

Functional Skills qualifications at Entry Level, Level 1 and Level 2 (3748)

Qualification handbook for centres

Functional Skills English

Functional Skills Mathematics

Functional Skills Information and Communication Technology

www.cityandguilds.com
September 2010
Version 1.3 (January 2011)



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Qualification title	QAN	City & Guilds Number
Functional Skills qualification in English at Entry 1	501/1317/3	3748-01
Functional Skills qualification in English at Entry 2	500/9837/8	
Functional Skills qualification in English at Entry 3	500/9838/X	
Functional Skills qualification in English at Level 1	500/9319/8	
Functional Skills qualification in English at Level 2	500/9318/6	
Functional Skills qualification in Mathematics at Entry 1	501/0637/5	3748-02
Functional Skills qualification in Mathematics at Entry 2	501/1821/3	
Functional Skills qualification in Mathematics at Entry 3	501/1820/1	
Functional Skills qualification in Mathematics at Level 1	501/0986/8	
Functional Skills qualification in Mathematics at Level 2	501/0987/X	
Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1	500/8507/4	3748-03
Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2	500/8508/6	
Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3	501/0638/7	
Functional Skills qualification in Information and Communication Technology (ICT) at Level 1	500/9630/8	
Functional Skills qualification in Information and Communication Technology (ICT) at Level 2	501/0639/9	

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1 Functional Skills with City & Guilds

This document contains the information that centres need to offer the following qualifications:

City & Guilds qualification number	3748-01
Qualification titles, levels and accreditation numbers	<ul style="list-style-type: none">• Functional Skills qualification in English at Entry 1 501/1317/3• Functional Skills qualification in English at Entry 2 500/9837/8• Functional Skills qualification in English at Entry 3 500/9838/X• Functional Skills qualification in English at Level 1 500/9319/8• Functional Skills qualification in English at Level 2 500/9318/6
Last registration date	31/12/2013
Last certification date	31/12/2015
City & Guilds qualification number	3748-02
Qualification titles, levels and accreditation numbers	<ul style="list-style-type: none">• Functional Skills qualification in Mathematics at Entry 1 501/0637/5• Functional Skills qualification in Mathematics at Entry 2 501/1821/3• Functional Skills qualification in Mathematics at Entry 3 501/1820/1• Functional Skills qualification in Mathematics at Level 1 501/0986/8• Functional Skills qualification in Mathematics at Level 2 501/0987/X
Last registration date	31/12/2013
Last certification date	31/12/2015
City & Guilds qualification number	3748-03
Qualification titles, levels and accreditation numbers	<ul style="list-style-type: none">• Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1 500/8507/4• Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2 500/8508/6• Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3 501/0638/7• Functional Skills qualification in Information and Communication Technology (ICT) at Level 1 500/9630/8• Functional Skills qualification in Information and Communication Technology (ICT) at Level 2 501/0639/9
Last registration date	31/12/2013
Last certification date	31/12/2015

1.1 About Functional Skills

Understanding Functional Skills

Functional Skills are the fundamental applied skills in English, Mathematics and Information and Communication Technology (ICT) that help people to gain the most from life, learning and work. They are suitable for learners of all ages, and for delivery in a range of settings.

Introducing Functional Skills

The Functional Skills qualifications were developed as part of the reform of 14-19 and adult learning in England. They replaced the Key Skills of Communication, Application of Number and ICT in September 2010 (although these qualifications remain available to learners on Apprenticeship programmes) and are expected to replace the Adult Numeracy/Literacy Skills for Life qualifications from 2012.

Who is expected to achieve Functional Skills?

Functional Skills underpins nearly all forms of 14 learning in England and these qualifications are intended for a vast range of different settings. There are specific rules around the achievement of Functional Skills within Apprenticeship frameworks and 14-19 Diplomas, as well as an expectation that Foundation Learning and other programmes (eg GCE/GCSE) should include opportunities to develop and achieve appropriate Functional Skills qualifications.

For specific queries about the appropriateness or need to access particular Functional Skills qualifications please liaise with your funding agency (and Sector Skills Council or Standards-Setting Body in the case of Apprenticeships).

Northern Ireland, Scotland and Wales

Whilst the Functional Skills qualifications are **only** available to learners in England, City & Guilds also offers suites of literacy/numeracy/ICT skills qualifications aligned to public policy objectives in Northern Ireland, Scotland and Wales. For more information about each of these see www.cityandguilds.com.

1.2 Key features of City & Guilds' Functional Skills offer – Entry level

All Entry level assessments are externally set by City & Guilds, with internal (centre) marking and internal/external verification.

	Functional Skills English			Functional Skills Mathematics	Functional Skills ICT
	Reading	Writing	Speaking, Listening and Communication		
On demand?	✓	✓	✓	✓	✓
Range of scenarios to choose from?	✓	✓	✓	✓	✓
Paper-based?	✓on demand	✓on demand	✓on demand	✓on demand	✓on demand
Onscreen?	n/a	n/a	n/a	n/a	n/a
Assessment length	E1: 30 minutes E2 and E3: 40 minutes	E1: 30 minutes E2 and E3: 40 minutes	E1: 10 minutes E2 and E3: 10-14 minutes	E1 and E2: 60 minutes E3: 90 minutes	E1 and E2: 60 minutes E3: 90 minutes
Other information	Each component of Functional Skills English can be completed consecutively or at different times. Candidates are able to attempt and achieve each component at different levels (known as a spiky profile).			Assessments may be taken over up to two sessions	E1 and E2 must be completed in a single session; E3 may be taken over up to two sessions
Description of assessment	Externally set, centre marked, internally and externally verified.				
Format of assessment	Short answer/open response questions	Open-ended writing task	Spoken assessment	Practical task-based assessment	Practical task with coverage questions
Additional information	Dictionaries allowed, including bilingual dictionaries*.			Calculators allowed	Calculators allowed

* We do not specify any particular type of dictionary or calculator, although it should be one that candidates are familiar with and used to using.

1.3 Key features of City & Guilds' Functional Skills offer – Levels 1-2

All Level 1 and Level 2 Functional Skills qualifications are externally set and externally marked by City & Guilds, with the exception of the Speaking, Listening and Communication component within Functional Skills English.

	Functional Skills English			Functional Skills Mathematics	Functional Skills ICT
	Reading	Writing	Speaking, Listening and Communication		
On demand?	✓	✓	✓	Under development	Under development
Range of scenarios to choose from?	Unseen assessment	Unseen assessment	Able to choose topic, within guidelines	Unseen assessment	Unseen assessment
Paper-based?	✓ fixed dates every month	✓ fixed dates every month	✓ on demand	✓ fixed dates every month	✓ fixed dates every month
Onscreen?	✓ on demand	✓ on demand	n/a	Under development	Under development
Assessment length	60 minutes	L1 60 minutes L2 75 minutes	(up to) 30 minutes	90 minutes	120 minutes
Other information	Each component of Functional Skills English can be sat consecutively or at different times. Candidates are able to attempt each component at different levels (known as a spiky profile).			Candidates must complete the assessment in one session.	Candidates must complete the assessment in one session.
Description of assessment	Externally set, externally marked	Externally set, externally marked	Externally set, centre marked, internally and externally verified	Externally set, externally marked	Externally set, externally marked
Format of assessment	Short answer/ open response questions	Open ended writing task	Spoken assessment	Short answer assessment using problem solving approach	Practical task with coverage questions
Additional information	Dictionaries allowed, including bilingual dictionaries*.			Calculators allowed	Calculators allowed

* We do not specify any particular type of dictionary or calculator, although it should be one that candidates are familiar with and used to using.

1.4 Qualification structure

Although functional skills will normally be developed as part of a broader programme of learning, each Functional Skill is a single-unit qualification in its own right. In the case of Functional Skills English, this unit consists of three assessment components (Speaking, Listening and Communication, Reading, and Writing).

The table below illustrates the structure of each Functional Skills qualification:

Qualification Accreditation Number (QAN)	Qualification title	Assessment component	Assessment component title	Unit Accreditation Number (UAN)
501/1317/3	Functional Skills qualification in English at Entry 1	3748-001	Functional English Reading at Entry 1	R/601/1307
		3748-002	Functional English Writing at Entry 1	
		3748-003	Functional English Speaking, listening and communication at Entry 1	
		3748-901	Certification module for Functional Skills qualification in English at Entry 1	
500/9837/8	Functional Skills qualification in English at Entry 2	3748-004	Functional English Reading at Entry 2	M/601/1461
		3748-005	Functional English Writing at Entry 2	
		3748-006	Functional English Speaking, listening and communication at Entry 2	
		3748-902	Certification module for Functional Skills qualification in English at Entry 2	
500/9838/X	Functional Skills qualification in English at Entry 3	3748-007	Functional English Reading at Entry 3	T/601/1462
		3748-008	Functional English Writing at Entry 3	
		3748-009	Functional English Speaking, listening and communication at Entry 3	
		3748-903	Certification module for Functional Skills qualification in English at Entry 3	
500/9319/8	Functional Skills qualification in English at Level 1	3748-010 (paper)	Functional English Reading at Level 1	H/601/2137
		3748-110 (GOLA)		
		3748-011 (paper)	Functional English Writing at Level 1	
		3748-111 (GOLA)		
		3748-012	Functional English Speaking, listening and communication at Level 1	
3748-904	Certification module for Functional Skills qualification in English at Level 1			

Qualification Accreditation Number (QAN)	Qualification title	Assessment component	Assessment component title	Unit Accreditation Number (UAN)
500/9318/6	Functional Skills qualification in English at Level 2	3748-013 (paper) 3748-113 (GOLA)	Functional English Reading at Level 2	F/601/1464
		3748-014 (paper) 3748-114 (GOLA)	Functional English Writing at Level 2	
		3748-015	Functional English Speaking, listening and communication at Level 2	
		3748-905	Certification module for Functional Skills qualification in English at Level 2	
501/0637/5	Functional Skills qualification in Mathematics at Entry 1	3748-016	Functional Mathematics at Entry 1	M/601/2237
501/1821/3	Functional Skills qualification in Mathematics at Entry 2	3748-017	Functional Mathematics at Entry 2	T/601/2238
501/1820/1	Functional Skills qualification in Mathematics at Entry 3	3748-018	Functional Mathematics at Entry 3	M/601/2240
501/0986/8	Functional Skills qualification in Mathematics at Level 1	3748-019	Functional Mathematics at Level 1	M/601/7664
501/0987/X	Functional Skills qualification in Mathematics at Level 2	3748-020	Functional Mathematics at Level 2	T/601/7665
500/8507/4	Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1	3748-021	Functional ICT at Entry 1	F/601/2243
500/8508/6	Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2	3748-022	Functional ICT at Entry 2	J/601/2244
501/0638/7	Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3	3748-023	Functional ICT at Entry 3	R/601/2246
500/9630/8	Functional Skills qualification in Information and Communication Technology (ICT) at Level 1	3748-024	Functional ICT at Level 1	L/601/7672

Qualification Accreditation Number (QAN)	Qualification title	Assessment component	Assessment component title	Unit Accreditation Number (UAN)
501/0639/9	Functional Skills qualification in Information and Communication Technology (ICT) at Level 2	3748-025	Functional ICT at Level 2	D/601/7675

Note the recommended Guided Learning Hours (GLH) for each Functional Skills qualification is **45** hours.

