropriate language	
makes occasionally significant contributions to discussions, taking a range of roles and helping to		makes significant contributions to discussions, taking a range of roles and helping to move	
Presentation activity			
Just below Level 2	✓	Achieved Level 2	✓
presents information and ideas clearly and persuasively to others some of the time		presents information and ideas clearly and persuasively to others	
adapts contributions to suit audience, purpose and		adapts contributions to suit audience, purpose	
Please tick the box if the learner has achieved Level 2:			
Centre summative comment:			
Assessor signature:		Date:	

Please attach another page if you wish to make additional comments.

Appendix 3: Frequently Asked Questions for EOL centres

Q1 How do we know if we need a Lead Internal Verifier?

A1 All centres are required to appoint a Lead Internal Verifier.

Q2 We are a small centre with only a few learners, do we need a Lead Internal Verifier?

A2 Yes, all centres need an accredited Lead Internal Verifier (see Q1). The most important thing to remember is that a Lead Internal Verifier and an Assessor cannot be the same person. If you do not have enough staff to cover the two positions, you may try to work with another centre and appoint one Lead Internal Verifier. The Lead Internal Verifier then registers for both centres and takes on the responsibility of verifying assessment and internal verification strategy in both centres. The Lead Internal Verifier only needs to submit one Lead Internal Verifier Declaration Form with the centre numbers of all centres they have agreed to verify.

Q3 We are a very large centre with several sites, do we need a Lead Internal Verifier for each site?

A3 There are two possibilities for large centres:

- Your sites have unique centre numbers and, therefore, appear on our systems as separate centres. In this case you need to register your Lead Internal Verifier under all centre numbers. The Lead Internal Verifier only completes the training once and sends only one Lead Internal Verifier Declaration Form listing the centre numbers of all sites the Lead Internal Verifier is responsible for. The Results Resolution team will then manually update the accreditation status for all centre numbers and marks from all sites will be accepted. Please note, to avoid registering one person under multiple sites, you can also enter learners under only one centre number for which the Lead Internal Verifier submits the Declaration.
- Your sites have the same centre number followed by a letter to distinguish the sites. In this case, you only need to register the Lead Internal Verifier under the main centre number (without any letter) and the Lead Internal Verifier Declaration will only state this main centre number.

Q4 How does the Lead Internal Verifier become accredited?

A4 Each Lead Internal Verifier has to complete OSCA training described in this handbook. An OSCA step by step guide can be found on our website: <https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/English.coursematerials.html#filterQuery=Pearson-UK:Category%2FForms-and-administration>

Q5 Why do I need to complete OSCA training?

A5 It is part of the quality assurance process to adhere to the standards required for achieving the FS English Levels 1 and 2 Speaking, Listening & Communication. Without confirmation that the Lead Internal Verifier has been trained/standardised and the marks from Assessors have been through a verification process, Pearson cannot accept the marks submitted by the centre.

Q6 How long is my accreditation valid?

A6 Once the Declaration Form has been submitted, it is valid until 31 August of each academic year. Then the Lead Internal Verifier is required to renew the registration on OSCA, complete the new training and submit the Lead Internal Verifier Declaration Form.

Q7 What is my OSCA accreditation for?

A7 OSCA accreditation covers the internally assessed unit of the Functional Skills Level 1 and 2 suites - FS English Speaking, Listening & Communication, i.e. ENC01 and ENC02. Once the Lead Internal Verifier gains accreditation, Pearson can accept marks submitted for this component and issue complete results.

Q8 Do I need to be accredited for both level 1 and level 2?

A8 Each Lead Internal Verifier can register for one **or** both levels. Pearson needs a record of an accredited Lead Internal Verifier for the level at which learners are entered, so if you only have learners at Level 1, for example, you only need an accredited Lead Internal Verifier for Level 1. Lead Internal Verifiers responsible for more than one centre/site need to follow instructions in Q3.

Q9 If I have OSCA accreditation, will I still get a visit from a Standards Verifier?

A9 You may. As part of the quality assurance check, Pearson selects a sample of centres for SV visits. The visit includes support from the Standards Verifier and confirms the accreditation gained on OSCA.

Q10 When are the windows for me to complete my OSCA training?

A10 There are no accreditation windows for FS English OSCA. The training materials are available all year round, however it is advisable that centres complete this **by 31st October 2018**. The Lead Internal Verifier can go online at any time, complete the training, fill in the Lead Internal Verifier Declaration and send it to the Results Resolution Team email svreports@pearson.com.

Q11 If I leave the centre, am I still accredited?

A11 Yes, the accreditation belongs to the Lead Internal Verifier registered on OSCA rather than the centre. If you move to another centre, you take your accreditation with you. For further support, please contact FS Assessment at fsassessment@pearson.com.

Q12 If our Lead Internal Verifier leaves the centre, do we need to appoint a new Lead Internal Verifier?

A12 Yes, each centre is required to appoint a Lead Internal Verifier so, as soon as one leaves, the centre needs to appoint a new Lead Internal Verifier. They are then required to complete the training and submit the Lead Internal Verifier Declaration Form.

Q13 Where can I get further information?

A13 Go to our FS English homepage where you can find the Sample Assessment Materials, Specification and much more. With other questions, email: fsassessment@pearson.com

