

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

September 2010 Version 2.0 (March 2015)

Qualifications at a glance

Subject area	Functional Skills
City & Guilds number	3748
Age group approved	all
Entry requirements	none
Assessment	Entry level: externally set by City & Guilds and marked internally by centres. Levels 1-2: externally set and marked by City & Guilds, with the exception of the Speaking, Listening and Communication component of Functional Skills English.
Fast track	not applicable
Support materials	• Subject specification and tutor/assessor guides – one for each functional skill • Range of sample assessments • External assessment pass-rate data. We also offer a range of digital learning resources to support the teaching of maths and English, including an end-to-end resource specifically tailored to the Functional Skills qualifications.
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates (www.walledgarden.com)

Title and level	City & Guilds number	Accreditation number
Functional Skills qualification in English at Entry 1	3748-01	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
Functional Skills qualification in Mathematics at Entry 1	3748-02	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
Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1	3748-03	500/8507/4
Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2		500/8508/6

Title and level	City & Guilds number	Accreditation number
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

Version and date	Change detail
2.0 – March 2015	This handbook has been substantially reorganised and rewritten, incorporating more detailed administrative and assessment conduct/supervision guidance, as well as consolidating much of the additional information previously located in a discrete guide to the external assessments and a substantial set of Frequently Asked Questions. Information about the content of each individual functional skill, along with relevant assessment preparation guidance for tutors and assessors, is now published in the following three discrete documents: • <i>Functional Skills English – subject specifications and tutor/assessor guide</i> • <i>Functional Skills Mathematics – subject specifications and tutor/assessor guide</i> • <i>Functional Skills ICT – subject specifications and tutor/assessor guide.</i> Along with the three subject guides, this handbook should now be regarded as the main ‘go to’ resource for all involved in the delivery and administration of City & Guilds’ Functional Skills qualifications. This handbook references other generic City & Guilds centre documents where these are applicable to Functional Skills, or provide further relevant detail. A list of related general support materials is listed in Appendix 3 of this document.

Contents

1	Introduction	5
	Key features of Functional Skills with City & Guilds – Entry level	6
	Key features of Functional Skills with City & Guilds – Levels 1-2	7
	Structure	8
	Requirements for certification	9
	Relationship with QCF maths and English qualifications	11
	Maths and English teaching and learning resources	12
	Functional Skills and credit values	12
	We value your feedback	12
2	Centre requirements	13
	Approval	13
	Resource requirements	13
	Learner entry requirements	16
3	Delivering the qualifications	17
	Initial assessment and induction	17
	Delivery strategies	17
	Support materials	17
4	Assessment	18
	Summary of assessment models and guiding principles	18
	Assessment arrangements – internal assessment	19
	Assessment arrangements – external assessment	22
	Access arrangements and Reasonable Adjustments	30
Appendix 1	Checklist for invigilators for Functional Skills (named on demand)	33
Appendix 2	Checklist for invigilators for Functional Skills (e-volve)	34
Appendix 3	Useful documents	35
Appendix 4	Frequently Asked Questions	36

1 Introduction

This document sets out the requirements for administering the Functional Skills qualifications in English, Mathematics and Information and Communication Technology (ICT). It should be read in conjunction with the relevant **subject specifications and tutor/assessor guide** for the particular Functional Skills qualification(s) being delivered.

Note these qualifications are only available to centres and learners in **England**. City & Guilds also offers comparable qualifications in literacy, numeracy and ICT (or digital literacy) aligned to the public policy objectives in Northern Ireland and Wales.

Area	Description
Who are these qualifications for?	Functional Skills are relevant to learners in England needing to develop their English, Mathematics or ICT skills. The qualifications are completed in a wide range of settings, and support progression towards further learning destinations in these subject areas such as GCSE.
What do these qualifications cover?	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.
Are these qualifications part of a framework or initiative?	Functional Skills qualifications are accessed by adults and young people across a wide range of settings. For example, Apprenticeship frameworks in England in most cases include achievement of qualifications in English, Mathematics and, in some cases, ICT. Usually this will involve learners working towards relevant Functional Skills qualifications.
What opportunities for progression are there?	Being able to communicate effectively, use numbers successfully and make good use of technology is essential to almost every aspect of life, work and learning. The Functional Skills qualifications are a crucial passport to success in almost any area of work, life or further learning. Where appropriate, learners may progress in each functional skill through the levels.

Key features of Functional Skills with City & Guilds – Entry level

All Entry level assessments are externally set by City & Guilds, with internal (centre) marking and Internal/External Quality Assurance.

	FS English			FS Mathematics	FS ICT
	Reading	Writing	SLC		
Available on demand?	✓	✓	✓	✓	✓
How is assessment delivered?	Centre-assessed, materials downloaded from City & Guilds website.				
Range of topics to choose from?	✓	✓	✓	✓	✓
Duration	Entry 1: 30 mins Entry 2-3: 40 mins	Entry 1: 30 mins Entry 2-3: 40 mins	Entry 1: 10 mins Entry 2-3: 10-14 mins	Entry 1-2: 60 mins Entry 3: 90 mins	Entry 1-2: 60 mins Entry 3: 90 mins
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.	Entry 1-2 must be completed in a single session; Entry 3 may be taken over up to two sessions.
Description of assessment	Externally set, centre marked, internally and externally quality assured.				
Format of assessment	Short answer/ open response	Open-ended writing task	Spoken assessment	Task-based assessment	Task-based assessment
Assessment conditions	Assessments must take place under supervised conditions – distinct from traditional ‘examination’ conditions, but nevertheless involving continuous supervision by assessor/tutor or another reliable person. Within reason, candidates may use any equipment routinely available to them – as long as this does not compromise independent achievement of the standard nor enable them to collude with a third party (eg no mobile phone or other transmitting/receiving devices, pre-prepared notes, crib-sheets, tutor-developed or other materials designed specifically to assist with this assessment). It is the head of centre’s ultimate responsibility to ensure that the administration of all assessments follow the guidance in this document, and that all centre staff involved with the process are familiar with this guidance.				

Key features of Functional Skills with City & Guilds – 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 (SLC) component within Functional Skills English.

	FS English			FS Maths	FS ICT
	Reading	Writing	SLC		
Available on demand?	✓	✓	✓	✓	✓
How is assessment delivered?	Paper or on-screen (e-volve)	Paper or on-screen (e-volve)	Centre-assessed, materials downloaded from City & Guilds website	Paper or on-screen (e-volve)	Paper or on-screen (e-volve)
Range of scenarios to choose from	No - delivered unseen	No - delivered unseen	Centre able to choose topic, within guidelines	No - delivered unseen	No - delivered unseen
Duration	60 mins	L1 60 mins L2 65 mins	(up to) 30 mins	90 mins (with 15 min tutorial for on-screen)	120 mins
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 in one session.	Candidates must complete in one session.
Description of assessment	Externally set, externally marked	Externally set, externally marked	Externally set, centre marked, internally and externally quality assured	Externally set, externally marked	Externally set, externally marked
Format of assessment	Short answer/ open response	Open-ended writing task	Spoken assessment	Short answer assessment (task-based)	Practical tasks
Assessment conditions	Assessments must take place under supervised conditions involving continuous supervision by a reliable person. Within reason, candidates may use any equipment routinely available to them – as long as this does not compromise independent achievement of the standard nor enable them to collude with a third party (eg no mobile phones or other transmitting/receiving devices, pre-prepared notes, crib-sheets, tutor-developed or other materials designed specifically to assist with this assessment). It is the head of centre's ultimate responsibility to ensure that the administration of all assessments follow the guidance in this document, and that all centre staff involved with the process are familiar with this guidance.				

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 consists of three assessment components:

- Reading
- Writing
- Speaking, Listening and Communication (SLC).

The table below illustrates the structure of each qualification:

Accreditation Number (QAN)	Title	Component	Component title
501/1317/3	Functional Skills qualification in English at Entry 1	3748-001	Functional English Reading at Entry 1
		3748-002	Functional English Writing at Entry 1
		3748-003	Functional English Speaking, listening and communication at Entry 1
		3748-901*	Certification module
500/9837/8	Functional Skills qualification in English at Entry 2	3748-004	Functional English Reading at Entry 2
		3748-005	Functional English Writing at Entry 2
		3748-006	Functional English Speaking, listening and communication at Entry 2
		3748-902	Certification module
500/9838/X	Functional Skills qualification in English at Entry 3	3748-007	Functional English Reading at Entry 3
		3748-008	Functional English Writing at Entry 3
		3748-009	Functional English Speaking, listening and communication at Entry 3
		3748-903	Certification module
500/9319/8	Functional Skills qualification in English at Level 1	3748-310 (NoD [†]) or 3748-110 (e-volve [‡])	Functional English Reading at Level 1
		3748-311 (NoD) or 3748-111 (e-volve)	Functional English Writing at Level 1
		3748-012	Functional English Speaking, listening and communication at Level 1
		3748-904	Certification module
		3748-313 (NoD) or 3748-113 (e-volve)	Functional English Reading at Level 2
		3748-314 (NoD) or 3748-114 (e-volve)	Functional English Writing at Level 2
500/9318/6	Functional Skills qualification in English at Level 2	3748-015	Functional English Speaking, listening and communication at Level 2

* See **Certification modules for Functional Skills English**.