1.5 Requirements for certification

Each functional skill is an accredited qualification and candidates therefore receive a separate qualification certificate for each functional skill that they complete.

A certificate will only be issued for Functional Skills English once **all three** assessment components have been completed, plus the relevant Certification Module (see below). Each individual component achievement is confirmed by a Notification of Candidate Results (NCR).

Achievement at different levels for Functional Skills English

For Functional Skills English the qualification is made up of three assessment components:

- Speaking, Listening and Communication
- Reading
- Writing

Each of these components can be achieved at any of the five levels, although where candidates have achievements at more than one level (known as spiky profile) they will be entitled to a qualification at the **lowest** of these levels. For example:

Level 2 Reading 013 (paper) or 113 (on-screen)	+	Level 1 Writing 011 (paper) or 111 (on-screen)	+	Entry 3 SL&C 009	=	Entry 3 qualification claim using 903
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The Walled Garden Catalogue page for 3748-01 indicates all of the possible permutations.

Certification modules for Functional Skills English

In addition to spiky profiling, City & Guilds also recognises that learners might wish to take further assessments and top up their Functional Skills English achievements as they progress through their programme. It is therefore necessary to claim the relevant certification module shown below when requesting certification for a candidate.

Qualification	Module needed to generate a certificate
Functional Skills qualification in English at Entry 1	3748-901
Functional Skills qualification in English at Entry 2	3748-902
Functional Skills qualification in English at Entry 3	3748-903
Functional Skills qualification in English at Level 1	3748-904
Functional Skills qualification in English at Level 2	3748-905

Even where candidates are entitled to a Functional Skills English qualification, **a certificate will not be generated unless the appropriate module has been claimed**. It is possible to subsequently claim certification at a higher level if/when candidates have achieved the necessary assessment components.

1.6 SCAAT (School Achievement and Attainment Table) points

Where Functional Skills qualifications are delivered to pre-16 learners each qualification counts towards school achievement and attainment as follows

Functional skill	Performance points	Contribution to Level 1 and Level 2 thresholds
Entry 1	5	
Entry 2	6	
Entry 3	7	
Level 1	12.5	10%
Level 2	23	10%

1.7 Skills for Life learners and Functional Skills

Functional Skills qualifications were designated as one of the achievement measures for the 2020 World Class Skills literacy and numeracy targets. At the time of writing the Government had not decided whether the Adult Numeracy/Literacy (3792) Skills for Life qualifications would be phased out in favour of Functional Skills after 2012 although Functional Skills qualifications may be taken by adult learners.

1.8 Opportunities for progression

The Functional Skills qualifications are intended to support learners as they seek to improve their literacy, numeracy and ICT skills. Achieving these qualifications should increase candidates' confidence and motivation, and the skills they gain will be valuable in the workplace or in any further learning.

Where appropriate, candidates may progress through the levels (Entry 1, Entry 2, Entry 3, Level 1 and Level 2) in each functional skill area.

1.9 Qualification support materials

City & Guilds provides a range of publications and resources to support centres in delivering and preparing candidates for the Functional Skills qualifications. To access this material, visit **www.cityandguilds.com/functionalskills**.

Resources available include:

- sample assessments
- Functional Skills frequently asked questions
- Functional Skills information leaflet
- free Functional Skills forum for all centres.

Further support is also available to all City & Guilds centres free of charge via the SmartScreen online portal. This includes:

- tutor forum
- teaching and learning materials.

For regular updates about Functional Skills we recommend that you sign up to receive our monthly newsletter 'Focus':

- to sign up go to **www.cityandguilds.com/updates**
- select 'general learning' when completing the form.

We welcome feedback on our Functional Skills assessments. If you have specific queries or comments about the assessments please contact the Assessment team by emailing **functionalskills@cityandguilds.com**.

For general operational queries about Functional Skills or any other City & Guilds qualification please contact Customer Relations:

centresupport@cityandguilds.com

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+44 (0)20 7294 2413.

2 Administering Functional Skills and centre requirements

This section outlines the approval processes for Centres to offer Functional Skills with City & Guilds and any resources that centres will need in place.

Centres already offering Functional Skills with another awarding organisation

If you currently offer Functional Skills qualifications with another awarding organisation or have recently offered any of the qualifications directly replaced by Functional Skills (eg Key Skills) please contact your local City & Guilds office to discuss approval arrangements. In all other instances you will need to follow the **standard** Centre/Qualification Approval Process.

2.1 Resource requirements

Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Co-ordinator
- Functional Skills Co-ordinator
- trainer/tutor
- assessor (for internally assessed components)
- internal verifier(s) (for internally assessed components) .

These roles are defined more fully in the document '**Providing City & Guilds Qualifications**'. The roles of the Functional Skills Co-ordinator and Quality Assurance Co-ordinator will normally be combined.

Staff delivering these qualifications must be

- competent in the functional skill(s) being taught and assessed
- fully conversant with the national Functional Skills criteria (published by Ofqual – see <http://bit.ly/fs-criteria>), as well as the qualification and assessment specifications for each functional skill contained in this handbook; for any internal assessments they must also be familiar with and able to apply the marking/assessment criteria.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessor and internal verifier qualifications

While the NVQ Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not a requirement for assessing or internally verifying these qualifications.

QTLS status and subject specialist qualifications

Since September 2007, all new teachers in the Lifelong Learning Sector (all publicly funded post-16 non-Higher education provision – including further education, adult and community learning, work-based learning and offender education) in England have been required to have or be working towards Qualified Teacher Learning and Skills (QTLS) status.

In addition, teachers of literacy, numeracy and ESOL have been expected to gain QTLS with the relevant subject specialism.

Although QTLS status will be necessary for new teachers of Functional Skills working in the Lifelong Learning Sector, at the time of writing there were no specific guidelines about the subject specialist qualifications in relation to programmes leading to a Functional Skills qualification rather than Adult Numeracy/Literacy. We would nevertheless encourage Functional Skills teachers to work towards a relevant subject specialist qualification if not already doing so. In any event, anybody assessing and/or internally verifying these qualifications will need to be fully competent and confident in the skills being assessed.

More information about the QTLS framework and qualifications can be found at www.cityandguilds.com/qtls.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the Functional Skills standards, delivery and assessment requirements, remains current.

2.2 Candidate entry requirements

There are no formal candidate entry requirements for the Functional Skills qualifications. However, centres must ensure candidates have the potential and opportunity to achieve these qualifications. Candidates should not be expected to re-achieve a Functional Skills qualification that they already hold.

Age restrictions

There are no age restrictions on when candidates can undertake the Functional Skills qualifications, although they are intended for learners over the age of 14.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are working towards relevant Functional Skills qualifications at the appropriate level.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their Functional Skills qualification(s). It is important that any process of initial assessment takes into account the focus on application and problem-solving within the Functional Skills qualifications, in addition to the learner's 'raw' literacy/numeracy/ICT skills.

City & Guilds recommends that centres provide an induction programme to ensure candidates fully understand the requirements of the Functional Skills qualifications(s) they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the pilot Functional Skills qualifications before designing a course programme.

Centres may design course programmes in any way that

- best meets the needs and capabilities of their candidates
- satisfies the requirements of these qualifications.

In particular, staff should consider the additional complexity, technical demand, familiarity and independence required of candidates at each level.

Further free delivery resources are available from the Functional Skills Support Programme (FSSP). For more information, visit **www.fssupport.org**.

Teachers of Functional Skills are also encouraged to make use of the Adult Literacy and Numeracy Core Curriculum documents (available from **www.excellencegateway.org.uk/skillsforlife**).

4 Assessment

4.1 Summary of assessment methods

In all cases the functional skills assess the practical ability to apply English, Mathematics and ICT skills to everyday situations. These are 'skill', rather than 'subject', orientated qualifications and the focus is on 'doing' rather than theoretical study or recall. All Functional Skills assessments are therefore activity-based and involve working through a problem or scenario.

At Entry level all assessment is externally set by City & Guilds and marked internally by centres. This process is subject to internal and external verification.

At levels 1 and 2 all assessments are externally set and marked by City & Guilds with the exception of the Speaking, Listening and Communication component within Functional Skills English.

4.2 Assessment arrangements – Entry level

The assessments at Entry Level have been designed to be delivered on a one-to-one basis with the candidate and tutor, or to be completed independently by the candidate.

Obtaining the live assessment materials

All live Entry level assessment documents can be downloaded from **www.cityandguilds.com/functionalskills**. For security reasons the live assessment documents each require a password to open, which can be found on the relevant City & Guilds Functional Skills Catalogue page on the Walled Garden.

A bank of live assessments is provided covering a range of everyday contexts. Centres are encouraged to select the assessment title(s) most likely to engage their candidates' interest, although candidates must not be coached on the topic or scenario before the assessment takes place, and the assessment itself must be presented to candidates unseen.

Each Functional Skills assessment comprises at least two documents:

- **Candidate's Paper**
to be presented to the candidate
- **Assessment Pack**
for the assessor and internal verifier's use.

In all cases candidates are provided with a range of source materials containing information and resources they will need to complete the assessment. This is normally contained within a discrete section of the candidate's paper, although is occasionally contained within a discrete document referred to as the 'information pack'.

The assessments for each functional skill are organised on the website by level and by title. All documents relating to each assessment title are contained in a .zip folder that can be downloaded and stored locally. However, please note the assessments are updated and replaced at regular intervals and it is essential that live assessments are **always** conducted using the most up-to-date version.

