

Functional Skills

Mathematics

Entry Levels 1-3



Specification

Functional Skills qualifications
First registration September 2019

Edexcel, BTEC and LCCI qualifications

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1 Introducing Pearson Edexcel Functional Skills qualifications

What are Functional Skills qualifications?

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the government's accountability systems.

Functional Skills qualifications are based on Department for Education (DfE) approved subject content and are regulated by Ofqual.

Learners will work towards their qualification in a number of settings, including but not limited to:

- schools and sixth-form colleges
- Pupil Referral Units
- further education providers
- private colleges
- private skills providers
- offender learning establishments
- higher education establishments.

Sizes of Functional Skills qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that learners need to complete to show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with users of the qualifications.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 1
Qualification Number (QN)	603/4269/9
Regulation start date	19/03/2019
Operational start date	01/09/2019
Approved age ranges	Pre-16 16–18 19+
Total Qualification Time (TQT)	58 hours.
Guided Learning Hours (GLH)	55 hours.
Assessment	Externally set, on-demand assessment, internally marked and externally verified.
Grading information	The qualification is graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see <i>Section 8 Access and recruitment</i> for more information).
Funding	Qualification eligibility for 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub. 16–19-year-olds on study programmes, all-age apprentices and 19+-year-olds who have not previously attained a GCSE Grade A* to C or Grade 4 in English and mathematics, can all be fully funded to take Functional Skills qualifications.

Qualification title	Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 2
Qualification Number (QN)	603/4265/1
Regulation start date	19/03/2019
Operational start date	01/09/2019
Approved age ranges	Pre-16 16–18 19+
Total Qualification Time (TQT)	58 hours.
Guided Learning Hours (GLH)	55 hours.
Assessment	Externally set, on-demand assessment, internally marked and externally verified.
Grading information	The qualification is graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see <i>Section 8 Access and recruitment</i> for more information).
Funding	Qualification eligibility for 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub. 16–19-year-olds on study programmes, all-age apprentices and 19+-year-olds who have not previously attained a GCSE Grade A* to C or Grade 4 in English and mathematics, can all be fully funded to take Functional Skills qualifications.

Qualification title	Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 3
Qualification Number (QN)	603/4266/3
Regulation start date	19/03/2019
Operational start date	01/09/2019
Approved age ranges	Pre-16 16–18 19+
Total Qualification Time (TQT)	58 hours.
Guided Learning Hours (GLH)	55 hours.
Assessment	Externally set, on-demand assessment, internally marked and externally verified.
Grading information	The qualification is graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see Section 8 Access and recruitment for more information).
Funding	Qualification eligibility for 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub. 16–19-year-olds on study programmes, all-age apprentices and 19+-year-olds who have not previously attained a GCSE Grade A* to C or Grade 4 in English and mathematics, can all be fully funded to take Functional Skills qualifications.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner’s final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com.

3 Qualification purpose

Qualifications purpose

The Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry Levels 1 to 3 is for learners to develop understanding and skills in mathematics.

The qualifications give learners the opportunity to:

- demonstrate a sound grasp of the underpinning skills and basics of mathematical problem-solving skills appropriate to the level, and the ability to apply mathematical thinking to solve problems in familiar situations
- achieve the skills for further study at Levels 1 and 2
- achieve a foundation for progression into employment.

Qualifications aims and outcomes

The Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry Levels 1 to 3 should:

- enable learners to become confident in their use of fundamental mathematical knowledge and skills
- indicate that learners can demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or to carry out simple tasks.

Relationship with previous qualifications

The final registration date for legacy Functional Skills qualifications is 31 August 2019, with a final certification date of 31 August 2020. All registrations from 1 September 2019 must be made for the new 2019 qualifications. No late registrations will be permitted. To ensure that sufficient teaching and learning has taken place, centres must consider the needs of their learners when deciding when to make registrations and entries for the assessments.

Legacy qualifications	2019 qualifications
Pearson Edexcel Functional Skills Qualification in Mathematics at Entry 1 QN 500/9172/4	Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 1 QN 603/4269/9
Pearson Edexcel Functional Skills Qualification in Mathematics at Entry 2 QN 500/9196/7	Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 2 QN 603/4265/1
Pearson Edexcel Functional Skills Qualification in Mathematics at Entry 3 QN 500/9295/9	Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 3 QN 603/4266/3

Progression opportunities

Learners who achieve Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry Levels 1- to 3 can progress through the levels (from Entry Level 1 to Entry Level 2, and Entry Level 2 to Entry Level 3), and to Functional Skills Qualifications in Mathematics at Levels 1 and 2 or further mathematical study, such as GCSE.