[†] Named on Demand (NoD) refers to paper-based assessment material

[‡] e-volve refers to an onscreen e-assessment platform

Accreditation Number (QAN)	Title	Component	Component title
		3748-905	<i>Certification module</i>
501/0637/5	Functional Skills qualification in Mathematics at Entry 1	3748-016	Functional Mathematics at Entry 1
501/1821/3	Functional Skills qualification in Mathematics at Entry 2	3748-017	Functional Mathematics at Entry 2
501/1820/1	Functional Skills qualification in Mathematics at Entry 3	3748-018	Functional Mathematics at Entry 3
501/0986/8	Functional Skills qualification in Mathematics at Level 1	3748-319 (NoD) or 3748-119 (e-volve)	Functional Mathematics at Level 1
501/0987/X	Functional Skills qualification in Mathematics at Level 2	3748-320 (NoD) or 3748-120 (e-volve)	Functional Mathematics at Level 2
500/8507/4	Functional Skills qualification in Information and Communication Technology (ICT) at Entry 1	3748-021	Functional ICT at Entry 1
500/8508/6	Functional Skills qualification in Information and Communication Technology (ICT) at Entry 2	3748-022	Functional ICT at Entry 2
501/0638/7	Functional Skills qualification in Information and Communication Technology (ICT) at Entry 3	3748-023	Functional ICT at Entry 3
500/9630/8	Functional Skills qualification in Information and Communication Technology (ICT) at Level 1	3748-324 (paper) or 3748-224 (e-volve)	Functional ICT at Level 1
501/0639/9	Functional Skills qualification in Information and Communication Technology (ICT) at Level 2	3748-325 (paper) or 3748-225 (e-volve)	Functional ICT at Level 2

Requirements for certification

Candidates receive a certificate for each Functional Skills qualification that they complete. Since there are no 'units' within the Functional Skills qualifications, no Certificates of Unit Credit (CUCs) are issued.

In the case of Functional Skills English, **all three** assessment components must be completed; achievement of individual components is confirmed via a Notification of Candidate Results (NCR) statement.

Achievement at different levels for Functional Skills English

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

For example:

Level 2 Reading 313 (NoD) or 113 (e-volve)	+	Level 1 Writing 311 (NoD) or 111 (e-volve)	+	Entry 3 SLC 009	=	Entry 3 qualification claim using 903
---	---	---	---	-------------------------------	---	--

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 have completed all of the required assessments, a Functional Skills English qualification certificate will **not** be generated unless the appropriate certification module has been claimed. It is possible to subsequently claim certification at a higher level if/when learners have achieved the necessary assessment components.

Note certification modules are not required for Functional Skills Mathematics or ICT, since in both cases the whole qualification is addressed through a single assessment component.

Functional Skills English assessment components from other awarding organisations

Where learners have previously achieved individual Functional Skills English assessment components with other awarding organisations, but **not** a full Functional Skills English qualification, it is possible for City & Guilds to recognise these achievements. Procedural arrangements and terminology for this process vary between awarding organisations, eg some describe this as 'transfer of credit'.

There are no 'proxy' qualifications that can be accepted in lieu of a Functional Skills assessment. Only Functional Skills **English** assessments completed after **1 September 2010** (ie those based on Functional Skills Qualification/Subject Criteria dating from 2010 or later) may be counted for this purpose.

Likewise, there is no mechanism for recognising Functional Skills Mathematics or ICT assessment components completed with other awarding organisations. In both cases the whole qualification consists of a single assessment component, and no results are possible for partial achievement.

Administrative arrangements for checking and claiming

The process of checking and claiming must be overseen by the Centre Contact and monitored as part of the centre's Internal Quality Assurance. For further information on centre requirements please see section 2 of this document.

Learners must be registered with City & Guilds as a Functional Skills English candidate (ie 3748-01, either directly or via a single-registration package), and must achieve at least one of the three Functional Skills English assessment components with City & Guilds. This need not be at the same level as the component(s) achieved previously.

Any assessment components submitted under these arrangements **must** be checked and signed off by a Qualification Co-ordinator and an audit trail must be available. Each component must be evidenced by an official results statement (paper or electronic) originating from the issuing awarding organisation and indicating details of the:

- learner – ideally this should include the Unique Learner Number (ULN)
- awarding organisation
- component, level and when it was awarded.

It is not necessary to send in this evidence to City & Guilds, although it must be **retained** in an auditable form so that it can be available for sampling as part of External Quality Assurance monitoring.

Once entitlement has been checked, the component should be submitted to City & Guilds as a Results Entry using the '7xx' prior achievement modules listed on the 3748-01 Walled Garden Catalogue page (eg 3748-701 for Functional English Reading at Entry 1).

There is no formal time limit on the use of Functional Skills English assessment components, although a qualification certificate can only be awarded once all three components have been achieved.

Relationship with QCF maths and English qualifications

City & Guilds also offers the following qualifications to support skills acquisition, as well as to help learners build the necessary confidence to succeed in Functional Skills and/or progress to the next level:

- Mathematic Skills and English Skills (3847)
- Principles of Using Mathematical Techniques and Principles of Using Written and Spoken English (3844).

Both of these qualification suites are on the Qualifications and Credit Framework (QCF), and based on the National Standards for Adult Numeracy/Literacy (which relate closely to the Functional Skills Subject Criteria for Mathematics and English).

For further details about these qualifications, please visit www.cityandguilds.com/mathsandenglish.

Maths and English teaching and learning resources

City & Guilds also offers a substantial range of teaching and learning resources to support mathematics and English teaching in all settings, regardless of the particular qualification(s) being targeted.

For further information about these resources, please visit www.cityandguilds.com/mathsandenglish.

Functional Skills and credit values

Please note the Functional Skills qualifications are on the **National Qualifications Framework (NQF)**, rather than the QCF, and as such do not have formally assigned credit values. Where Functional Skills qualifications are completed as part of an Apprenticeship programme, they are *sometimes* deemed to have a notional value of 5 credits each for contracting purposes. This is distinct from how they might be sized for funding purposes.

We value your feedback

We welcome feedback on our Functional Skills assessments. If you have specific queries or comments about the assessments please email functionalskills@cityandguilds.com.

For operational queries about Functional Skills (or any City & Guilds qualification) please contact Customer Services:

+44 (0) 844 543 0000

centresupport@cityandguilds.com

evolvesupport@cityandguilds.com (for e-volve system-related issues).

Alternatively, you can speak to your Business Manager or managing Quality Team.

2 Centre requirements

Approval

Any centre wishing to offer City & Guilds' Functional Skills qualifications will first need to gain approval following the standard Qualification Approval Process. Centre Approval will also be required if the organisation is not already a City & Guilds centre. Please refer to the *Supporting Customer Excellence Centre Manual* for further information.

Where centres already hold approval to offer Functional Skills qualifications with another awarding organisation, or have previously offered any qualifications directly replaced by Functional Skills (eg Key Skills), approval arrangements should be discussed with the centre's managing Quality Team.

Centre staff should familiarise themselves with the structure, content and assessment requirements of each Functional Skills qualification that they intend to offer before designing a course programme.

Resource requirements

Centre staffing

Staff involved in the teaching, assessment or internal quality assurance of these qualifications **must**:

- be personally competent in the functional skill(s) being taught and assessed
- have a detailed understanding of the qualification specifications and assessment requirements – as set out in the subject specifications and tutor/assessor guide; for any internal assessments they must in addition fully understand, and be able to apply, the marking/assessment criteria
- be familiar with the guidance in the *Supporting Customer Excellence Centre Manual* and *Our Quality Assurance Requirements* document.

The Functional Skills qualification specifications are derived from the Ofqual Functional Skills Qualification and Subject Criteria. These Criteria are common to all awarding organisations' Functional Skills qualifications.

Teaching qualifications and subject specialist qualifications

There is no absolute requirement to hold any particular teaching or subject specialist qualification in order to be involved in the teaching, assessment or internal quality assurance of Functional Skills. Nevertheless, staff involved in any of these functions must be secure in their personal literacy/numeracy/ICT skills (as applicable) and **fully** able to understand the qualification requirements. We therefore strongly recommend that centre staff work towards an appropriate subject specialist qualification if they do not already hold one.

Continuing professional development (CPD)

Centres must support their staff to ensure that their subject knowledge, as well as their understanding of the requirements of these qualifications, remains current. Approaches to delivery, mentoring, training, assessment and quality assurance must also be in line with best practice and take account of any relevant public policy or other developments.

Internal assessment – key roles

The following components of the Functional Skills qualifications are assessed **internally**:

- all assessments at Entry level
- the Speaking, Listening and Communication component of Functional Skills English at levels 1 and 2.