The assessment documents are designed to be printed double-sided, and where possible this should be enabled (for environmental reasons, as well as to make the documents easier to use). It is

important to ensure the printing instructions that appear above the documents on the website are followed precisely; in particular 'shrink to fit' **must** be disabled otherwise there is a danger that scaled diagrams might be skewed.

Security considerations

The live Entry level assessments may **only** be used for their intended purpose, ie to carry out the formal assessment of registered Functional Skills candidates.

Although it is understood that centres will need to download and store hard copies of the assessment documents locally in the immediate period before assessments take place, this should be kept to a minimum and centres should not 'stockpile' large quantities of assessment documents. All hard and electronic copies of the materials must be stored securely at all times.

Responsibility for maintaining the security and integrity of the assessments, including internal dissemination of the access passwords, rests with the centre's Quality Assurance Co-ordinator (and/or Functional Skills Co-ordinator). Candidates must not at any time be able to remove assessment papers from the centre, even after completion.

Conducting the Entry level assessments

Conduct arrangements for each assessment are fully described in the Assessment Pack, although the following points apply in all cases:

1. Assessments are summative

They should only be attempted once the candidate is deemed to have the skills and knowledge necessary to achieve (known as 'when ready').

2. Assessments must be taken under supervised conditions

This is distinct from formal examination conditions as candidates need not necessarily complete the whole assessment in one sitting. Supervision (by the assessor/tutor or another responsible adult) must be continuous.

3. Assessments (in most cases) may be completed over more than one session

Where assessments are run over more than one session the sessions must be consecutive (ie with no learning or preparation between sessions) but this need not be on the same day.

Candidates must not take any work away between assessment sessions.

(NB: assessment of the three components within Functional Skills English does not need to be consecutive).

4. Candidates need only complete one assessment* for each Functional Skills qualification that they are working towards

All activities must be completed to the required standard.

5. Candidates must attempt a different assessment title if re-sitting or progressing to the next level

There is no minimum time between assessment attempts, although where candidates have been unsuccessful in any part of the assessment they will need adequate opportunity for further practice in the relevant skills.

6. Assessors must read the detailed guidance specific to each assessment title

This is contained in the assessment pack and includes details of any materials or equipment candidates will require as well as marking guidance and mark scheme.

* In the case of Functional Skills English, **all three** assessment components must be completed, though each assessment is self-contained and may be taken at different times during the candidate's programme.

7. The document 'Access to Assessment and Qualifications' outlines procedural arrangements where candidates are eligible for adjustments in assessment

The Inclusion statements in the Ofqual national Functional Skills Criteria set out precisely what adjustments are permitted for each functional skill (eg that a human reader cannot be used for the Reading component within Functional Skills English). These statements are reproduced in 5.7 (Functional Skills English), 5.13 (Functional Skills Mathematics) and 5.19 (Functional Skills ICT).

4.3 Assessment arrangements – Levels 1 and 2

With the exception of the Speaking, Listening and Communication component within Functional Skills English, all Functional Skills assessment at Levels 1 and 2 is externally set and **marked** by City & Guilds.

The assessments are summative and should only be taken once the candidate is deemed to have the skills and knowledge necessary to achieve (known as 'when ready'). All assessment must take place under supervised conditions, that is:

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

The centre must ensure that suitably informed and briefed adults carry out assessment supervision. The centre's Quality Assurance Co-ordinator should be aware of potential conflicts of interest between a candidate and supervisor and take all reasonable steps to prevent any such conflict.

It is important to appreciate that these are supervised assessments, **not** examinations. Whilst it is acceptable to apply the JCQ Instructions for Conducting Examinations, there is **no absolute requirement** to do so as long as the above conditions are met. In particular we recognise that the Functional Skills assessments may need to take place in candidates' workplaces and other locations away from a traditional school/college environment. The assessments must take place in a room that is free from extraneous noise and enable candidates to complete their tasks without disruption or interruption. Seating arrangements must be such as to prevent candidates from overlooking the work of others.

All of the externally marked assessment components are available as paper-based assessments with an assessment opportunity every month. In addition, the Reading and Writing components within Functional Skills English are both available on demand via City & Guilds' GOLA on-screen assessment platform.

On-screen, on-demand, assessments are also being developed for Functional Skills Mathematics and ICT; these are likely to become available during 2011.

Paper-based assessment windows

The paper-based Level 1-2 assessment dates are published on City & Guilds' Walled Garden Catalogue pages for the Functional Skills qualifications (3748-01, -02 and -03). The assessments **must** take place on the specified day or range of days. Although the assessment stationery will specify a notional start/finish time, the assessment s may actually start at any time between 00:01 and 23:59.

Candidates need not all attempt the assessment at the same time, although the Invigilation Certificate (IC) must be used to record when each candidate started and finished the assessment, and where there is a possibility that candidates taking assessments at different times might come into contact with one another, a Declaration of No Prior Knowledge or Declaration Not to Divulge (as applicable), must be completed and signed by all of the candidates concerned.

The assessment stationery includes details of the allocated marker to whom candidates' completed assessments must be sent. In order to maintain the integrity of the assessment, as well as to ensure results are turned around as quickly as possible, candidates' work must be sent within **one** day of the assessment taking place. If this involves keeping work overnight (eg if the assessment takes place in the evening) the Functional Skills Co-ordinator must ensure it is stored securely.

Any unused assessment papers **must** be destroyed (by shredding or burning) or returned to City & Guilds. On no account may any live assessment papers be retained or used as practice assessments. A number of example assessments are available to download from www.cityandguilds.com/functionalskills.

Arrangements for Functional Skills English

Reading and Writing

The Reading and Writing assessments are available either paper-based or on-screen (via GOL). Where candidates are accessing the on-screen assessments they need to be capable and confident working from on-screen source documents and using a keyboard to produce their responses.

It is important to appreciate that some learners will be more comfortable with the on-screen platform than others, and candidates should not be disadvantaged by any decisions about how they will complete their assessments. For example, some candidates may prefer to complete Writing on-screen and Reading as a paper-based assessment (or vice versa).

Whilst it is assumed that candidates accessing the paper-based assessments will normally hand-write their responses, it is acceptable to use a word-processor where this better reflects the candidate's normal way of working. For more information about permitted adjustments, please see 5.7, Inclusion statements: Functional Skills English.

Speaking, Listening and Communication

As with the internally assessed Entry level assessments, all documentation for Functional Skills English Speaking, Listening and Communication can be downloaded from www.cityandguilds.com/functionalskills.

For security reasons the live assessment documents each require a password to open, which can be found on the Functional Skills English (3748-01) Catalogue page on the Walled Garden. These assessments are test material that may **only** be used for its intended purpose, ie carrying out the formal assessment of registered Functional Skills candidates.

The assessment documentation details how the assessment should be carried out and the extent to which it can be adapted to local circumstances. The speaking, listening and communication activities should be purposeful and credible to candidates, and in certain circumstances it might be appropriate to draw on a topic or situation that forms part of candidates' main programme.

Arrangements for Functional Skills Mathematics

Each assessment is made up of three tasks, each of which is based on a different topic. Candidates can choose to complete the three tasks in any order, and should spend an equal amount of time on each task. Candidates should be advised to read through the whole task before attempting to answer the problem.

The source document accompanying the assessment paper contains all the information candidates will need to complete each of the three tasks, along with some numerical information that is not needed. The candidate is expected to sift through the source material to find the relevant information.

Whilst it is assumed that candidates will normally hand-write their responses, it is acceptable to use a word-processing, spreadsheet and other IT applications that are appropriate to the assessment tasks if this better reflects the candidate's normal way of working. Where candidates opt to do this they must be capable of using relevant software functions without third party assistance. They must also provide evidence of their working out (see below).

For more information about permitted adjustments, please see 5.13, Inclusion statement:
Functional Skills Mathematics

Where candidates are hand-writing their responses, they will need pens and pencils, a 30cm ruler with millimetres, a calculator and should have access to a protractor. City & Guilds provide each candidate with graph paper. All working out and answers should be written in the spaces provided on the assessment paper. Working out and answers written in the source documents will not be marked.

For both Level 1 and Level 2, candidates have up to 1 hour 30 minutes to complete the assessment. This includes reading time.

Arrangements for Functional Skills Information and Communication Technology (ICT)

The assessment of Functional Skills ICT at levels 1 and 2 is described as a 'paper-based' assessment, although the assessment activities are completed using a computer (PC or Mac) with industry standard office applications (eg Microsoft Office or similar) including:

- word processor
- spreadsheet
- database
- presentation graphics
- web browser (Part A of assessment only)
- email software (Part A of assessment only).

Each candidate must have access to an individual workstation (stand-alone or networked) connected to a printer within the same room or at least in a location where the candidate can access his/her work without leaving a supervised environment. Candidates must not be able to access any other candidates' work. Particular care should be taken where networked workstations are used to prevent work being accessible via shared folders.

The assessment is split into two discrete sections (Part A and Part B) which must take place in **one sitting**. Candidates require access to the internet during Part A (first 15 minutes of the Level 1 assessment, first 20 minutes of Level 2) but must not access the internet during Part B. It is the centre's responsibility to ensure that candidates do not access the internet during Part B. This may be achieved by using any method appropriate to the centre's local resources and systems, for example:

- disabling internet access via the main network
- providing learners with two accounts, one for Part A that includes internet access and one for Part B without access – where this is the case the supervisor would need to ensure candidates are logged into the appropriate account at the appropriate time
- disconnecting the Ethernet cable from each candidate's computer at the end of Part A
- switching off the modem.

The centre may alternatively use additional staff to supervise and to ensure that candidates do not access the internet during Part B. However, where centres choose this option, they must ensure that a ratio of no more than ten candidates per supervisor.

Email

For some of the Functional Skills ICT level 1 and 2 assessments, it will be necessary for the centre to send an email to all candidates. The text for this email will be provided as a data file (see below). There may be an attachment to the email. **The 'live' email must be sent to candidates at the beginning of the assessment, and no earlier.**

It is therefore essential that candidates provide the centre with a **valid email address**. This should be collected from the candidate well in advance of their live assessment. It should be emphasised to candidates that they must check that the email account they intend to use for this purpose is live and that they can access it. It should be made clear to the candidate that should the assessment instructions require them to access an email, this email address is the one that they **must** check.

It is strongly recommended that centres send a test email before the assessment, ideally as part of guided learning hours towards the qualification, to check that all candidates' email addresses are functioning and accessible.