Alternatively, learners can progress to employment or to further technical education.

4 Qualification structures

Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 1

Learners will need to meet the requirements outlined in the tables below before the qualification can be awarded.

The Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 1 consists of one externally-set, internally-marked and externally verified assessment. It is available as a paper-based, on-demand assessment.

Each assessment comprises two sections – a non-calculator section (calculator prohibited) and a calculator section (calculator permitted).

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	20 minutes	5 marks	25%
Section B: Calculator	60 minutes	15 marks	75%
Content areas			
Using numbers and the number system – whole numbers			
Using common measures, shape and space			
Handling information and data			

Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 2

Learners will need to meet the requirements outlined in the tables below before the qualification can be awarded.

The Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 2 consists of one externally-set, internally-marked and externally verified assessment. It is available as a paper-based, on-demand assessment.

Each assessment comprises two sections – a non-calculator section (calculator prohibited) and a calculator section (calculator permitted).

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	25 minutes	7 marks	25%
Section B: Calculator	65 minutes	21 marks	75%
Content areas			
Using numbers and the number system – whole numbers, fractions and decimals			
Using common measures, shape and space			
Handling information and data			

Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 3

Learners will need to meet the requirements outlined in the tables below before the qualification can be awarded.

The Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 3 consists of one externally-set, internally-marked and externally verified assessment. It is available as a paper-based, on-demand assessment.

Each assessment comprises two sections – a non-calculator section (calculator prohibited) and a calculator section (calculator permitted).

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	25 minutes	9 marks	25%
Section B: Calculator	75 minutes	27 marks	75%
Content areas			
Using numbers and the number system – whole numbers, fractions and decimals			
Using common measures, shape and space			
Handling information and data			

5 Subject content

Qualification format

Each qualification has the following information.

Qualification title

This is the formal title of the qualification, it will appear on the learner's certificate.

Level

All qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Subject content

The subject content sets out what a learner will know, understand or be able to do as the result of a process of learning.

Qualification title: Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 1

Learners at Entry Level 1 are expected to become confident in their use of fundamental mathematical knowledge and skills, as described through the following content areas, and demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks.

1. Content area: Using numbers and the number system – whole numbers

Content	
E1.1	Read, write, order and compare numbers up to 20
E1.2	Use whole numbers to count up to 20 items, including zero
E1.3	Add numbers which total up to 20, and subtract numbers from numbers up to 20
E1.4	Recognise and interpret the symbols +, – and = appropriately

2. Content area: Using common measures, shape and space

Content	
E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
E1.6	Read 12-hour digital and analogue clocks in hours
E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.8	Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
E1.9	Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle
E1.10	Use everyday positional vocabulary to describe position and direction, including left, right, in front, behind, under and above

3. Content area: Handling information and data

Content	
E1.11	Read numerical information from lists
E1.12	Sort and classify objects using a single criterion
E1.13	Read and draw simple charts and diagrams, including a tally chart, block diagram/graph

Solving mathematical problems and decision making

Entry Level 1 learners are expected to be able to use the knowledge and skills listed above to recognise a simple mathematical problem and obtain a solution. A simple mathematical problem is one which requires working through one step or process.

At Entry Level 1, it is expected that learners will be able to address individual problems, each of which draws on knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data).

Assessment weighting

Learners at Entry Level 1 are required to demonstrate their understanding of underpinning skills, and their ability to apply mathematical thinking to solve problems in familiar contexts, as set out below.

Problem solving and underpinning skills		Assessment weighting
Problem solving	Entry Level 1 learners are expected to be able to: <ol style="list-style-type: none">1. use given mathematical information and recognise and use simple mathematical terms appropriate to Entry Level 12. use the methods given in the content areas above to produce, check and present results that make sense; and3. provide a simple explanation for those results.	75%
Underpinning skills	The ability to do mathematics when not part of a problem.	25%

Qualification title: Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 2

Learners at Entry Level 2 are expected to become confident in their use of fundamental mathematical knowledge and skills, as described through the following content areas, and demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks.