To meet the quality assurance requirements for these components, the centre must ensure that each of the following roles are fulfilled:

- Head of Centre
- Centre Contact
- Internal Quality Assurance Co-ordinator (IQAC)
(if more than one Qualification Co-ordinator)
- Qualification Co-ordinator(s)
- Assessor(s).

Each of these roles and their associated responsibilities is defined in detail in the *Supporting Customer Excellence Centre Manual*.

Please note Assessor/Internal Quality Assurer TAQA qualifications are recommended and valued as qualifications for centre staff, but they are not currently a requirement for these qualifications.

For further detail about the internal assessment process, please see

Assessment arrangements – internal assessment, from page 19.

External assessment – key roles

The following components of the Functional Skills qualifications are assessed **externally**:

- the Reading and Writing components of Functional Skills English at levels 1 and 2
- all assessment of Functional Skills Mathematics and ICT at levels 1 and 2.

To meet the assessment conduct requirements for these components, the centre must ensure that each of the following roles are undertaken:

- Head of Centre
- Centre Contact
- Invigilator(s).

The Head of Centre and Centre Contact roles are defined in the *Supporting Customer Excellence Centre Manual*.

In practice there will almost always be more than one Invigilator within the centre, and in large organisations this activity will often be co-ordinated by a centralised examinations officer/team. Nevertheless, the Centre Contact remains the formal point of accountability, and it is crucial for that person to have clear oversight of all of the centre's Functional Skills internal **and** external assessment activity.

For further detail about the external assessment process and Invigilator role, please see

Assessment arrangements – external assessment, from page **22**. Note there are separate sections describing the Invigilator role for paper (Named on Demand) and on-screen (e-volve) delivery.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications, although centres must ensure that learners have the potential and opportunity to gain any Functional Skills qualifications they work towards.

The following City & Guilds qualifications might be worth considering where learners are not *immediately* ready to achieve a full Functional Skills qualification:

- English Skills and Mathematics Skills (3847)
- Principles of Using Mathematical Techniques and Principles of Using Written and Spoken English (3844)
- Start IT (4249).

Age restrictions

There is no age restriction for these qualifications, although they are intended for learners over the age of 14.

3 Delivering the qualifications

Initial assessment and induction

An initial assessment of each learner should be made **before** the start of their programme to ensure they are working towards relevant Functional Skills qualification(s) at the appropriate level.

The initial assessment process should identify:

- if the learner has any specific learning needs
- any support and guidance they may need when working towards their qualifications.

It is important that any process of initial assessment takes into account learners' application and problem-solving capabilities, in addition to their technical knowledge and understanding of literacy/numeracy/ICT.

We recommend that centres provide an induction programme so the learner fully understands the requirements of any Functional Skills qualifications they work towards, their responsibilities as a learner, and the responsibilities of the centre.

Delivery strategies

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

Centres should design course programmes in any way that:

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

In particular, staff should consider the additional complexity, technical demand, familiarity and independence required of learners at each level. The initial assessment process should be used to ensure learners are working towards appropriate Functional Skills qualification(s)/level(s). These will not necessarily be at the same level as other qualifications that the learners might simultaneously be working towards.

Support materials

In addition to this handbook, the following resources are available for these qualifications:

Description	How to access
Subject Specifications and Tutor/Assessor Guide	Functional Skills qualifications (3748) webpage
Sample assessments and assessment preparation materials	Functional Skills qualifications (3748) webpage
Maths and English teaching and learning resources	Subscription-based – see www.cityandguilds.com/mathsandenglish for details.

4 Assessment

Summary of assessment models and guiding principles

The Functional Skills qualifications are concerned with the practical ability to apply English, Mathematics and ICT skills within everyday situations. They are 'skill', rather than 'subject', orientated qualifications and the emphasis is on application rather than theoretical study or recall.

All Functional Skills assessments therefore involve working through problems or scenarios. There is no ongoing portfolio assessment – learners complete a one-off series of supervised tasks once they are judged by the centre to be capable of achieving the required standard – this is known as 'when ready'.

Depending on the functional skill and level being attempted, the assessment is either:

- externally-set by City & Guilds and **internally-assessed/marked** by the centre; or
- externally-set and **externally-marked** by City & Guilds.

In neither case does City & Guilds set any fixed assessment dates, although centres may operate their own internal timetabling of assessments. Centres are able to conduct the internally-assessed/marked assessments at any time after learners have been registered as candidates for the qualification, although the externally-marked assessments must be ordered from City & Guilds in advance.

Both the internal and external assessments:

- are summative and must take place under 'supervised' conditions
- are time-bound
- must be presented to candidates unseen, without prior knowledge of the assessment topics/tasks
- must be **entirely** candidates' own unaided work.

For further information please see Appendix 1 and Appendix 2 of this document.

These assessments are **not** formally within the scope of JCQ Instructions for Conducting Examinations (ICE) conditions. Nevertheless, the assessments require **continuous supervision** and all assessment material must be stored securely. Any work completed by candidates must be **entirely unaided**. Failure to follow these requirements will be considered malpractice.

Candidates are expected to use their normal methods of working when completing these assessments, making use of equipment that would reasonably and routinely be available to them.

The following sections explain the assessment process and required conduct arrangements more fully.

Assessment arrangements – internal assessment

The following assessment components are externally-set by City & Guilds and internally-assessed/marked by centres:

- all Functional Skills assessments at Entry level
- the Speaking, Listening and Communication (SLC) component of Functional Skills English at levels 1 and 2.

Obtaining and storing the live Entry level materials

All live Entry level assessment documents can be downloaded from the Functional Skills qualifications webpage.

Please ensure that only the **live** materials are used to carry out candidate assessments. The sample assessments are intended for assessment preparation/practice or staff training purposes.

In each case several assessment titles are available; these cover a range of topics, and it is expected that centres will select the title(s) most likely to engage their learners' interest. Nevertheless, candidates must not under any circumstances be coached on the topic or scenario before the assessment takes place, and all live assessment material must be presented unseen.

The documents are password-protected, the passwords can be accessed on the City & Guilds' Walled Garden. The documents may be downloaded and securely stored locally. Please be aware, however, that these assessments are updated and replaced at regular intervals; it is therefore essential that live assessments are **always** conducted using the most up-to-date version.

Assessors, Qualification Co-ordinators and, if applicable, Internal Quality Assurance Co-ordinators (IQAC) will require regular and ongoing access to the complete range of live assessments – partly so they can select titles appropriately, but also to facilitate internal standardisation. Therefore the Centre Contact must ensure that there are rigorous internal controls on access to the live assessment bank.

Centres can download and store hard copies of the assessment documents locally in the immediate period before assessments take place, but 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. This should involve a similar level of access control to the arrangements described in the JCQ Instructions for Conducting Examinations (ICE).

Each assessment title comprises at least two documents:

- **Candidate's Paper**
to be presented to the candidate.
- **Assessment Pack**
for use by Assessors, Qualification Co-ordinators and IQACs.

In some cases there are additional documents (eg containing source material or data files). Further details about these, along with any other assessment guidance specific to each functional skill, can be found in the relevant *subject specifications and tutor/assessor guide*.

All of the assessment documents are designed to be printed double-sided. The documents must be printed on A4 paper to their **exact intended size** (with printer page scaling set to 'None' rather than 'Shrink to printable area' or 'Fit to printable area'). Not doing so is likely to

distort any scaled graphics or diagrams included within these documents and could impact on candidate performance. If the Candidate's Paper is enlarged to A3, the candidate must also be given an 'actual size' copy of the paper as well – or at the very least any pages on which scaled graphics or diagrams appear. Please contact policy@cityandguilds.com for more information on modified assessment materials.

Conducting the Entry level assessments

Conduct arrangements for each individual assessment are described more fully in the relevant *subject specifications and tutor/assessor guide*; any specific instructions are also set out in the Assessment Pack. The following general points apply to **all** Entry level assessments:

- 1. Assessments are summative and completed 'when ready'**
They should only be attempted once the candidate is deemed to have the skills and knowledge necessary to achieve.
- 2. Assessments must be completed under supervised conditions**
The assessment can take place in the candidate's normal learning environment. The candidate must be supervised at all times (by the Assessor or another responsible adult).
- 3. 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.
- 4. All materials must be collected in after the assessment**
Candidates must not be allowed to retain any live assessment material. They may be shown their work in the course of receiving feedback from their Assessor, although must not be allowed to keep or copy this. Any completed assessments and assessment records must be stored securely whilst being retained for Internal/External Quality Assurance (IQA/EQA) purposes, after which they should be securely destroyed.
- 5. Assessments may (sometimes) be completed over more than one session**
Where applicable, the Assessment Pack sets out how this is possible. If assessments are run over more than one session these must be consecutive (with no teaching or preparation in between) but need not be on the same day. Candidates must not take any work away between assessment sessions.
NB: the three components of Functional Skills English are assessed discretely – there is no need to complete these assessments back-to-back.
- 6. 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.
- 7. The 'Access arrangements and reasonable adjustments' page of City & Guilds' website sets out the process for applying adjustments to assessments.**
The relevant Inclusion Statement (contained within the *subject specifications and tutor/assessor guide*) should be consulted to determine precisely what adjustments are permissible for each functional skill (eg a human reader is not permitted for the Reading component of Functional Skills English).