The 'live' email must be sent to arrive as the candidate begins the assessment. All candidates sitting the assessment must therefore receive the email simultaneously. If the centre's network capacity prohibits the email coming from one account, it may be sent from more than one account to ensure this. It is the centre's responsibility to ensure that this process is followed correctly.

Data files

Prior to the assessment, centres must download and store locally a set of **data files** that candidates will need to access during the assessments. The relevant data files will be available from **www.cityandguilds.com/functionalskills** up to two weeks before each assessment window.

Once downloaded, the files must be saved in a Read Only folder where candidates can access them during the whole of the assessment (Part A and Part B). Candidates must be advised at the beginning of the assessment where the files are located. They should not have access to any of the data files prior to the assessment or after their work has been printed.

The files are provided as Microsoft Office 2003 Word, Excel, PowerPoint and Access files, as well as text (.txt) files for centres not using Microsoft software. Some files, mainly at level 2, will be given to candidates only in .txt format as the candidate is required to import the data into an appropriate application. Data in these files will be enclosed in quotes and comma delimited.

Submitting candidates' work

Candidate's work is evidenced and marked via the printed evidence document and other printouts. Candidates are provided with an 'evidence document' into which they must paste screen prints of their work where directed. This document, along with any other documents the candidate is instructed to print, **must** have the candidate's name on it. Printing itself can be completed either during or after the assessment and does not carry any marks. These printouts are all that the external markers will use to assess candidates' performances; centres must not send any electronic data files to City & Guilds as these will not be considered. All files created and saved during an assessment must be **erased** once it has been completed.

Where workstations are networked, it may not be possible to avoid a group of candidates having to share access to a printer. However, access to the printer must be closely supervised to ensure candidates see only their own work. Supervisors must ensure candidates submit only their own work and need to be assured that candidates are not colluding in any way.

All printouts must be collected once the candidate has finished the assessment, including any sheets the candidate wishes to discard. Candidates should strike a line through any sheets they do not wish to be considered and the centre's Quality Assurance Co-ordinator (and/or Functional Skills Co-ordinator) must be assured that these are destroyed.

Any printouts the candidate wishes to submit should be **securely** attached to the evidence document, preferably using a stapler or treasury tag. Personal details should be completed as instructed to ensure work is easily identifiable.

For more information about permitted adjustments, please see 5.19, Inclusion statement: Functional Skills ICT.

5 Qualification and assessment specifications

5.1 Overview

The qualification and assessment specifications for each of the 15 City & Guilds Functional Skills qualifications can be found on the following pages. These set out the scope and structure of the assessment, although for a full understanding of the functional skills standards they should be read in conjunction with the national Functional Skills Criteria published by Ofqual (see <http://bit.ly/fs-criteria>).

The qualification specification indicates the:

- structure
- subject matter/content
- assessment design
- assessment conditions and procedures.

The assessment specification sets out the skills assessed in each Functional Skills assessment instrument, including how coverage and range within the national Functional Skills Criteria is sampled if the assessment does not provide 100% coverage every time.

5 Qualification and assessment specifications

5.2 Functional Skills English at Entry 1

Structure:

Reading: 30 minutes

Writing: 30 minutes

Speaking, Listening and Communication: up to 10 minutes

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of a series of task-based questions with the tutor/assessor able to provide instructions and explain overall assessment requirements.

Reading: task-based questions

Writing: task-based questions

Speaking, Listening and Communication: oral assessment template

Reading and Writing are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Speaking, Listening and Communication is internally assessed using a competency based mark scheme and observation pro-forma. Guidance on possible contexts and administration of the assessment is provided to the assessor.

The assessment of each component is reported on separately and may be assessed at separate times.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions in line with **Appendix A of the national Functional Skills Criteria** (see <http://bit.ly/fs-criteria>).

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds**

Qualifications.**Diversity, access and inclusion details:**

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Guidance on applying for more significant modification can be found in the document **Access to Assessment and Qualifications**. Please also refer to **5.7, Inclusion statements: Functional Skills English**.

Assessment specification (Functional Skills English at Entry 1)

Skill Standard	Coverage and range	Marks	Other Information
Speaking, listening and communication Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation	Confirm that the candidate did the following: <ul style="list-style-type: none"> Understand the main points of short explanations Understand and follow instructions Respond appropriately to comments and requests Make contributions to be understood Ask simple questions to obtain specific information.	Need to show evidence against each criterion to achieve	
Reading Read and understand short, simple texts that explain or recount information	E1.R.1 Read and understand simple regular words and sentences E1.R.2 Understand short texts on familiar topics and experiences	Both criterion need to be covered.	Two source documents <ul style="list-style-type: none"> One list/table One text
Total fixed response for reading no more than 50%			
Writing Write short, simple sentences	E1.W.1 Use written words and phrases to present information E1.W.2 Construct simple sentences using full stops E1.W.3 Spell correctly some personal or very familiar words	All criterion need to be covered.	Two written texts required
No fixed response			

5 Qualification and assessment specifications

5.3 Functional Skills English at Entry 2

Structure:

Reading: 40 minutes

Writing: 40 minutes

Speaking, Listening and Communication: 10-20 minutes

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of a series of task-based questions with the tutor/assessor able to provide instructions and explain overall assessment requirements.

Reading: task-based questions

Writing: task-based questions

Speaking, Listening and Communication: oral assessment template

Reading and Writing are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Speaking, Listening and Communication is internally marked using a competency based mark scheme and observation pro-forma. Guidance on possible contexts and administration of the assessment is provided to the assessor.

The assessment of each component is reported on separately and may be assessed at separate times.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions in line with **Appendix A of the national Functional Skills Criteria** (see <http://bit.ly/fs-criteria>).

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds**

Qualifications.**Diversity, access and inclusion details:**

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Guidance on applying for more significant modification can be found in the document **Access to Assessment and Qualifications**. Please also refer to **5.7, Inclusion statements: Functional Skills English**.

Assessment specification (Functional Skills English at Entry 2)

Skill Standard	Coverage and range	Marks	Other Information
Speaking, listening and communication Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations	Confirm that the candidate did the following: <ul style="list-style-type: none"> Identify the main points of short explanations and instructions Make appropriate contributions that are clearly understood Express simply feelings or opinions and understand those expressed by others Communicate information so that the meaning is clear Ask and respond to straightforward questions Follow the gist of discussions 	Need to show evidence against criterion to achieve	Two opportunities to provide this evidence
Reading Read and understand straightforward texts that explain, inform or recount information	E2.R.1 Understand the main events in chronological texts E2.R.2 Read and understand simple instructions and directions E2.R.3 Read and understand high frequency words and words with common spelling patterns E2.R.4 Use knowledge of alphabetical order to locate information	All criterion need to be covered	Three source documents One alphabetical list (or dictionary)
Total fixed response for reading (0-50%)			
Writing Write short texts with some awareness of the intended audience	E2.W.1 Use written words and phrases to record and present information with some awareness of the intended audience E2.W.2 Construct compound sentences using common conjunctions E2.W.3 Punctuate correctly, using upper and lower case, full stops and question marks E2.W.4 Spell correctly all high frequency words and words with common spelling patterns	All criterion need to be covered	Two written texts to cover skills standards
No fixed response			

5 Qualification and assessment specifications

5.4 Functional Skills English at Entry 3

Structure:

Reading: 40 minutes

Writing: 40 minutes

Speaking, Listening and Communication: up to 30 minutes

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of a series of task-based questions with the tutor/assessor able to provide instructions and explain overall assessment requirements.

Reading: task-based questions

Writing: task-based questions

Speaking, Listening and Communication: oral assessment template

Reading and Writing are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Speaking, Listening and Communication is internally assessed using a competency based mark scheme and observation pro-forma. Guidance on possible contexts and administration of the assessment is provided to the assessor.

The assessment of each component is reported on separately and may be assessed at separate times.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions in line with **Appendix A of the national Functional Skills Criteria** (see <http://bit.ly/fs-criteria>).

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds**

Qualifications.**Diversity, access and inclusion details:**

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Guidance on applying for more significant modification can be found in the document **Access to Assessment and Qualifications**. Please also refer to **5.7, Inclusion statements: Functional Skills English**.

Assessment specification (Functional Skills English at Entry 3)

Skill Standard	Coverage and Range	Marks	Other Information
Speaking, listening and communication Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	Confirm that the candidate did the following: <ul style="list-style-type: none"> Follow the main points of discussions Use techniques to clarify and confirm understanding Give own point of view and respond appropriately to others' point of view Use appropriate language in formal discussions/exchanges Make relevant contributions, allowing for and responding to others' input 	Need to show evidence against criterion to achieve	Two opportunities to provide this evidence
Reading Read and understand straightforward texts that explain, inform or recount information	E3.R.1 Understand the main points of texts E3.R.2 Obtain specific information through detailed reading E3.R.3 Use organisational features to locate information E3.R.4 Read and understand texts in different formats using strategies/techniques appropriate to the task	All criterion need to be covered	Two source documents
Total fixed response for reading (0-50%)			
Writing E3.W.1 Write texts with some adaptation to the intended audience	E3.W.2 Plan, draft and organise writing E3.W.3 Sequence writing logically and clearly E3.W.4 Use basic grammar including appropriate verb-tense and subject-verb agreement E3.W.5 Check work for accuracy, including spelling	all the criterion need to be covered	Two written texts required one 50 - 75 words and one 75-100 each approximately
No fixed response			

5 Qualification and assessment specifications

5.5 Functional Skills English at Level 1

Structure:

Internally assessed Speaking, Listening and Communication: up to 30 minutes

Two externally set and marked assessments (available on-screen or paper-based)

Reading: 1 hour ,Writing: 1 hour

Subject matter/content:

Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure 100% coverage of the criteria and consistency/reliability of assessments over time.

Reading

Designed for on-screen assessment delivery, with the option of a paper-based assessment. The assessment is task based, involving multiple choice questions and free response. All marking is by external marker (for on-screen marking this is via a secure online portal).

Each assessment contains two different types of source document. The assessment tasks will require candidates to extract relevant information from the documents.

Writing

Designed for on-screen assessment delivery, with the option of a paper-based assessment. The assessment is task based, involving free response writing. Marking is by external marker (for on-screen marking via a secure online marker portal) using banded descriptors in the mark scheme for spelling, punctuation and grammar, allowing a holistic approach.

Each assessment requires candidates to produce two different types of text to fulfil the purpose of the task.