1. Content area: Using numbers and the number system – whole numbers, fractions and decimals

Content	
E2.1	Count reliably up to 100 items
E2.2	Read, write, order and compare numbers up to 200
E2.3	Recognise and sequence odd and even numbers up to 100
E2.4	Recognise and interpret the symbols +, −, ×, ÷ and = appropriately
E2.5	Add and subtract two-digit numbers
E2.6	Multiply whole numbers in the range 0×0 to 12×12 (times tables)
E2.7	Know the number of hours in a day and weeks in a year; be able to name and sequence
E2.8	Divide two-digit whole numbers by single-digit whole numbers and express remainders
E2.9	Approximate by rounding to the nearest 10, and use this rounded answer to check results
E2.10	Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes
E2.11	Read, write and use decimals to one decimal place

2. Content area: Using common measures, shape and space

Content	
E2.12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
E2.13	Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
E2.14	Use metric measures of length, including millimetres, centimetres, metres and kilometres
E2.15	Use measures of weight, including grams and kilograms
E2.16	Use measures of capacity, including millilitres and litres
E2.17	Read and compare positive temperatures
E2.18	Read and use simple scales to the nearest labelled division
E2.19	Recognise and name 2-D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres
E2.20	Describe the properties of common 2-D and 3-D shapes, including numbers of sides, corners, edges, faces, angles and base
E2.21	Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards

3. Content area: Handling information and data

Content	
E2.22	Extract information from lists, tables, diagrams and bar charts
E2.23	Make numerical comparisons from bar charts
E2.24	Sort and classify objects using two criteria
E2.25	Take information from one format and represent the information in another format, including use of bar charts

Solving mathematical problems and decision making

Entry Level 2 learners are expected to be able to use the knowledge and skills listed above to recognise a simple problem and obtain a solution. A simple problem is one which requires working through one step or process.

At Entry Level 2, it is expected that learners will be able to address individual problems, each of which draws on knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data).

Assessment weighting

Learners at Entry Level 2 are required to demonstrate their understanding of underpinning skills, and their ability to apply mathematical thinking to solve problems in familiar contexts, as set out below.

Problem solving and underpinning skills		Assessment weighting
Problem solving	Entry Level 2 learners are expected to be able to: <ol style="list-style-type: none">1. use given mathematical information, including numbers, symbols, simple diagrams and charts2. recognise, understand and use simple mathematical terms appropriate to Entry Level 23. use the methods given in the content areas above to produce, check and present results that make sense; and4. present appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to Entry Level 2.	75%
Underpinning skills	The ability to do mathematics when not part of a problem.	25%

Qualification title: Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 3

Learners at Entry Level 3 are expected to become confident in their use of fundamental mathematical knowledge and skills, as described through the following content areas, and demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks.

1. Content area: Using numbers and the number system – whole numbers, fractions and decimals

Content	
E3.1	Count, read, write, order and compare numbers up to 1000
E3.2	Add and subtract using three-digit whole numbers
E3.3	Divide three-digit whole numbers by single- and double-digit whole numbers and express remainders
E3.4	Multiply two-digit whole numbers by single- and double-digit whole numbers
E3.5	Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results
E3.6	Recognise and continue linear sequences of numbers up to 100
E3.7	Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms
E3.8	Read, write and use decimals up to two decimal places
E3.9	Recognise and continue sequences that involve decimals

2. Content area: Using common measures, shape and space

Content	
E3.10	Calculate with money using decimal notation and express money correctly in writing in pounds and pence
E3.11	Round amounts of money to the nearest £1 or 10p
E3.12	Read, measure and record time using am and pm
E3.13	Read time from analogue and 24-hour digital clocks in hours and minutes
E3.14	Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
E3.15	Compare metric measures of length, including millimetres, centimetres, metres and kilometres
E3.16	Compare measures of weight, including grams and kilograms
E3.17	Compare measures of capacity, including millilitres and litres
E3.18	Use a suitable instrument to measure mass and length
E3.19	Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in rectangles and triangles
E3.20	Use appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns

3. Content area: Handling information and data

Content	
E3.21	Extract information from lists, tables, diagrams and charts and create frequency tables
E3.22	Interpret information, to make comparisons and record changes, from different formats, including bar charts and simple line graphs
E3.23	Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts

Solving mathematical problems and decision making

Entry Level 3 learners are expected to be able to use the knowledge and skills listed above to recognise a simple problem and obtain a solution. A simple problem is one which requires working through one step or process.

At Entry Level 3, it is expected that learners will be able to address individual problems, each of which draws on knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data).

Assessment weighting

Learners at Entry Level 3 are required to demonstrate their understanding of underpinning skills, and their ability to apply mathematical thinking to solve problems in familiar contexts, as set out below.