The initial assessment process should identify any Reasonable Adjustments potentially needed during final assessment. These might involve modified or enlarged assessment materials and/or assistance with an activity that does not form part of the assessment (eg a reader for the questions in the Writing component of Functional Skills English). However, any adjustments must not preclude candidates from **independent** achievement of the required standard.

For further information please visit the **Access Arrangements and Reasonable Adjustments** section of our website.

Obtaining the FS English Speaking, Listening and Communication (SLC) Level 1 and 2 materials

The SLC assessment criteria and recording sheets can all be found in the *Functional Skills English subject specifications and tutor/assessor guide*. The recording sheets are also available as a separate MS Word document – so they can be reformatted or customised locally (without altering any of the content). These can be found at **www.cityandguilds.com**

All SLC assessments must be supervised by the Assessor or another responsible adult. If the Assessor is not physically present to observe the assessment taking place, there must be an appropriate audio or video recording on which assessment decisions can be based (please see the *Supporting Customer Excellence Centre Manual* for more information on video evidence).

Quality Assurance

All Entry level assessments, along with all FS English Speaking, Listening and Communication assessments are levels 1 and 2, are subject to City & Guilds' Internal and External Quality Assurance (IQA/EQA) process.

The purpose of the IQA process is to affirm the correctness and consistency of assessment decisions rather than to re-assess. In practice, the nature of any standardisation/sampling activity associated with these assessments will need to focus especially on;

- ensuring marking schemes/criteria are applied correctly; and
- ensuring that assessments take place under the required conditions.

When planning their IQA activity, centres should also give due consideration to the characteristics of their Functional Skills provision (eg range of sites, departments, staff and learners involved, internal decision-making processes) and ensure that their sampling strategies follow the principles of 'CAMERA'.

The full quality assurance process, including CAMERA, is described in the document *Supporting Customer Excellence Centre Manual*.

Assessment arrangements – external assessment

The following assessment components are externally-set by City & Guilds and externally-marked by City & Guilds:

- all Functional Skills Mathematics and ICT assessments at levels 1 and 2
- the Reading and Writing components of Functional Skills English at levels 1 and 2.

External assessment delivery models – in summary

Named on Demand (paper delivery)

The Named on Demand (NoD) model involves the use of paper-based assessment materials. There are no fixed assessment ‘windows’, although each assessment sitting must be pre-booked.

Candidates can use relevant technology when completing these assessments. This includes typing written answers, as well as using a computer to create diagrams, tables and graphs. Further information is detailed in Section 4 of this document, *Permitted/prohibited equipment*. Any work they submit for marking must be printed out and sent to City & Guilds in **hard copy** form via the supplied stationery, or on A4 sheets of paper (with the candidate’s name clearly visible on every page).

Results are processed and issued a maximum of 20 working days after the completed work has been received by City & Guilds.

On-screen delivery (e-volve)

The on-screen model involves assessments delivered by e-volve, City & Guilds’ on-screen e-assessment platform.

As with Named on Demand, there are no fixed assessment ‘windows’, and each assessment must be pre-booked (this can be as little as 30 minutes before it takes place). Candidates’ work is uploaded **directly** to City & Guilds from the e-volve system for marking.

Results are processed and issued a maximum of 20 working days after the completed assessment has been uploaded.

Choosing the right model

When deciding which assessment delivery model to use, centre staff should think carefully about the individual needs, preferences and normal ways of working of their learners.

Once candidates are registered they can be entered for either Named on Demand or e-volve and there is no reason, for example, why FS English candidates cannot complete Writing on-screen and Reading as a paper-based assessment (or vice versa).

Accommodation and assessment sites

Functional Skills assessments should ideally be accommodated within the centre’s own premises, although they can take place in other locations such as candidates’ workplaces. Centres need to inform City & Guilds that the location is an assessment site using the Centre Update (CU) form (see –the *Supporting Customer Excellence* Centre Manual for more information). It is not necessary to inform City & Guilds every time an assessment takes place at this location following this. If using e-volve, information on the location can be added when booking the tests by opening the additional details section.

The assessment room

All Functional Skills assessments must take place in a suitable location in silence. The room must enable candidates to complete their assessments without disruption or interruption. It should be made clear to those in adjoining rooms/corridors that the assessment/examination is taking place.

Candidates **must not** be seated in such a way that they can overlook each other's work (even unintentionally). The recommended method is to ensure that the minimum distance in all directions between candidates' chairs is at least 1.25 metres. Other approaches are acceptable, providing that candidates cannot see each other's work.

Centres must create a seating plan so that there is a clear record of where each candidate was seated during the assessment. Centres must keep a copy of the seating plans until at least 65 working days after the release of results.

Care should be taken to ensure there is nothing visible in the assessment room that might give candidates an unfair advantage (see *Permitted/prohibited equipment* below, for further guidance). Centres may wish to display the standard JCQ 'Warning to Candidates' posters, especially if the same room is also used for other assessments or examinations.

A reliable clock must be clearly visible to each candidate throughout the assessment.

The Invigilator role

The assessments require **continuous** supervision by suitably informed and briefed adults.

Anyone acting as an Invigilator needs to be absolutely clear about the scope and purpose of this role, ie to facilitate the assessment and:

- ensure all candidates have an equal opportunity to demonstrate their abilities
- ensure the security of the assessment – before, during and afterwards
- prevent possible candidate malpractice
- prevent possible administrative failures.

Anyone acting as an Invigilator must be familiar with the centre's internal assessment administration processes as well as the contents of this document (in particular *Appendix 1* and *Appendix 2*).

Invigilators **must**:

- be familiar with the requirements of the role as set out in this handbook (an electronic or printed copy of this handbook must be made available during each assessment sitting)
- give all their attention to overseeing the assessment and ensuring it is conducted properly
- be able to observe each candidate that they are responsible for supervising at **all** times
- be able to summon help without leaving the candidates unsupervised at any time – eg if there is only one invigilator, that person should have access to a mobile phone (on silent) or two-way radio
- inform the Centre Contact (or examinations officer) immediately if they suspect the security of the assessment may have been compromised (the Centre Contact is responsible for notifying City & Guilds of any security breach).

Invigilators must **not** carry out any other task whilst invigilating.

Choosing an invigilator

Whilst anyone invigilating Functional Skills assessments must be suitably informed and briefed on the invigilation requirements, determining who can or cannot fulfil the Invigilator role is ultimately an internal staffing matter for centres.

As with any form of assessment, centres must consider the potential for any malpractice that could occur and ensure that there are adequate internal safeguards in place to mitigate the risk of this happening. Particular care needs to be taken if any of the staff involved might be perceived to have a conflict of interest as a result of other roles they perform. As far as possible centres should avoid situations where candidates are invigilated **solely** by the main teacher/tutor who has prepared them for the functional skill being assessed. Where this is genuinely unavoidable, the centre must take all reasonable steps to prevent any conflict of interest which could lead to, or be considered as, malpractice.

Candidates' relatives or peers must not act as sole Invigilator under any circumstances.

For more detailed guidance on City and Guilds' Malpractice procedures, please visit the **Assessment Malpractice** page of the City and Guilds website. Other supporting documents are available on the JCQ website.

If only one invigilator is present, they must be able to get help easily, without leaving the room or disturbing the candidates. There must be at least one invigilator present during the assessment, at all times.

Where centres opt to use a centralised team of examination invigilators for their Functional Skills assessments, it is important that they are adequately briefed on the requirements of these assessments – eg in terms of the equipment permitted. For FS ICT and e-volve, someone must be available to ensure equipment has been configured appropriately or in case of any technical issues during the assessment.

Permitted/prohibited equipment

Candidates are generally expected to deploy their normal methods of working, and within reason should be able to access any equipment that would routinely be available to them, as long as this does **not**:

- enable candidates to
 - o communicate or collude with other candidates, or with any third party external to the assessment
 - o access the internet (except where this is specifically required as part of the assessment – eg during 'Part A' of FS ICT at levels 1 and 2).
- include any pre-prepared notes, crib-sheets, tutor-developed or other materials designed specifically to assist with this assessment.

Where devices have transmitting/receiving capabilities (eg via a SIM-card, dongle, Ethernet or built-in WiFi connectivity), the Invigilator **must** ensure at the beginning of the assessment that this functionality has been disabled and remains so throughout the assessment (other than where internet access is specifically required as part of the assessment).

Candidates may wish to use equipment such as a desktop PC or laptop during their assessment; this is acceptable, as long as the above conditions are fulfilled and centres provide the PC/laptop. It must not have any other information stored on it that could potentially give the candidate an unfair advantage. Under **no** circumstances can the candidate use their own laptop.

Some of the resources needed to complete the assessment are accommodated within the e-volve system (eg a calculator for FS Mathematics), although in most cases it will still be necessary to bring at least some items into the assessment (eg a paper/electronic dictionary, grammar or spellchecker for FS English).