Speaking, Listening and Communication

The assessment consists of two group discussions. One discussion will be about a topic that is familiar to the candidates, and the other will be about a topic that is unfamiliar to the candidates. Topics are decided by the centre. Assessments are conducted by the centre and assessed internally. The marking criteria are competence-based and include an observation pro-forma where examples of how the candidate has met the standard can be recorded.

Guidance on administration of the assessment is provided in the assessment pack for Speaking, Listening and Communication.

Assessment conditions and procedures:**Reading and Writing**

The assessment must take place under supervised conditions.

Speaking, Listening and Communication

Controlled assessment conditions apply in line with **Appendix A of the Regulatory Criteria** (see <http://bit.ly/fs-criteria>).

The candidate's tutor may supervise and mark the assessment.

All internally assessed tasks using a non-marked assessment (competence) **must** follow normal City & Guilds' verification processes. Full details are provided in the Assessment Pack.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds**

Qualifications.

Diversity, access and inclusion details:

A comparable paper based assessment will be available as an alternative to on-screen assessment. This will ensure that candidates who are unable to use ICT equipment (including those in secure establishments) are also able to access the qualification.

General guidance on access arrangements is provided in the City & Guilds document **Access to Assessment and Qualifications**. Please also refer to **5.7, Inclusion statements: Functional Skills English**.

Assessment specification (Functional Skills English at Level 1 – Speaking, Listening and Communication)

The candidate will need to have **two** discussions as part of a group. One discussion must be formal and one informal; one discussion must be based on a familiar topic and one on an unfamiliar topic.

Examples of a formal discussion might include (but is not limited to):

- planning a charity event
- discussion about a current event.

Examples of an informal discussion might include (but is not limited to):

- social networking
- holidays
- money.

Candidates will need to demonstrate the following skills across **both** of the discussions:

- making relevant and extended contributions to discussions, allowing for and responding to others' input
- preparing for and contributing to the formal discussion of ideas and opinions
- making different kinds of contributions to discussions.
- presenting information/points of view clearly and in appropriate language.

Candidates should be informed that their contribution to the discussions is to be assessed and be made aware of the assessment criteria.

Each of the following criteria must be covered in **both** discussions:

- **1.1.1** Made relevant and extended contributions to discussions
- **1.1.1** Allowed for others' input
- **1.1.1** Responded to others' input
- **1.1.2** Prepared for discussion on familiar/unfamiliar* topic
- **1.1.2** Prepared for and contributed to informal/formal* discussion of ideas and opinions
- **1.1.3** Made different kinds of contributions
- **1.1.4** Presented information/points of view clearly
- **1.1.4** Presented information/points of view in appropriate language.

* As applicable

Assessment specification (Functional Skills English at Level 1 – Reading)

Skill Standard	Coverage and range	Marks available	Item type and number of items
Read and understand a range of straightforward texts	1.2.1 Identify the main points and ideas and how they are presented in a variety of texts	8	15 x free text 3 x multiple choice
	1.2.2 Read and understand texts in detail	17	
	1.2.3 Utilise information contained in texts	10	
	1.2.4 Identify suitable responses to texts	5	
Total		40	18

Assessment specification (Functional Skills English at Level 1 – Writing)

Skill Standard	Coverage and range	Marks available	Item type and number of items
Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience Informal	1.3.1a Write clearly and coherently, including an appropriate level of detail (6)	22	Free response (one extended piece of writing)
	1.3.2a Present information in a logical sequence (2)		
	1.3.3a Use language, format and structure suitable for purpose and audience (6)		
	1.3.4a/1.3.5a Use correct grammar, including correct and consistent use of tense Ensure written work includes generally accurate punctuation and spelling and that meaning is clear (8)		
Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience Formal	1.3.1b Write clearly and coherently, including an appropriate level of detail (6)	25	Free response (one extended piece of writing)
	1.3.2b Present information in a logical sequence (2)		
	1.3.3b Use language, format and structure suitable for purpose and audience (6)		
	1.3.4b/1.3.5b Use correct grammar, including correct and consistent use of tense Ensure written work includes generally accurate punctuation and spelling and that meaning is clear (11)		
Total		47	

Each Writing assessment covers 100% of the coverage and range.

The informal document will assess spelling, punctuation and grammar (SPAG) but the candidate will not be expected to achieve faultless accuracy in grammar, spelling & punctuation.

5 Qualification and assessment specifications

5.6 Functional Skills English at Level 2

Structure:

Internally assessed Speaking, Listening and Communication: up to 30 minutes

Two externally set and marked assessments (available on-screen or paper-based)

Reading: 1 hour , Writing: 1 hour 15 minutes

Subject matter/content:

Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure 100% coverage of the criteria and consistency/reliability of assessments over time.

Reading

Designed for on-screen assessment delivery, with the option of a paper-based assessment. The assessment is task based, involving multiple choice questions and free response. All marking is by external marker (for on-screen marking this is via a secure online portal).

Each assessment contains two different types of source document. The assessment tasks will require candidates to extract relevant information from the documents.

Writing

Designed for on-screen assessment delivery, with the option of a paper-based assessment. The assessment is task based, involving free response writing. Marking is by external marker (for on-screen marking via a secure online marker portal) using banded descriptors in the mark scheme for spelling, punctuation and grammar, allowing a holistic approach.

Each assessment requires candidates to produce two different types of text to fulfil the purpose of the task.

Speaking, Listening and Communication

The assessment consists of a group discussion on a topic that is unfamiliar to the candidates, and a presentation on a topic familiar to the candidates. The topics are decided by the centre.

Assessments are conducted by the centre and assessed internally. The marking criteria are competence-based and include an observation pro-forma where examples of how the candidate has met the standard can be recorded.

Guidance on administration of the assessment is provided in the assessment pack for Speaking, Listening and Communication.

Assessment conditions and procedures:**Reading and Writing**

The assessment must take place under supervised conditions.

Speaking, Listening and Communication

Supervised assessment conditions apply in line with **Appendix A of the Regulatory Criteria** (see <http://bit.ly/fs-criteria>).

The candidate's tutor may supervise and mark the assessment.

All internally assessed tasks using a non-marked assessment (competence) **must** follow normal City & Guilds' verification processes. Full details are provided in the Assessment Pack.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds**

Qualifications.

Diversity, access and inclusion details:

A comparable paper based assessment will be available as an alternative to on-screen assessment. This will ensure that candidates who are unable to use ICT equipment (including those in secure establishments) are also able to access the qualification.

General guidance on access arrangements is provided in the City & Guilds document **Access to Assessment and Qualifications**. Please also refer to **5.7, Inclusion statements: Functional Skills English**.

Assessment specification (Functional Skills English at Level 2 – Speaking, Listening and Communication)**Activity 1 – discussion**

The candidate will need to have one discussion as part of a group. The discussion should be based on an **unfamiliar** topic. Candidates will need to demonstrate the following skills in the discussion:

- considering complex information
- giving a relevant cogent response in appropriate language
- adapting contributions in discussions to suit audience, purpose and situation
- making significant contributions to discussion, taking a range of roles
- helping to move discussion forward.

Candidates should be informed that their contribution to the discussion is to be assessed and be made aware of the assessment criteria.

Activity 2 – presentation

The candidate will need to prepare a short talk or presentation on a **familiar** topic. Candidates will need to demonstrate the following skills in their presentation:

- presenting information and ideas clearly
- presenting information and ideas persuasively to others.

Candidates should be informed that their presentation is to be assessed and be made aware of the assessment criteria. The candidate should be informed that they might also like to:

- introduce the topic
- present information and ideas
- give their own point of view
- make conclusions/recommendations.

Each of the following criteria must be covered the two activities:

- **2.1.1** Considered complex information
- **2.1.1** Gave a relevant cogent response in appropriate language
- **2.1.2** Presented information and ideas clearly to others
- **2.1.2** Presented information and ideas persuasively (eg use of supporting statements, evidence, etc)
- **2.1.3** Adapted contributions to suit audience, purpose and situation
- **2.1.4** Made significant contributions to discussions
- **2.1.4** Took on a range of roles
- **2.1.4** Helped move discussion forward.

Assessment specification (Functional Skills English at Level 2 – Reading)

Skill standard	Coverage and range	Total marks	Item type/no of items
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	2.2.1 Select and use different types of texts to obtain and utilise relevant information	8	12 x free text 3 x MC
	2.2.2 Read and summarise, succinctly, information/ideas from different sources	8	
	2.2.3 Identify the purposes of texts and comment on how meaning is conveyed	10	
	2.2.4 Detect point of view, implicit meaning and/or bias	7	
	2.2.5 Analyse texts in relation to audience needs and consider suitable responses	7	
TOTAL		40	15

Assessment specification (Functional Skills English at Level 2 – Writing)

Skill Standard	Coverage and range	Marks available	Item type and number of items
Write a range of texts, including extended writing documents, communicating information, ideas and opinions, effectively and persuasively. Persuasive text	<p>2.3.1 Present information/ideas concisely, logically and persuasively (9)</p> <p>2.3.3a/2.3.4a Use a range of writing styles for different purposes. Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively. (6)</p> <p>2.3.5a/2.3.6a Punctuate written text using commas, apostrophes and inverted commas. Ensure written work is fit for purpose and audience with accurate spelling and grammar that support clear meaning in a range of texts (11)</p>	26	Free response (one extended piece of writing)
Write a range of texts, including extended writing documents, communicating information, ideas and opinions, effectively and persuasively. Complex subjects	<p>2.3.2 Present information on complex subjects concisely and clearly (7)</p> <p>2.3.3b/2.3.4b Use a range of writing styles for different purposes. Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively. (6)</p> <p>2.3.5b/2.3.6b Punctuate written text using commas, apostrophes and inverted commas. Ensure written work is fit for purpose and audience with accurate spelling and grammar that support clear meaning in a range of texts (11)</p>	24	Free response (one extended piece of writing)
Total		50	

Each Writing assessment covers 100% of the coverage and range.

The writing assessment will consist of two questions, both free response, one worth 24 and the other 26 marks.

5 Qualification and assessment specifications

5.7 Inclusion statements: Functional Skills English

Inclusion arrangements vary between the three components of Functional Skills English.

Speaking, listening and communication

Speaking, listening and communication within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face.

In exceptional circumstances, assessment may take place remotely, provided that the medium through which remote assessment takes place:

- does not create barriers to achievement and success
- enables candidates to demonstrate achievement against the full range of standards using the full range of permitted strategies, and
- meets the security requirements specified in criterion 58f of The statutory regulation of external qualifications (QCA/04/1293).