Problem solving and underpinning skills		Assessment weighting
Problem solving	Entry Level 3 learners are expected to be able to: <ol style="list-style-type: none">1. use given mathematical information, including numbers, symbols, simple diagrams and charts2. recognise, understand and use simple mathematical terms appropriate to Entry Level 33. use the methods given in the content areas above to produce, check and present results that make sense to an appropriate level of accuracy; and4. present results with appropriate and reasoned explanation using numbers, measures, simple diagrams, charts and symbols appropriate to Entry Level 3.	75%
Underpinning skills	The ability to do mathematics when not part of a problem.	25%

6 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the subject specialists delivering and assessing the qualifications. Centres must contact vocationalqualitystandards@pearson.com for advice on collaborative delivery.

There are various approaches to delivering a successful Functional Skills qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- giving potential learners initial advice and guidance
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process
- keeping in regular contact with learners to keep them engaged and motivated, and ensuring that there are open lines of communication between learners, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of learners through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources
- drawing up an assessment plan that aligns the content with the learning process and the acquisition of knowledge and skills, and which indicates how and when the qualification will be assessed
- if taken as part of an Apprenticeship, discussing and agreeing with learners and employers suitable times and dates where assessment will take place.

7 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements given below are in place before offering the qualifications.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications, for example IT, learning materials, teaching rooms, calculators. See *Section 9 Assessment* for further information on calculator requirements.
- There must be systems in place to ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work, and the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *Functional Skills Quality Assurance Handbook* (updated annually).
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 8 Access and recruitment*. For full details on the Equality Act 2010, please visit www.legislation.gov.uk.
- All documents are available on our website: qualifications.pearson.com.

8 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification so that they can be sure that it meets their needs.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality and diversity policy* document (available on our website) requires all learners to have equal opportunity to access our qualifications and assessments, and ensures that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres are able to make adjustments to assessments to take account of the needs of the individual learners in line with the guidance given on our website.

9 Assessment

Learners must achieve the assessment requirements stated in *Section 4 Qualification Structures* to achieve a Pass.

Sample assessment materials are available on our website.

Language of assessment

Assessments for these qualifications are in English only.

A learner taking these qualifications may be assessed in British language where it is permitted for the purpose of reasonable adjustment.

Access to augmentative speech equipment is permissible where it reflects the learner's normal way of working.

Further information on the use of language in qualifications is available in our document *Use of languages in qualifications policy*, available on our website.

Mathematics assessment

Pearson will set three assessments at each Entry Level. Learners complete one assessment at the level they are studying.

When will the assessments be available?

The assessments will be made available for centres before the start of the academic year. They will be available for one academic year and will be available for secure download from our website.

When should the assessment be made available to learners?

Learners are permitted access to the assessment only at the point of it being administered.

Adaptation

The assessments are designed to enable adaptation to meet local needs. Therefore, centres are permitted to adapt aspects of the assessments in line with Pearson's assessment guidance, which accompanies each assessment. Any proposed adaptations must be agreed in advance with the Pearson Standards Verifier.

Assessment conditions

The completion of an assessment must be under supervised conditions. During the assessment, learners must be in direct sight of the supervisor at all times. Input from the supervisor such as clarification of requirements or reading the questions, is acceptable. However, the supervisor must not provide answers to the assessment questions.

Learners must be given a suitably quiet, undisturbed location in which to complete assessments.

The room normally used by learners can be used for assessment. There is no need to remove posters, displays or materials containing information relevant to what is being assessed. However, displays should not provide answers to the assessment questions.

Assessments can be scheduled across a maximum of three sessions. If an assessment is completed in more than one session, it is recommended that the first session be used for assessment of the non-calculator section (Section A) only, and the subsequent session(s) be used for the calculator section (Section B) only. Learners' materials must be collected at the end of each session. If a single section is completed in more than one session, learners' material relating to that section must be stored securely and handed back at the beginning of the next session. The assessment response must be collected and retained securely at the end of the assessment.

Learners with agreed particular requirements in relation to their mode of learning or assessment can have their usual support, unless it compromises the outcome of the assessment. Those providing assistance should refer to the access regulations given on our website.

Learners can have access to:

- notes made during the assessment.

Learners must not have access to:

- a prepared response.

Calculators must be:

- of a size suitable for use on the desk
- either battery or solar powered
- free of lids, cases and covers that include printed instructions or formulas.