The e-volve system locks down most other applications whilst the assessment is taking place, so for the most part it will preclude candidates from being able to access the internet or any other inappropriate aids via the computer that they are using to complete the assessment. However, the Invigilator must ensure that any other electronic devices in use during the assessment do not enable candidates to communicate or collude with other candidates, or with anyone external to the assessment.

When considering whether candidates should have access to a particular item of equipment, centres must bear in mind each of the following:

- How readily and routinely would this item be available to candidates in 'real' everyday life/work situations?
- Would prohibition put candidates at a significant disadvantage?
- Would use of the item be likely to disturb or disrupt other candidates (and if so, could this easily be mitigated)?
- Would the item give rise to a communication/collusion risk (that the centre could not reasonably mitigate)?

Illustrated example:

The invigilator may want to give out scrap paper to candidates so they can make rough notes.

This **would** be permissible because:

- ✓ note paper is something they would be likely to use as matter of course in everyday situations, and not allowing them to do so might impede completion of the assessment task
- ✓ doing so is highly unlikely to disturb or disrupt other candidates
- ✓ there is no realistic possibility of a security risk, as long as checks are made to ensure the paper does not contain any pre-prepared information (especially nothing of material relevance to the assessment) and candidates are not able to retain any of these sheets after the assessment.

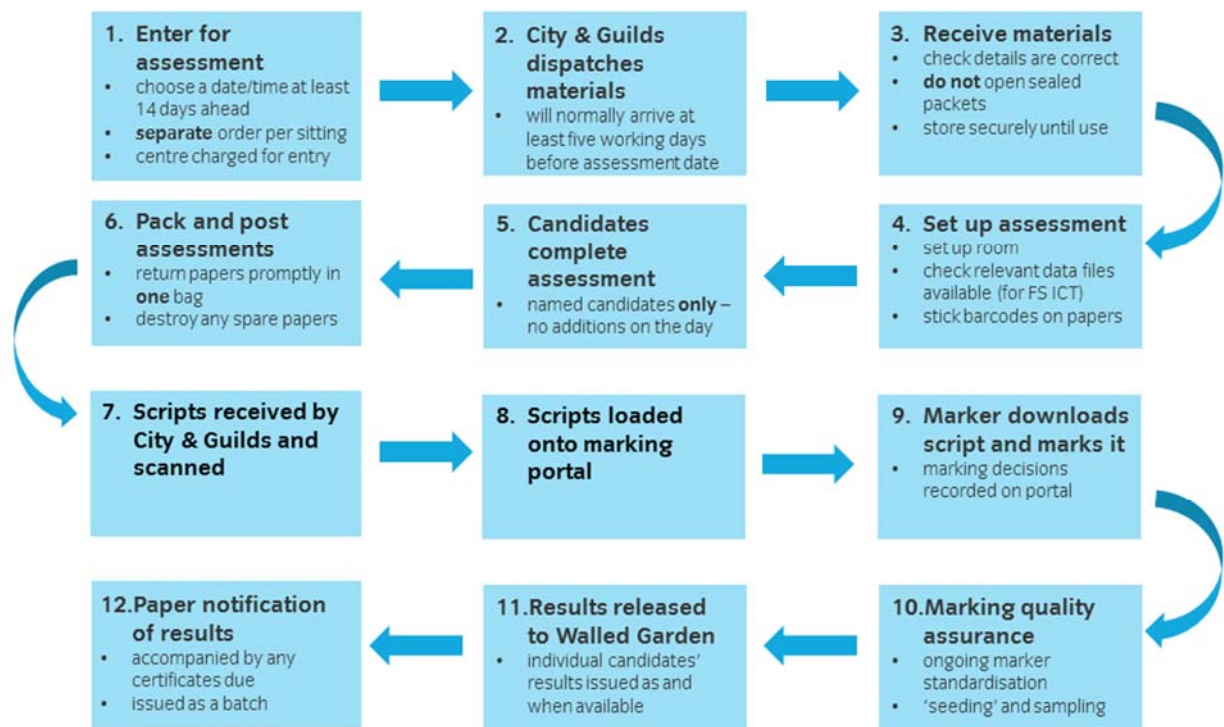
Candidates have been provided with a briefing note for their FS Mathematics assessments that they can bring in with them. It includes a list of key mathematical formulae they might need to use, as well as a list of *dos and don'ts* for the assessment that the tutor thought would be useful

This **wouldn't** be permissible because:

- ✗ the briefing note has been designed specifically to assist candidates with this assessment; it is not a general resource that they would have routine access to in everyday situations (textbooks or course notes would likewise be inappropriate)
- ✗ it would be seen as 'spoon feeding' candidates and compromising the independent problem solving aspect of these assessments.

Named on Demand

– how does it work, and what is required?



Please note we can only ensure results notification within 20 working days of receipt if **all** the processes set out above have been followed correctly.

Ordering assessments

Named on Demand assessments are ordered using the On Demand screen within the Walled Garden (or alternatively as an EDI file). All Functional Skills NoD assessments have a '3748-3xx' product code (eg 3748-310 for FS English Reading at Level 1). A fee is charged for each candidate included on the order, for prices please see the 3748 qualification pages on the Walled Garden.

The order must specify a date and time for the assessment (at least 14 calendar days ahead), as well as the names of all candidates that will be undergoing assessment on this occasion (all of whom will need to have already been registered for the relevant Functional Skill). Please ensure this information is correct, as it **cannot** be amended after the order has been placed⁵ and will appear on all stationery relating to the booking. This may also affect the accuracy of results.

Candidates cannot be added to, or removed from a booking after it has been made. The assessment is expected to take place on the date and time specified. **The assessment may be held up to five working days either side of the specified date without notifying City & Guilds** – see Setting up the assessment, on the next page, for more details. It is therefore advisable to book as close to the assessment date as possible.

⁵ Our standard candidate amendment policy applies, allowing minor errors to be corrected via the Walled Garden. However, if a wholesale name change is required then proof of this must be provided.

Each assessment order must be for a **unique** sitting, and all candidates included on a booking are expected to sit the assessment at the same time on the same site. The number of orders per day is unlimited, so a separate order must be placed for each sitting if candidates cannot all be accommodated at the same time on the same site. **All materials relating to the booking must be received, stored, used and returned together.**

More information about the NoD ordering process is available from www.cityandguilds.com/nod.

Receipt and storage of assessment materials

Functional Skills assessment materials are **normally** dispatched to arrive at least ten working days before the assessment date, although depending on when the order is placed or during busy periods this may be as little as five working days. If they have not arrived five working days before the assessment date, please contact our Customer Services team (**0844 543 0000**).

Each batch of assessment materials contains the following:

- Invigilation Certificate (IC) - attendance record for completion during the assessment
- sealed pack containing:
 - o dispatch note
 - o assessment papers – for each candidate
 - o additional copies of the paper – for invigilator' use
 - o individual barcode stickers for each candidate
 - o return label and bag with return instructions.

The sealed pack must **not** be opened at this point, and must be stored securely until immediately before it is used. This must involve the same level of access control to the arrangements described in the JCQ Instructions for Conducting Examinations (ICE). Live assessment materials must not be viewed by **anyone** within the centre prior to their use, and any access to the materials must be limited to the Centre Contact and a limited number of key-holders authorised by the head of centre and the exams officer.

Where materials need to be transported to another location (eg another site or the candidates' workplace) they must be transported securely and remain sealed. This should be on the day of the assessment by a member of staff, using a lockable case, wherever possible. If assessment materials need to be stored overnight away from the centre address, the conditions must meet those listed above. The location must be registered with City & Guilds as an assessment site and materials must not be stored there for more than one night. All assessment sites are subject to Exam Audits.

Where multiple orders have been placed, care must be taken to ensure each set of papers and paperwork is not mixed up. The best way to avoid this is to keep all materials relating to a particular order (ie the IC and sealed pack) **together** until they are used.

Setting up the assessment

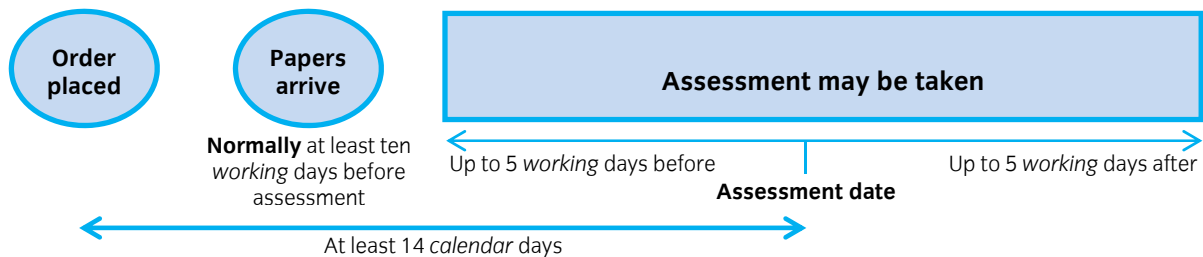
As indicated above, the specified date and time is printed on all stationery relating to a particular assessment order and it is expected that the assessment will take place at this time. However, the assessment may take place up to **five working days** either side of the specified date without needing to inform City & Guilds as long as:

- the assessment materials remain sealed until use and are dispatched promptly afterwards
- all candidates included on the booking complete the assessment at the same time (exceptions can be made for individual candidates in the event of unforeseen

circumstances, but only if the security of the assessment materials is maintained, and all of the completed assessments materials are returned to City & Guilds together)

A new booking must be made if the assessment date/time needs to be varied by more than five working days.