The term 'speaking, listening and communication', as used by these standards, is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to candidates with speech or hearing impairment.

The needs of individual candidates will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- can include use of sign language (eg British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communication where BSL is the candidate's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English;
- can include access to augmentative speech equipment and such software as constitutes the candidate's normal way of working;
- does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

Reading

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

As a reasonable adjustment, candidates who are classed as disabled under the terms of the Disability Discrimination Act (DDA), and use assistive technology as their normal way of reading, can demonstrate that they are able to independently meet the requirements of the reading standards through use of screen reader software.

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

Writing

Writing within Functional Skills qualifications is defined as the independent construction of written text to communicate in a purposeful context.

‘Text’ is defined as materials that include the use of words that are written, printed, on screen or presented using Braille and which are presented in a way that is accessible for the intended audience.

As a reasonable adjustment, candidates who are disabled under the terms of the Disability Discrimination Act (DDA) and who use assistive technology as their normal way of producing written texts can demonstrate that they are able to independently meet the requirements of the writing standards through use of a computer and appropriate software.

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

Exemptions – please note

As the above Inclusions statements indicate, Disability Discrimination legislation (now incorporated into the 2010 Equalities Act) permits the granting of exemptions for specific assessment components within qualifications in certain circumstances. In the case of Functional Skills English this will only be considered as a **last resort**, once all other possible adjustments that might enable the candidate to undergo assessment and achieve the required standard have been explored.

It should be noted that the Functional Skills English qualifications are designed to allow ‘spiky profile’ achievement of each assessment component at different levels (see 1.5, Requirements for certification). Where a candidate’s disability precludes them from being able to achieve the required standard at a particular level, consideration should be given to whether it would be possible for them to achieve at the level(s) below.

5 Qualification and assessment specifications

5.8 Functional Skills Mathematics at Entry 1

Structure:

One assessment paper: 1 hour

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of two tasks which can be completed on a one-to-one basis with the tutor or independently by the candidate. The tutor or assessor should introduce the activity and explain to the candidate they can write their answers down or give their answers orally. The assessment has been designed to ensure the skill standards and process skills are covered.

The assessment consists of a series of task-based questions involving problem solving. The tasks allow the candidate to choose independently a method to find the solution.

The assessments are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions in line with **Appendix A of the national Functional Skills Criteria** (see <http://bit.ly/fs-criteria>).

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds Qualifications**.

Diversity, access and inclusion details:

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Guidance on applying for more significant modification can be found in the document **Access to Assessment and Qualifications**. Please also refer to **5.13, Inclusion statement: Functional Skills Mathematics**.

Assessment specification (Functional Skills Mathematics at Entry 1)

Skill standard (Process skills)	Coverage and range (Technical skills)
Representing 1. Understand simple mathematical information in familiar contexts and situations	Percentage of overall marks: 30-40%
Analysing 2. Use mathematics to obtain answers to simple given practical problems that are clear and routine 3. Generate results that make sense for a specified task	Percentage of overall marks: 30-40%
Interpreting 4. Provide solutions to simple given practical problems in familiar contexts and situations	Percentage of overall marks: 30-40%
Sampling strategy: at least 5 out of 6 areas must be covered in every assessment paper.	
A Understand and use numbers with one significant figure in practical contexts	
B Describe the properties of size and measure, including length, width, height and weight, and make simple comparisons	
C Describe position	
D Recognise and select coins and notes	
E Recognise and name common 2D and 3D shapes	
F Sort and classify objects practically using a single criterion	
Fixed response 0-25%	
Open response 75-100%	

5 Qualification and assessment specifications

5.9 Functional Skills Mathematics at Entry 2

Structure:

One assessment paper: 1 hour

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of three tasks which can be completed on a one-to-one basis with the tutor or independently by the candidate. The tutor or assessor should introduce the activity and explain to the candidate they can write their answers down or give their answers orally. The assessment has been designed to ensure the skill standards and process skills are covered.

The assessment consists of a series of task-based questions involving problem solving. The tasks allow the candidate to choose independently a method to find the solution.

The assessments are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions in line with **Appendix A of the national Functional Skills Criteria** (see <http://bit.ly/fs-criteria>).

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds Qualifications**.

Diversity, access and inclusion details:

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Guidance on applying for more significant modification can be found in the document **Access to Assessment and Qualifications**. Please also refer to **5.13, Inclusion statement: Functional Skills Mathematics**.

Assessment specification (Functional Skills Mathematics at Entry 2)

Skill standard (Process skills)	Coverage and range (Technical skills)
Representing	Percentage of overall marks: 30-40%
1. understand simple practical problems in familiar contexts and situations	
2. select basic mathematics to obtain answers	
Analysing	Percentage of overall marks: 30-40%
3. use basic mathematics to obtain answers to simple given practical problems that are clear and routine	
4. generate results to a given level of accuracy	
5. use given checking procedures	
Interpreting	Percentage of overall marks: 30-40%
6. describe solutions to simple given practical problems in familiar contexts and situations	
Sampling strategy: at least 6 out of 8 areas must be covered in every assessment paper.	
A Understand and use whole numbers with up to two significant figures	
B Understand and use addition/subtraction in practical situations	
C Use doubling and halving in practical situations	
D Recognise and use familiar measures, including time and money	
E Recognise sequences of numbers, including odd and even numbers	
F Use simple scales and measure to the nearest labelled division	
G Know properties of simple 2d and 3d shapes	
H Extract information from simple lists	
Fixed response 0-25%	
Open response 75-100%	

5 Qualification and assessment specifications

5.10 Functional Skills Mathematics at Entry 3

Structure:

One assessment paper: 1 hour 30 minutes

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of three tasks for which the tutor or assessor is able to provide instructions and explain overall assessment requirements. The tutor or assessor should introduce the activity and explain to the candidate they can write their answers down or give their answers orally. The assessment has been designed to ensure the skill standards and process skills are covered.

The assessment consists of a series of task-based questions involving problem solving. The tasks allow the candidate to choose independently a method to find the solution.

The assessments are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions in line with **Appendix A of the national Functional Skills Criteria** (see <http://bit.ly/fs-criteria>).

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds Qualifications**.

Diversity, access and inclusion details:

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Guidance on applying for more significant modification can be found in the document **Access to Assessment and Qualifications**. Please also refer to **5.13, Inclusion statement: Functional Skills Mathematics**.

Assessment specification (Functional Skills Mathematics at Entry 3)

Skill standard (Process skills)	Coverage and range (Technical skills)
Representing	Percentage of overall marks: 30-40%
<ol style="list-style-type: none"> 1. understand practical problems in familiar contexts and situations 2. begin to develop own strategies for solving simple problems 3. select mathematics to obtain answers to simple given practical problems that are clear and routine 	
Analysing	Percentage of overall marks: 30-40%
<ol style="list-style-type: none"> 4. apply mathematics to obtain answers to simple given practical problems that are clear and routine 5. use simple checking procedures 	
Interpreting	Percentage of overall marks: 30-40%
<ol style="list-style-type: none"> 6. interpret and communicate solutions to practical problems in familiar contexts and situations 	
Sampling strategy: at least 8 out of 11 areas must be covered in every assessment paper.	
A Add and subtract using three-digit numbers	
B Solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10	
C Round to the nearest 10 or 100	
D Understand and use simple fractions	
E Understand, estimate, measure and compare length, capacity, weight and temperature	
F Understand decimals to two decimal places in practical contexts	
G Recognise and describe number patterns	
H Complete simple calculations involving money and measures	
I Recognise and name simple 2d and 3d shapes and their properties	
J Use metric units in everyday situations	
K Extract, use and compare information from lists, tables, simple charts and simple graphs	
Fixed response 0-25%	
Open response 75-100%	

5 Qualification and assessment specifications

5.11 Functional Skills Mathematics at Level 1

Structure:

One externally set and marked assessment (paper-based): 1 hour 30 minutes

Subject matter/content:

Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time. The assessment consists of three practical tasks, each requiring the candidate to tackle a problem or achieve a purposeful outcome.

The three functional mathematics process skills are addressed as follows:

Represent

Candidates are given the opportunity to meet the following skill standards:

- understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine
- identify and obtain necessary information to tackle the problem
- select mathematics in an organised way to find solutions

Analyse

Candidates are given the opportunity to meet the following skill standards:

- apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes
- use appropriate checking procedures at each stage

Interpret

Candidates are given the opportunity to meet the following skill standard:

- interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations

All marking is by external marker

Assessment conditions and procedures:

The assessment must take place under supervised conditions.

Diversity, access and inclusion details:

General guidance on access arrangements is provided in the City & Guilds document **Access to Assessment and Qualifications**. Please also refer to **5.13, Inclusion statement: Functional Skills Mathematics**.