Calculators must not:

- be designed or adapted to offer any of these facilities:
 - language translators
 - symbolic algebra manipulation
 - symbolic differentiation or integration
 - communication with other machines or the internet
 - be borrowed from another learner during an examination for any reason*
- have retrievable information stored in them, this includes:
 - databanks
 - dictionaries
 - mathematical formulae
 - text.

*Advice: a supervisor may give a learner a replacement calculator.

Authentication

Learners' work must be authenticated by the centre.

Assessment marking

Tutors/assessors mark the assessment using the mark scheme provided.

Pearson will conduct an annual review of the management of Functional Skills delivery and internal verification of assessment outcomes.

Pearson will sample the assessment outcomes through standards verification (see *Section 11 Quality assurance of centres* for more information on the standards verification process).

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website.

Dealing with malpractice

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or which may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information on what malpractice is and how suspected incidents will be dealt with by the centre. The document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect centres to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct assessments according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation of an incident of suspected malpractice.

Learner malpractice

The Head of Centre is required to report any incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Tutor/centre malpractice

The Head of Centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The Head of Centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/exams-office/malpractice) with supporting documentation to candidatemalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team, using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of Centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

10 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel Functional Skills qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel Functional Skills qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the Head or Principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, it could result in the suspension of certification or withdrawal of approval.

11 Quality assurance of centres

Quality Assurance Handbook

Centres should refer to the Pearson *Functional Skills Quality Assurance Handbook* (updated annually) for detailed guidance.

Centres must make certification claims only when authorised by Pearson and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all Functional Skills at Entry Level programmes. Centres that do not comply with remedial action plans may have their facility to deliver qualifications removed.

Pearson's qualification specifications clearly set out the standard to be achieved by each learner in order to be awarded the qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

Internal verification

Centres are required to have robust processes in place that ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Pearson fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Centres should refer to the Pearson *Functional Skills Quality Assurance Handbook* (updated annually).

External verification

Pearson will sample assessors' decisions using subject-specialist Standards Verifiers. This process will follow the protocol as set out in the Pearson *Functional Skills Quality Assurance Handbook* (updated annually).

The Standards Verifier assigned to the centre will identify, through negotiation with the programme coordinator, the learners' work that will be subject to standards verification.

Centres should refer to the Pearson *Functional Skills Quality Assurance Handbook* (updated annually).

Centre quality review and development

Pearson has a commitment to a strategic, risk-based approach to safeguarding security for the awarding of qualifications where assessment is delegated to centres. Quality assurance arrangements are deliberately focused on the ability of centres to manage the delivery of programmes and effective internal quality assurance, to ensure that assessment is carried out to the appropriate standards.

Each centre will receive periodic visits for the purpose of centre quality review and development.

12 Registration, awarding and reporting

Learner registration

Details of learner registration requirements and the number of assessment opportunities available can be found in our *UK Information Manual*, which is sent to all examinations officers and also available on our website. The manual is regularly updated.

Awarding and reporting

The awarding and certification of this qualification will comply with the requirements of the Office of the Qualifications and Examinations Regulator (Ofqual). The qualification will be awarded as a Pass or Fail. The result for a learner who fails to reach the minimum standard for a Pass to be awarded will be recorded as Fail and will not be certificated.

Qualification results

Learners must pass the assessment to be awarded a qualification Pass.

Resitting

If learners fail a qualification, they may resit the failed assessment.

Learners must take a different version of the assessment to that originally taken.

To allow for additional teaching and learning time, centres should allow at least two weeks between a failed test and a resit.

13 Further information and useful publications

Key publications

- *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)
- *Equality and diversity policy* (Pearson)
- *Functional Skills Quality Assurance Handbook*
- *A guide to recruiting with integrity and enrolling learners onto qualifications* (Pearson)
- *Instructions for the Conduct of Examinations - Functional Skills Entry Level* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Suspected Malpractice in Examinations and Assessments* (Joint Council for Qualifications (JCQ))
- *UK Information Manual* (Pearson)
- *Use of languages in qualifications policy* (Pearson).

All of these publications are available on our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

Further information and publications on the delivery and quality assurance of Functional Skills qualifications are available on our website.

To order publications, please go to the resources page of our website.

14 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is given on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Online support: find the answers to your questions in Knowledgebase, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a tutor, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

15 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

<http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html>

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For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCL qualifications visit qualifications.pearson.com

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