The following diagram illustrates how soon a NoD assessment could potentially be taken after it is ordered:



Opening the packs

In order to ensure the assessment is presented to candidates 'unseen', the sealed pack of assessment materials must remain unopened until just before use. This should **not** normally be more than one hour before the assessment begins, although it is recognised that this might occasionally need to be **slightly** longer given the need to stick barcodes onto each of the papers (see below) and in some cases (for FS ICT) to arrange for an email to be sent to candidates that they can access during the first part of their assessment. Where papers need to be opened more than an hour before the assessment, the security of the assessment must be maintained.

Checking version numbers

When opening the packs, centres must check that the question paper version corresponds with that printed on the IC. A paper version is allocated to each order, so it is crucial that all materials relating to the order are stored and returned together. The version number should be used when determining which set of ICT data files (see note below) candidates will need access to during their assessment.

Data files for FS ICT assessments

The FS ICT assessments require candidates to use a set of data files during their assessment. All of these files must be downloaded from the **Functional Skills qualifications webpage** and stored locally in advance of the assessment taking place, with the relevant set (corresponding with the paper version number – eg Version C for paper 12VERC) then made available to candidates. Candidates should **not** be expected to locate and download the files themselves whilst the assessment is taking place.

The *Functional Skills ICT – subject specifications and tutor/assessor guide* provides more details about the range of file formats, and any other set-up requirements – eg email accounts.

Barcodes

The sealed pack contains a set of personalised barcode stickers which will need to be stuck onto the papers as instructed before the assessment begins. It is **essential** that each candidate is given the correct paper with their name and barcode as these are used to

identify candidates when issuing results. Candidates are also asked to add their name and signature to the paper as an additional safeguard.

To minimise the risk of any packing errors, all packs are checked by at least two members of City & Guilds staff before we seal and dispatch them to our centres. If however you do find anything incorrect or missing from the pack when it is opened please contact our Customer Services team immediately. If you are holding assessments during evenings or weekends, please bear in mind that the Customer Services contact centre is open Monday to Friday from 08:00 to 18:00.

Completing the paperwork and returning assessment materials to City & Guilds

The Centre contact must ensure that assessment materials are dispatched promptly after use. Candidates will be recorded as absent if these are not received within 14 calendar days of the examination date printed on the IC. To ensure results are processed efficiently and released within 20 working days':

- all candidates included on the booking must complete the assessment at the **same time** (or if not, that the security of the assessment materials is maintained at all times, with all completed materials returned to City & Guilds **together**)
- the date/time displayed on the IC must **not** be altered (even if the assessment did not actually take place at that time)
- the IC must be completed as instructed to record all of the candidates present (and must **not** be photocopied)
- no additional candidates may be added to the IC (doing so will trigger late entry fees and delay results, and the un-entered candidates' work may not be marked)
- all submitted papers **must** have the correct barcode.
- the 'spare' invigilator copies of the assessment paper must not be used, and the paper must not be photocopied.

Please follow the instructions on the 'return bag' and before posting check to ensure:

- the IC has been completed correctly
- all candidates' completed assessment papers are enclosed, and have the correct barcode
- no blank assessment papers are enclosed (any unused papers must be destroyed – otherwise these candidates' results will be recorded as 'fail' rather than 'absent')
- no other work from candidates that were not included on the booking is enclosed.

Please note all completed assessments and paperwork from a particular assessment booking **must be returned in the same bag**. Any papers returned in separate batches will have to be processed manually and will take considerably longer than the 20 working days turnaround period. They may also be subject to late entry fees.

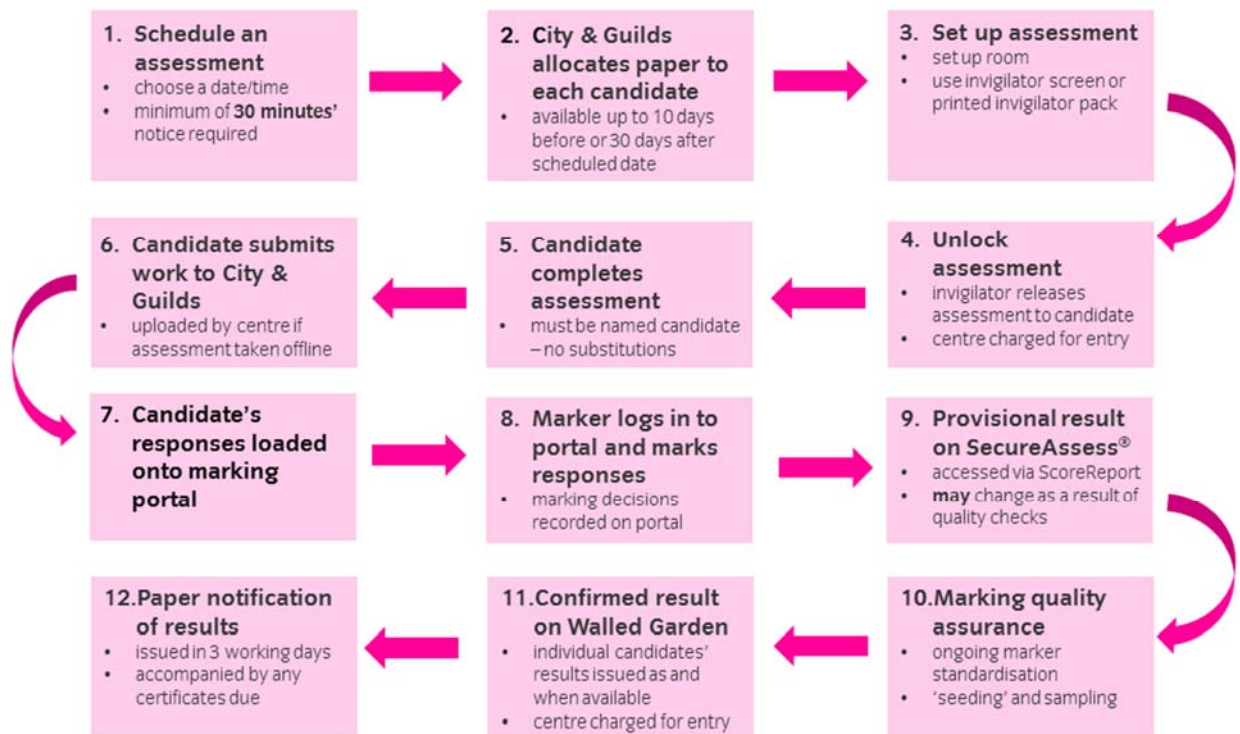
All assessment materials should be returned via secure post. It is the centre's responsibility to ensure secure delivery, as City & Guilds are unable account for any bags that go missing before the scanning house have received them.

Any spare copies of the assessment paper must be **securely destroyed** and on no account may they be retained for use as practice material or as a teaching/learning resource.

Marking and results processing – what happens?

The 20 working day period for issuing results begins when City & Guilds **receives** the IC and assessment papers for **all** of the candidates that were present.

e-volve on-screen assessments – how does it work, and what is required?



E-volve is the e-assessment platform used for City & Guilds on-screen tests. Results are issued within 20 working days from when they are uploaded after completion.

Marking and results processing – what happens?

The marking process begins as soon as the completed test is uploaded to City & Guilds. It can take up to 20 working days before the confirmed result is available on the Walled Garden.

Access arrangements and Reasonable Adjustments

The Functional Skills qualifications are designed to measure candidates' ability to work independently and problem-solve. It is therefore crucial that learners undergo a rigorous process of initial assessment to ensure they are personally capable of meeting the required standard for any Functional Skills qualifications they work towards.

The qualifications' assessments are designed to be inclusive and reflect common variations in learners' normal methods of working, although some candidates may still require specific Access Arrangements and Reasonable Adjustments to allow for a candidate's particular method of working. The Inclusion statements for each functional skill (see relevant *Subject Specifications and Tutor/Assessor Guide* document) describe the range of potentially acceptable adjustments that might be considered without compromising the purpose of these qualifications.

General guidance on the process for applying for formal adjustments/modifications can be found in the **Access Arrangements and Reasonable Adjustments** pages on City & Guilds' website. It is important to note that not all of the formal adjustments/modifications

mentioned are relevant to Functional Skills (eg for Functional Skills all candidates can use a word processor). The arrangements for applying for most arrangements, including extra time, readers and scribes, are the same.