Assessment specification (Functional Skills Mathematics at Level 1)

Skill standard (all of)	Coverage and range (at least 10 out of 14)	Task	Step descriptor step order will vary depending on nature of the task	Marks split by R/A/I
Process skills	Technical skills			
L1.1.1 Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	C1.1 Understand and use whole numbers and understand negative numbers in practical contexts	TASK 1 Context involving money and/or time	Extract information from up to three sources eg list / table / chart / graph / diagram to enable related calculations	
	C1.2 Add, subtract, multiply and divide whole numbers using a range of strategies		Related calculations leading to solutions	
	C1.3 Understand and use equivalences between common fractions, decimals and percentages		Present information or results of calculations list / table / chart / graph or diagram	R = 4 or 5 or 6 A = 4 or 5 or 6 I = 4 or 5 or 6
L1.1.2 Identify and obtain necessary information to tackle the problem			Summary decision / explanation based on calculation. Result sensible	
			Check	
L1.1.3 Select mathematics in an organised way to find solutions	C1.4 Add and subtract decimals up to 2 decimal places		TOTAL MARKS = 14, 15 or 16	
L1.2.1 Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes	C1.5 Solve problems involving ratio, where one number is a multiple of the other	TASK 2 Context involving measure, shape and space	Extract information from up to three sources eg list / table / chart / graph / diagram to enable related calculations	
	C1.6 Use simple formulae expressed in words for 1- or 2-step operations		Related calculations leading to solutions	
	C1.7 Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature		Units	
L1.2.2 Use appropriate checking procedures at each stage			Present results in table / graph / bar chart / pie chart / diagram to support results/explanation	R = 4 or 5 or 6 A = 4 or 5 or 6 I = 4 or 5 or 6
	C1.8 Convert units of measure in the same system		Summary decision / explanation based on calculation. Result sensible	
L1.3.1 Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	C1.9 Work out areas and perimeters in practical situations		Check	
	C1.10 Construct geometric diagrams, models and shapes	TASK 3 Context involving statistics	TOTAL MARKS = 14, 15 or 16	
	C1.11 Extract and interpret information from tables, diagrams, charts, graphs		Extract information from up to three sources eg list / table / chart / graph / diagram to enable related calculations	
	C1.12 Collect and record discrete data and organise and represent information in different ways		Related calculations leading to solutions	
	C1.13 Find mean and range		Present results in table / graph / bar chart / pie chart / diagram to support results/explanation	R = 4 or 5 or 6 A = 4 or 5 or 6 I = 4 or 5 or 6
	C1.14 Use data to assess the likelihood of an outcome		Summary decision / explanation based on calculation. Result sensible	
			Check	
			TOTAL MARKS = 16	

Task 1 –14/15/16 marks	Represent – min 14 max 18
Task 2 –14/15/16 marks	Analyse – min 14 max 18
Task 3 –14/15/16 marks	Interpret – min 14 max 18
Total marks = 45 marks	
100% open response	

5 Qualification and assessment specifications

5.12 Functional Skills Mathematics at Level 2

Structure:

One externally set and marked assessment (paper-based): 1 hour 30 minutes

Subject matter/content:

Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time. The assessment consists of three practical tasks, each requiring the candidate to tackle a problem or achieve a purposeful outcome.

The three functional mathematics process skills are addressed as follows:

Represent

Candidates are given the opportunity to meet the following skill standards:

- understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine
- identify and obtain necessary information to tackle the problem
- select mathematics in an organised way to find solutions

Analyse

Candidates are given the opportunity to meet the following skill standards:

- apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes
- use appropriate checking procedures at each stage

Interpret

Candidates are given the opportunity to meet the following skill standard:

- interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations

All marking is by external marker

Assessment conditions and procedures:

The assessment must take place under supervised conditions.

Diversity, access and inclusion details:

General guidance on access arrangements is provided in the City & Guilds document **Access to Assessment and Qualifications**. Please also refer to **5.13, Inclusion statement: Functional Skills Mathematics**.

Assessment specification (Functional Skills Mathematics at Level 2)

Skill standard (all of)	Coverage and range (at least 9 out of 12)	Task	Step descriptor step order will vary depending on nature of the task	Marks split by R/A/I
Process skills	Technical skills			
L2.1.1 Understand routine and non routine problems in familiar and unfamiliar contexts and situations	C2.1 Understand and use positive and negative numbers of any size in practical contexts	TASK 1 Context involving money and/or time	Extract information from up to four sources eg list / table / chart / graph / diagram to enable related calculations	R = 6 or 7 or 8 A = 6 or 7 or 8 I = 6 or 7 or 8
L2.1.2 Identify the situation or problems and identify the mathematical methods needed to solve them	C2.2 carry out calculations with numbers of any size in practical contexts, to a given number of decimal places		Related calculations leading to solutions	
L2.1.3 Choose from a range of mathematics to find solutions	C2.3 Understand, use and calculate ratio and proportion, including problems involving scale		Units	
L2.2.1 Apply a range of mathematics to find solutions	C2.4 Understand and use equivalences between fractions, decimals and percentages		Present results in table / graph / bar chart / pie chart / diagram to support results/explanation	
L2.2.2 Use appropriate checking procedures and evaluate their effectiveness at each stage	C2.5 Understand and use simple formulae and equations involving one- or two-step operations		Decision / explanation based on calculation. Result sensible	
L2.3.1 Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations	C2.6 recognise and use 2D representations of 3D objects	TASK 2 Context involving measure, shape and space	Check	
L2.3.2 Draw conclusions and provide mathematical justifications	C2.7 find area, perimeter and volume of common shapes		TOTAL MARKS = 20	
	C2.8 use, convert and calculate using metric and, where appropriate, imperial measures		Extract information from up to four sources eg list / table / chart / graph / diagram to enable related calculations	R = 6 or 7 or 8 A = 6 or 7 or 8 I = 6 or 7 or 8
	C2.9 collect and represent discrete and continuous data, using ICT where appropriate		Related calculations leading to solutions	
	C2.10 use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate		Units	
	C2.11 use statistical methods to investigate situations		Present results in table / graph / bar chart / pie chart / diagram to support results/explanation	
	C2.12 use probability to assess the likelihood of an outcome		Decision / explanation based on calculation. Result sensible	
		TASK 3 Context involving statistics	Check	
			TOTAL MARKS = 20	

Task 1 –20 marks	Represent – min 18 max 24
Task 2 –20 marks	Analyse – min 18 max 24
Task 3 –20 marks	Interpret – min 18 max 24
Total marks = 60 marks	
100% open response	

5 Qualification and assessment specifications

5.13 Inclusion statement: Functional Skills Mathematics

In completing assessment leading to Functional Skills in mathematics qualifications, candidates can have access to all forms of equipment, software and assistance (eg scribe, reader) that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

The Functional Skills qualifications criteria require awarding organisations to develop assessment materials that anticipate the needs of candidates with disabilities and which minimise, as far as possible, the need to make reasonable adjustments or exemptions whilst still assessing the skills standards.

Candidates may be permitted access to any of the following when undertaking Functional Skills Mathematics assessments:

- Readers
- Scribes
- Practical Assistants
- Word Processors
- Transcripts
- BSL interpreters
- Oral language modifiers
- Modified question papers (including Braille)
- Extra Time
- Models, visual/tactile aids, speaking scales.

Exemptions – please note

Disability Discrimination legislation (now incorporated into the 2010 Equalities Act) permits the granting of exemptions for specific assessment components within qualifications in certain circumstances. In the case of Functional Skills Mathematics this is **not** possible since the whole qualification comprises only one assessment component.

5 Qualification and assessment specifications

5.14 Functional Skills ICT at Entry 1

Structure:

One assessment paper: 1 hour

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of one practical activity completed on a one-to-one basis with the tutor/assessor. The assessment comprises a series of task-based questions with the tutor/assessor able to provide instructions and explain overall assessment requirements. The candidate is supported throughout the activity by the tutor/assessor and prompts or second chances can be given as directed.

The assessments are internally marked in the centre according to a given marking scheme and accompanying marking guidance.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions in line with **Appendix A of the national Functional Skills Criteria** (see <http://bit.ly/fs-criteria>).

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds Qualifications**.

Diversity, access and inclusion details:

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack. Guidance on applying for more significant modification can be found in the document **Access to Assessment and Qualifications**. Please also refer to **5.19, Inclusion statement: Functional Skills ICT**.

Assessment specification (Functional Skills ICT at Entry 1)

Skill standard	Coverage and range
	Using ICT
1. Interact with ICT for a given purpose	Recognise and use interface features
2. Follow recommended safe practices	A Minimise the physical stress of: seating, lighting and hazard
	B Keep access information secure by using passwords
Percentage of paper: 20 - 30%	Finding and selecting information
3. Find given information from an ICT-based source	A Text messages
	B Voicemail
	C On-screen information
Percentage of paper: 10 - 20%	Developing, presenting and communicating information
4. Enter and edit single items of information	A Identify and correct a simple error
	B Label an image
5. Use ICT-based communication	Receive and open electronic messages
Percentage of paper: 50 - 70%	

5 Qualification and assessment specifications

5.15 Functional Skills ICT at Entry 2

Structure:

One assessment paper: 1 hour

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment comprises a series of task-based questions with the tutor/assessor able to provide instructions and explain overall assessment requirements. The candidate is supported throughout the activity by the tutor/assessor and prompts or second chances can be given as directed.

The assessments are internally marked in the centre according to a given marking scheme and accompanying marking guidance.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions in line with **Appendix A of the national Functional Skills Criteria** (see <http://bit.ly/fs-criteria>).

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds Qualifications**.

Diversity, access and inclusion details:

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack. Guidance on applying for more significant modification can be found in the document **Access to Assessment and Qualifications**. Please also refer to **5.19, Inclusion statement: Functional Skills ICT**.

Assessment specification (Functional Skills ICT at Entry 2)

Skill standard	Coverage and range
	Using ICT
1. Interact with ICT for a purpose	A Use computer hardware B Use software applications for a purpose C Recognise and use interface features
2. Follow recommended safe practices	A Minimise physical stress B Keep access information secure by using passwords C Understand the need to stay safe
Percentage of paper: 20 - 30%	Finding and selecting information
3. Use ICT-based sources of information	
4. Find specified information from ICT-based sources	Use simple search facilities
Percentage of paper: 10 - 20%	Developing, presenting and communicating information
5. Enter and edit information for a simple given purpose	Use simple editing and formatting techniques
6. Bring together two given types of information	A For print and viewing onscreen B Identify and correct simple errors
7. Use ICT-based communication	A Receive and read electronic messages B Send electronic messages
Percentage of paper: 50 - 70%	

Open response questions must be at least 80% of marks

In every assessment paper at least two of A, B and C should be covered. Over three papers all three must be covered.

5 Qualification and assessment specifications

5.16 Functional Skills ICT at Entry 3

Structure:

One assessment paper: 1 hour 30 minutes

Subject matter/content:

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment comprises a series of task-based questions with the tutor/assessor able to provide instructions and explain overall assessment requirements.

The assessments are internally marked in the centre according to a given marking scheme and accompanying marking guidance.

Assessment conditions and procedures:

Assessments are completed under supervised (controlled) assessment conditions in line with **Appendix A of the national Functional Skills Criteria** (see <http://bit.ly/fs-criteria>).

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal standardisation/verification to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external verification is described more fully in the document **Providing City & Guilds Qualifications**.

Diversity, access and inclusion details:

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners. Guidance on applying for more significant modification can be found in the document **Access to Assessment and Qualifications**. Please also refer to **5.19, Inclusion statement: Functional Skills ICT**.