Modified assessment materials

The following formats may be ordered directly (as Named on Demand assessments) using the following entry codes:

Format	Product code to use	Notes
Braille	3748- 4 xx (eg 3748- 410 for FS English Reading at Level 1, 3748- 420 for FS Mathematics at Level 2...)	These will be in contracted (Grade 2) Standard English Braille (SEB).
Enlarged print	3748- 5 xx (eg 3748- 510 for FS English Reading at Level 1, 3748- 520 for FS Mathematics at Level 2...)	Text for these assessments will be 24 point on A4-sized paper.

Whilst assessments ordered via this route are available on-demand, please be aware that on-screen marking is not feasible for these assessments so results may take up to 32 working days rather than the standard 20 working days.

Use of accessibility tools

Where candidates' normal way of working involves the use of assistive software such as computer readers or voice activated software, centres should contact our Access Arrangements team to arrange for the assessment to be provided in a compatible format. They can be contacted at policy@cityandguilds.com or 020 7294 2772.

Access Arrangements within the e-volve system

When scheduling assessments on e-volve, it is possible to arrange time extensions where candidates are entitled to additional time. Any instances where candidates require more than 25% extra time must be approved in advance by City & Guilds. Please see the **Access Arrangements and Reasonable Adjustments** pages of the website for details of how to do this.

Candidates can change the background colour, although this will not change the colour/text of any source documents (eg for FS English Reading). One possible way around this is to use a screen overlay. For details on how to use a magnifier and other information on Secure Assess, please see <http://www.cityandguilds.com/e-volve>

Accessing candidate performance feedback

For both Named on Demand and e-volve, it is possible to access performance feedback for individual candidates. The table below summarises how feedback can be accessed for each delivery route:

Assessment component	Feedback format	How accessed?
FS English Reading (Named on Demand)	Performance codes on Notification of Candidate Results	Hard copy sent with confirmation of results if the candidate has been unsuccessful
FS English Writing (Named on Demand)		
FS Mathematics (Named on Demand)		
FS ICT (Named on Demand)		
FS English Reading (e-volve)	Score Report	From SecureAssess via Results Window (after no more than 20 working days). Based on provisional mark data prior to final quality checks
FS English Writing (e-volve)		
FS Mathematics (e-volve)		
FS ICT (e-volve)		

Performance feedback – Named on Demand

Where candidates have **not** achieved a pass grade in their assessment, a Notification of Results (NCR) statement is issued confirming the grade, and including a series of Performance Codes identifying relative performance ('good', 'partial' or 'poor') in each of the main aspects of the assessment.

Accessing performance feedback – e-volve

For all e-volve assessments, a score report is generated on SecureAssess. For Functional Skills the score report is populated once the marker has entered a **provisional** mark.

Assuming each section of the assessment has been attempted, the score report indicates the proportion of available marks (expressed as a percentage) that were allocated to each main skill standard or task.

Because the score report is generated from a provisional mark (prior to any quality checks) rather than the final confirmed mark (issued via the Walled Garden), there will sometimes be a discrepancy between the two (occasionally enough to affect candidates' overall grade). Nevertheless, the provisional mark on which the score report is based will for the most part provide at least an indication of strengths and weaknesses.

Appendix 1 Checklist for invigilators for Functional Skills (named on demand)

This list summarises the essential actions for invigilators.

A Arranging the examination room

- 1 Check that you have the following on display:
 - a clock that all candidates can see clearly
 - a board showing the centre number, and start/finish time of the examination(s).
- 2 Check that you have a seating plan for the examination.
- 3 Check in advance with the exams officer which candidates, if any, have access arrangements or are typing their answers.

B Before the examination

- 1 Check the front of the question paper for the exact requirements for authorised materials.
- 2 Tell candidates that they must now follow the regulations of the examination.
- 3 Ensure that candidates have given you any unauthorised materials, including mobile phones.
- 4 Open the packet(s) of question papers in the examination room.
- 5 Tell the candidates:
 - to fill in the details on the front of the answer booklet or answer sheets and any supplementary sheets
 - to read the instructions on the front of the question paper.
- 6 Remind candidates to write in blue or black ink or ballpoint pen.
- 7 Tell candidates when they may begin and how much time they have.

C During the examination

- 1 Supervise the candidates at all times to prevent cheating and distractions.
- 2 Do not give any information to candidates about any question on the paper or the requirements for answering particular questions.
- 3 Make sure that no question paper is removed from the examination room during the examination.
- 4 Make sure that a member of staff is available to accompany any candidates who need to leave the room temporarily.
- 5 If candidates have finished, they may leave at any time. You must ensure this doesn't disturb other candidates.
- 6 Tell candidates to stop writing/working at the end of the examination.

D After the examination

- 1 Tell candidates to check that they have:
 - filled out the information on the front of the question paper and identified themselves on any supplementary sheets of paper
 - crossed out rough work or unwanted answers
- 2 Collect all scripts and all unused stationery before candidates leave the room.
- 3 Arrange scripts in the order candidates appear on the IC.
- 4 Make sure that scripts are kept in a secure place until they are sent for marking.

E Calculators and dictionaries

- 1 Candidates are allowed to use calculators and dictionaries (including electronic ones).

Appendix 2 Checklist for invigilators for Functional Skills (e-volve)

This list summarises the essential actions for invigilators.

A Arranging the examination room

- 1 Check that you have a seating plan for the examination.
- 2 Check in advance with the exams officer which candidates, if any, have access arrangements.
- 3 Check that sufficient work stations are available, including at least one replacement computer.

B Identifying candidates

- 1 Check that the correct ID and password or keycode is issued to each candidate sitting the test.
- 2 Check to see that the name on the screen matches the name of the candidate.

C Before the examination

- 1 Check requirements for permitted materials with the Exams Officer.
- 2 Tell candidates that they must now follow the regulations for the examination.
- 3 Ensure that candidates have given you any unauthorised materials, including mobile phones.
- 4 Make sure that candidates are familiar with the instructions, procedures and regulations for the test, particularly on how to navigate and respond on-screen.
- 5 Check that candidates know how to request technical assistance.
- 6 Make sure all candidates know how to exit the test when they have finished.
- 7 Check that all candidates have logged on successfully.
- 8 Ensure that technical support is available throughout the on-screen test in relation to malfunctioning of equipment, software or the onscreen test itself.

D During the examination

- 1 Supervise the candidates at all times to prevent cheating and distractions.
- 2 Do not give any information to candidates about any question or the requirements for answering particular questions.
- 3 Make sure that a member of staff is available to accompany any candidates who need to leave the room temporarily.
- 4 Record and report any complaints from candidates relating to system delays or any other IT irregularities.
- 5 Record and report all emergencies and/or technical failures.
- 6 If candidates have finished the examination, they can leave at any time. You must ensure this doesn't disturb other candidates.

E After the examination

- 1 Ensure that each candidate has exited the test correctly.
- 2 Collect any scrap paper

F Calculators and dictionaries

- 1 Candidates are allowed to use calculators and dictionaries (including electronic ones).

Appendix 3 Useful documents

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 Documents Library** at www.cityandguilds.com/delivering-our-qualifications

Supporting Customer Excellence Centre Manual 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval. It also outlines the potential outcomes of centres **not** adhering to these criteria.

JCQ access arrangements and reasonable adjustments provides information and guidance on access arrangements and reasonable adjustments for assessments and qualifications for candidates.

Access arrangements - when and how applications need to be made to City & Guilds provides a short summary of the process for applying for access arrangements or special consideration for candidates.

Managing cases of suspected malpractice in examinations and assessments provides examples of centre and learner malpractice and explains the responsibilities of centre staff, external quality assurers, examiners and City & Guilds staff to report malpractice, actual or suspected.

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

- **Walled Garden:** how to register and certificate candidates online
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Appendix 4 Frequently Asked Questions

Are Functional Skills qualifications available outside England?

The Functional Skills qualifications are only approved for use, and eligible for public funding, in England. However, City & Guilds also offers the following skills qualifications, aligned to public policy expectations in:

- **Northern Ireland:** Essential Skills (3800) – www.cityandguilds.com/essentialskillsni
- **Scotland:** workplace assessed Core Skills units (3658) – www.cityandguilds.com/coreskills
- **Wales:** Essential Skills Wales (3768) – www.cityandguilds.com/esw.

Where can I find the Functional Skills standards?

The qualification specifications can be found in the relevant subject specification and tutor/assessor guide. These are derived from the Functional Skills Criteria published by Ofqual.

Can learners be exempted from having to do Functional Skills, or from having to complete all of the assessment?

Unlike the Key Skills qualifications that preceded Functional Skills, there are no 'proxy exemption' arrangements that allow Functional Skills candidates to claim exemption from part of their assessment. The **only** way a Functional Skills qualification can be achieved is by successfully completing the required Functional Skills assessment.

Whether it's appropriate or necessary for particular learners to work towards Functional Skills qualifications will depend on a number of factors, including the type of learning programme they are following and any relevant qualifications they may already hold.

What is the total cost of a City & Guilds Functional Skills qualification?

Please refer to the document **Functional Skills qualifications - our fees** (on the Functional Skills qualifications webpage).

Where can I find sample/practice Functional Skills assessments?

Please see the individual subject specification and tutor assessor guides for details of the sample assessment materials available.

What guidance is available for learners with learning difficulties, and for those requiring Access Arrangements for their Functional Skills assessments?

The individual subject specification and tutor assessor guides contain inclusion statements, clarifying the range of Reasonable Adjustments that may be permitted without compromising the purpose of these qualifications.

Do we need apply for access arrangements?

Please see pages 29 and 30 or for more information go to the document **Access arrangements - When and how applications need to be made to City & Guilds**, available from our **Centre Documents Library** at www.cityandguilds.com/delivering-our-qualifications

Can candidates be exempted from part of the assessment?

It is technically possible to grant exemption from up to two of the three components of FS English, although this will only ever be considered as a **last resort** once all other Reasonable Adjustments have been explored.

In the case of FS Mathematics and FS ICT, this does **not** apply, since in both cases the whole qualification comprises only one assessment component. See pages 10 and 11 for more information.

Can FS assessments completed with other awarding organisations be used towards a City & Guilds Functional Skills qualification?

It is possible to use individual FS English components that have been completed with other awarding organisations.

There is no mechanism for recognising FS Mathematics or FS ICT assessments from other awarding organisations, as in both cases the whole qualification consists of a single component. See pages 10 and 11 for more information.

What qualifications are needed to teach Functional Skills?

Refer to Section 2 on Centre Requirements.

What qualifications are needed to assess and/or internally quality assure Entry level and FS English Speaking, Listening and Communication?

Refer to Section 2 on Centre Requirements.

What's the difference between 'registration' and 'entry'?

Registration is the process of informing City & Guilds that the learner is a Functional Skills candidate. It is distinct from the process of **entering** candidates for particular externally marked paper assessments or **scheduling** on-screen assessments. There are no registration deadlines for these qualifications, although unregistered learners must not access any live internal assessment material, and cannot be entered/scheduled for any external assessments.

Why do we need to provide candidates' names in advance?

The high volume of Functional Skills candidates, as well as the need to match candidates with other components or qualifications they may be working towards (eg Apprenticeship registration packages), makes it impractical to offer unnamed entries for these assessments.

Our standard candidate amendment policy applies, allowing minor errors to be corrected via the Walled Garden. However if a wholesale name change is required then proof of this must be provided. See **Section 4 - Assessment** for more information.

Do we need to make a separate booking for each group of candidates?

A separate booking must be made for **each** Named on Demand assessment sitting. The booking must include a date and start-time, and it is expected that all of the candidates included in that booking will complete the assessment at the **same time** in the **same location**.

If multiple groups will be sitting the same Functional Skills component at different times/sites (even on the same day) a **separate order** must be placed for each.

Each order is dispatched in a self-contained pack containing the paper that has been chosen specifically for that sitting. There is **no need to open this pack** until immediately before it is used; the accompanying Invigilation Certificate (IC) indicates which order it relates to and the relevant paper version number, so for FS ICT assessments it is possible to determine which set of data files are needed.

Please note it is not possible to add further candidates once the order has been submitted; a personalised barcode is issued for each candidate, and any additional candidates added to the bottom of the IC on the day will delay results for the whole order as well as triggering late entry fees. Results for un-entered candidates may not be processed.

Candidates' names are also required when scheduling on-screen assessments on e-volve, although these assessments can be scheduled the same day that they are taken. See **Section 4 - Assessment** for more information.

What equipment can candidates have access to during their assessment?

Refer to Section 4, Assessment.

Do the assessments have to be completed in one sitting, or can they be split?

All of the externally assessed Level 1 and Level 2 assessments **must** be completed in one sitting.

For Entry level the assessment can usually be completed over consecutive sessions (with materials collected in and stored securely between sessions). The assessment pack for each assessment provides further details.

Is there any additional reading time for the assessments?

No, time for reading is built into the time allowance for each assessment.

Do centres need internal verifiers for Functional Skills?

Internal Quality Assurers (IQAs, formerly known as internal verifiers) are required for the Functional Skills components that are assessed internally, ie:

- FS English Speaking, Listening and Communication at Levels 1 and 2
- All FS assessments at Entry level.

These assessments are subject to External Quality Assurance (formerly known as external verification) monitoring by City & Guilds. A specialist External Quality Assurer (EQA, previously known as external verifier) is therefore allocated to all City & Guilds Functional Skills centres.

Does the IQA have to look at all assessments or can they just sample them?

The internally assessed components of Functional Skills are subject to City & Guilds' normal process of Internal/External Quality Assurance. We would expect sampling to follow the principles of CAMERA – see the City & Guilds Centre Manual (available from our **Centre Documents Library**) for further details.

How long do results take for the externally-marked components?

All 'human marked' assessment components currently take a maximum of 20 working days from receipt (for paper based/delivered) or completion/upload (for e-volve assessments).

Can we keep copies of the paper?

Since these are on-demand assessments, all papers remain 'live' even after they have been taken. Any spare copies of the assessment paper must be **securely destroyed** and on no account may they be retained for use as practice material or as a teaching/learning resource. Teachers/tutors may have a **brief** look at the assessment paper after it has been taken, although this must be on a strictly controlled basis without any copies being retained.

A range sample assessment papers (with mark schemes and an indicative pass mark) are available separately on the **Functional Skills qualifications webpage** to help candidates prepare for their live assessments.

Can the tutor act as the invigilator?

Refer to **Choosing an invigilator** on page 23.

Can we take question papers out of secure storage more than an hour before the start time?

Refer to **Receipt and storage of assessment materials** on page 26.

What are the system requirements for on-screen Functional Skills assessments?

Please refer to the standard e-volve minimum technical requirements, available at www.cityandguilds.com/e-volve.

Are there any resources to help candidates prepare for the on-screen Functional Skills assessments?

Yes – please see relevant subject specification and tutor/assessor guide.

Is it possible to print out any of the on-screen assessment, eg so information can be read on paper rather than from the screen?

No – for security reasons the e-volve system locks down all printing functions.

Can we download an on-screen assessment onto a laptop – eg so it can be taken to the candidate's workplace?

Yes – see **e-volve familiarisation guidance** for further information, www.cityandguilds.com/e-volve

What happens if candidates do not turn up for a scheduled on-screen assessment?

The candidate can take it another day instead. See the e-volve familiarisation guidance for the details.

What if there is a power failure during the on-screen assessment?

The assessment can be re-started from where candidates left off. All of their previous responses are stored in the system.

What feedback do candidates receive for the on-screen (other than pass/fail)? How do I find it?

As explained in **Accessing performance feedback – e-volve**, on page 31, a score report is generated via the e-volve system during the marking process.

Why are the results shown in the on-screen score reports sometimes different from candidates' actual result issued via the Walled Garden?

The marks displayed on SecureAssess are based on the examiner's provisional mark. All marking decisions are subject to a rigorous quality assurance process, which can lead to the mark being adjusted slightly before the confirmed result is issued via the Walled Garden.

Whilst any quality assurance adjustments to marks are invariably minor, they can in a few cases be enough to affect the candidate's overall grade. It's therefore important that any candidate performance information obtained from SecureAssess is treated only as indicative. It can nevertheless provide an outline of candidates' relative strengths and weaknesses across each skill standard within the Functional Skills Criteria.

Can we have sight of any on-screen assessments?

No – these are secure assessments and are only visible to candidates whilst being completed. No record of the assessment content (or candidates' responses) is retained locally once it has been uploaded to City & Guilds. There are sample on-screen assessments available on the **Functional Skills qualifications webpage**, to help candidates prepare for the way these assessments are presented through the e-volve system. These should be used in conjunction with the range of paper (PDF) sample assessments, mark schemes and indicative pass marks.

What can we do if the fire alarm rings during an on-screen assessment?

In exceptional circumstances (eg a fire alarm) it is possible to pause an assessment using the Invigilator screen – resuming it afterwards.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	Please contact your local office: http://www.cityandguilds.com/about-us/international
UK Centres Registrations, Exam entries (Dated/On-Demand/e-volve Scheduling), Invoices, Missing or late exam materials, Results entries, Certification, Publications.	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
International centres Results, Entries, Enrolments, Invoices, Missing or late exam materials	Please contact your local office: http://www.cityandguilds.com/about-us/international
Walled Garden New account enquiries or amendment of existing account details, password resets and on-line technical problems.	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: online@cityandguilds.com
General e-assessment support enquiries	T : +44 (0)844 543 0000 E : evolvesupport@cityandguilds.com
SmartScreen General SmartScreen queries	T: +44 (0)844 543 0000 E: subscribe@Smartscreen.co.uk
Employers Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	If you are an employer, please contact City & Guilds Kineo: www.kineo.com/contact-us E: business@cityandguilds.com
Feedback and complaints	E: feedbackandcomplaints@cityandguilds.com
TechBac mentoring enquiries	E: mentoring@cityandguilds.com

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practise (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: the Functional Skills Qualification and Subject Criteria (on which these qualifications are based) are published by the Office of Qualifications and Examinations Regulation (Ofqual). Crown Copyright applies.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds

1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

WW-00-3748