Assessment specification (Functional Skills ICT at Entry 3)

Skill standard	Coverage and range
	Using ICT
1. Interact with and use ICT system to meet given needs	A Use correct procedures to start and shut down an ICT system B Use input and output devices C Use software applications to meet needs and solve given problems D Recognise and use interface features E Change simple software settings
2. Store information	A Open files B Save files C Know how to insert and remove media
3. Follow safety and security practices	A Use and change passwords B Minimise physical stress
Percentage of paper: 20 - 30%	Finding and selecting information
4. Use simple searches to find information	A Search stored information B Search web-based sources of information
5. Select relevant information that matches requirements of given task	
Percentage of paper: 10 – 20	Developing, presenting and communication information
6. Enter and develop different types of information to meet given needs	A Enter, edit and format (to achieved the required outcome): i) text ii) graphics iii) numbers or other digital content B Insert and position graphics or other digital content to achieve a purpose C Process numbers to meet needs
7. Bring together different types of information for a given purpose	A For print and viewing on screen

Skill standard	Coverage and range
	B Check for accuracy and meaning
	C Check suitability of information
8. Use ICT-based communication	A Receive and read electronic messages
	B Send electronic messages
	C Use contacts
	D Understand the need to stay safe and to respect others when using ICT-based communication
Percentage of paper: 50 - 70%	

Open response questions must be at least 80% of marks

100% coverage is achieved across every other paper

5 Qualification and assessment specifications

5.17 Functional Skills ICT at Level 1

Structure:

Paper based assessment with tasks completed using standard office software applications: 2 hours

Subject matter/content:

Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment involves completing a series of related tasks to reach a purposeful outcome using standard office software applications. Candidates work through tasks and follow instructions to solve problems and reach given solutions. Work is evidenced by screen printing some elements and printing files.

The assessment is split into two parts. Part A (first 15 minutes of assessment) allows open internet access to allow candidates to meet the criteria which require this. Centres are required to remove internet access for the remainder of the assessment (Part B), which will require candidates to use information found during Part A.

The three skill standards are addressed as follows:

Use ICT

The assessment provides a series of practical tasks in a non-routine and unfamiliar context that can be understood by the candidate. The tasks require the candidate to tackle a problem to achieve a purposeful outcome. Candidates will be given the opportunity to:

- understand the context of the problem/requirements of the task
- plan what ICT tools they can use to achieve the outcome
- select independently the ICT tools they might use to approach the problem.

Find and select information

The candidate is required to understand the context and desired outcome, plan what ICT tools they might use and select those tools. The candidate is given the opportunity to:

- access the information and data required to solve the problem
- perform any relevant searches for information/data
- select information appropriate for completion of the task.

Develop, present and communicate information

In addition to the candidate accessing information and data, performing any relevant searches and selecting appropriate data or information to complete the task, the candidate is given the opportunity to:

enter, develop and amend the information to achieve a purposeful outcome

- present the results in an appropriate format
- draw simple conclusions about the effectiveness of using ICT tools
- communicate the results as required by the task.

Assessment outputs are printed at the centre and marked by an external marker.

Assessment conditions and procedures:

The assessment must take place under supervised conditions.

Diversity, access and inclusion details:

General guidance on access arrangements are provided in the City & Guilds document **Access to Assessment and Qualifications**. Please also refer to **5.19, Inclusion statement: Functional Skills ICT**.

Assessment specification (Functional Skills ICT at Level 1)

Total marks available: 40

	Skill Standard	Coverage and Range
Using ICT Weighting: 20 - 30%	1. Identify the ICT requirements of a straightforward task	Use ICT to plan and organise work
	2. Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	A Select and use software applications to meet needs and solve straightforward problems B Select and use interface features effectively to meet needs C Adjust system settings as appropriate to individual needs
	3. Manage information storage	Work with files, folders and other media to access, organise, store, label and retrieve information
	4. Follow and demonstrate understanding of the need for safety and security practices	A Demonstrate how to create, use and maintain secure passwords B Demonstrate how to minimise the risk of computer viruses
Find and Select Weighting: 10 - 20%	5. Use search techniques to locate and select relevant information	Search engines and queries
	6. Select information from a variety of ICT sources for a straightforward task	A Recognise currency, relevance and bias when selecting and using information B Recognise copyright when selecting and using information

Developing presenting and communicating Weighting: 50 - 70%	Skill Standard	Coverage and Range
	7. Enter, develop and refine information using appropriate software to meet requirements of straightforward tasks	Apply editing, formatting and layout techniques to meet needs, including: A1 Text A2 Tables A3 Graphics A4 Records A5 Numbers A6 Charts and graphs A7 Other digital content
	8. Use appropriate software to meet requirements of straightforward data-handling task	A Process numerical data B Display numerical data in a graphical format C1 Use field names to organise information C2 Use data types to organise information D1 Enter records D2 Search records D3 Sort records D4 Edit records
	9. Use communications software to meet requirements of a straightforward task	A1 Receive and read electronic message with attachments A2 Send electronic message with attachments B1 Demonstrate understanding of the need to stay safe when using ICT-based communication B2 Understand the need to respect others when using ICT-based communication
	10. Combine information within a publication for a familiar audience and purpose	A For printing and viewing on screen B Check for accuracy and meaning
	11. Evaluate own use of ICT tools	At each stage of a task and at the task's completion

5 Qualification and assessment specifications

5.18 Functional Skills ICT at Level 2

Structure:

Paper based assessment with tasks completed using standard office software applications: 2 hours

Subject matter/content:

Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

Assessment design:

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment involves completing a series of related tasks to reach a purposeful outcome using standard office software applications. Candidates work through tasks and follow instructions to solve problems and reach given solutions. Work is evidenced by screen printing some elements and printing files.

The assessment is split into two parts. Part A (first 20 minutes of assessment) allows open internet access to allow candidates to meet the criteria which require this. Centres are required to remove internet access for the remainder of the assessment (Part B), which will require candidates to use information found during Part A.

The three skill standards are addressed as follows:

Use ICT

The assessment provides a series of practical tasks in a non-routine and unfamiliar context that can be understood by the candidate. The tasks require the candidate to tackle a problem to achieve a purposeful outcome. Candidates will be given the opportunity to:

- understand the context of the problem/requirements of the task
- plan what ICT tools they can use to achieve the outcome
- select independently the ICT tools they might use to approach the problem.

Find and select information

The candidate is required to understand the context and desired outcome, plan what ICT tools they might use and select those tools. The candidate is given the opportunity to:

- access the information and data required to solve the problem
- perform any relevant searches for information/data
- select information appropriate for completion of the task.

Develop, present and communicate information

In addition to the candidate accessing information and data, performing any relevant searches and selecting appropriate data or information to complete the task, the candidate is given the opportunity to:

enter, develop and amend the information to achieve a purposeful outcome

- present the results in an appropriate format
- draw simple conclusions about the effectiveness of using ICT tools
- communicate the results as required by the task.

Assessment outputs are printed at the centre and marked by an external marker.

Assessment conditions and procedures:

The assessment must take place under supervised conditions.

Diversity, access and inclusion details:

General guidance on access arrangements are provided in the City & Guilds document **Access to Assessment and Qualifications**. Please also refer to **5.19, Inclusion statement: Functional Skills ICT**.

Assessment specification (Functional Skills ICT at Level 2)

Total marks available: 50

	Skill Standard	Coverage and Range
Using ICT Weighting: 20 - 30%	1. Plan solutions to complex tasks by analysing the necessary stages	Use ICT to plan and organise work
	2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	A Select and use software applications to meet needs and solve complex problems
		B Select and use interface features and system facilities effectively to meet needs
		C Select and adjust system settings as appropriate to individual needs
		D Respond to ICT problems and take appropriate action
Find and Select Weighting: 10 - 20%	3. Manage information storage to enable efficient retrieval	E Understand the danger of computer viruses and how to minimise risk
	4. Use appropriate search techniques to locate and select relevant information	Manage files, folders and other media storage to enable efficient information retrieval
	5. Select information from a variety of sources to meet requirements of a complex task	Search engines and queries, AND/NOT/OR, >, <, >=, <=, use of wild cards
		A Recognise and take account of copyright and other constraints on the use of information
		B Evaluate fitness for purpose of information

Developing presenting and communicating Weighting: 50 - 70%	Skill Standard	Coverage and Range
	6. Enter, develop and refine information using appropriate software to meet requirements of a complex task	Apply editing, formatting and layout techniques to meet needs, including: A1 Text A2 Tables A3 Graphics A4 Records A5 Numerical data A6 Charts and graphs A7 Other digital content
	7. Use appropriate software to meet requirements of a complex data handling task	A Process and analyse numerical data B Display numerical data in appropriate graphical format C1 Use appropriate field names to organise information C2 Use appropriate data types to organise information D1 Searching records D2 Sorting records D3 Editing records
	8. Use communications software to meet requirements of a complex task	A Organise electronic messages, attachments and contacts B Use collaborative tools appropriately C Understand the need to stay safe and respect others when using ICT-based communication
	9. Combine and present information in ways that are fit for purpose and audience	A1 Organise and integrate information of different types to achieve a purpose A2 Use accepted layouts and conventions as appropriate B Work accurately and check accuracy, using software facilities where appropriate
	10. Evaluate own use of ICT tools	At each stage of a task and at the task's completion

5 Qualification and assessment specifications

5.19 Inclusion statement: Functional Skills ICT

In completing assessment leading to Functional Skills ICT qualifications, candidates can have access to all forms of equipment and software that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

The Functional Skills qualifications criteria require awarding organisations to develop assessment materials that anticipate the needs of candidates with disabilities and which minimise, as far as possible, the need to make reasonable adjustments (whilst still assessing the skills standards) or exemptions.

Candidates may be permitted access to any of the following when undertaking Functional Skills ICT assessments:

- Reader/ screen reader
- Scribes
- Practical Assistants

For assessment of the application of the skills described by the standards, a practical assistant may switch on the computer and insert a disk at the candidate's instruction but must not perform any skill for which marks are credited. Assistants can be used in written assessments.

- Word Processors
- Transcripts
- BSL interpreters
- Oral language modifiers
- Modified question papers (including Braille)
- Extra Time
- External device to load personal settings

Permitted as a reasonable adjustment provided this does not compromise the assessment or give the candidate any advantage not available to other candidates.

Exemptions – please note

Disability Discrimination legislation (now incorporated into the 2010 Equalities Act) permits the granting of exemptions for specific assessment components within qualifications in certain circumstances. In the case of Functional Skills ICT this is **not** possible since the whole qualification comprises only one assessment component.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Providing City & Guilds Qualifications – a guide to centre and qualification approval

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLA assessments.

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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