

# **Hampshire Achieves**

## **Functional Skills & Essential Digital Skills**

### **Policy and Procedures**

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## **Functional Skills Policy**

The contents of this policy are an integral part of the HA Quality Assurance Framework.

### **1.0 Introduction**

This document sets out our policy and key procedures in relation to the embedding & delivery of English, maths, and essential digital skills, including Functional Skills qualifications to all young people and adults, including:

- Pathways
- Supported Internships
- Apprenticeships
- Adult and Community Learning
- Multiply (Maths only)

English and maths are core curriculum subjects across all aspects of our regulated provision and embedded within the non-regulated provision.

In some instances, Functional Skills will be delivered as distinct subjects, however the expectation is that all tutors will embed both English and maths in appropriate sessions.

This document also gives guidance on embedding English and maths competencies and recognises that for many learners this contextual learning of English and maths can be highly successful. Hampshire Achieves is committed to the development of learners' English and maths regardless of whether there is a requirement for achieving a qualification.

### **2.0 Scope**

This policy refers to all programmes, supported and/or delivered by Hampshire County Council - Hampshire Achieves, including those funded or subsidised by the Education Skills Funding Agency (ESFA).

### **2.1 Related Policies**

This policy is developed in the context of other related policies, including:

[Teaching, Learning and Assessment - Policy and Procedures 2023-24](#)

[Malpractice and Maladministration - Policy and Procedures 2022-23](#)

[Conflict of Interest - Policy and Procedures 2022-23](#)

[Internal Quality Assurance - Policy and Procedures 2022-23](#)

[Qualification and Exams – Policy and Procedures 2022-23](#)

[Hampshire Achieves SEND - Policy and Procedures 2022-23](#)

[Hampshire Achieves Equality, Diversity, Inclusion Policy 2022-23](#)

### **3.0 Entitlement to Functional Skills**

In terms of entitlement to Functional Skills, the funding authority ESFA have clearly defined conditions of funding and set out their expectations in the respective funding guidance.

Curriculum Managers should review the funding guidance for their programmes before commencement of new programmes to ensure that the

delivery team are aware of, and act on, new funding/guidance in relation to the delivery/funding of Functional Skills.

For Young People's Learning, all learners who do not have a GCSE C / grade 4 or above will complete English and/or maths qualifications in separate timetabled classes. The level of study will be determined by the outcome of an initial diagnostic assessment and previous qualifications. The exceptions to this are a learner with a current Education and Health Care Plan (EHCP), who may work towards a qualification during the programme, however, sitting the assessment is not mandatory.

Apprentices will follow a programme of study required for their respective apprenticeship standard, if required. Apprentices following a Level 2 (L2) Apprenticeship programme who do not currently hold a Level 1 (L1) Functional Skills qualification in English and maths, must study, and achieve a minimum of a L1 in both these subjects. On completion of their L1 qualifications, and if sufficient time remains on the apprenticeship, the apprentice must continue to work towards their L2 qualifications in both maths and English Functional Skills. If a L2 Apprentice has already achieved their L1 Functional Skills qualifications prior to starting their apprenticeship, these apprentices must work towards their L2 Functional skills qualifications and sit their assessments before entering gateway. This must include all 3 elements of the English qualification. However, the apprentice is not required to pass these L2 Functional Skills.

Apprentices studying at L3 or higher need to achieve L2 if they do not have a minimum GCSE C / 4 grade or equivalent in both subjects.

Hampshire Achieves provides a timetable of Functional Skills delivery to those learners/apprentices who require the achievement of Functional Skills qualifications. This is a countywide offer and allows learners the ability to access taught sessions. The taught sessions may be face to face, delivered remotely via Teams, or a blended approach. Additionally, the NCFE Skills Assessment platform provides remote access to a range of materials and resources to support independent learning.

Access to the NCFE Skills Assessment platform will continue to be available for all learners whilst on programme, to extend or refresh their knowledge on a variety of topics up to a grade 9 at GCSE in maths and/or English. Learners wishing to continue their studies formally, beyond what is required for their programme or L2, should discuss the options available to them with their tutor.

#### **4.0 Embedded approach to developing English and maths**

Tutors who deliver adult and community learning, apprenticeships and young people's learning outside formal Functional Skills delivery are required to embed English and maths where relevant opportunities arise.

Hampshire Achieves has developed English and maths embedding codes for consistency across the provision; Hampshire Achieves has provided codes for

each area of English and maths and recommend all tutors record these codes on curriculum plans when opportunities for advancing learners' English and maths skills are identified. It is suggested that all tutors, where possible, record a minimum of one English and one maths code in every session, this is to be supported by how development is to take place within learning.

Further information on embedding English and maths can be found here:

[Course: Embedding English and Maths](#)

## **5.0 Essential Digital Skills**

The digital economy is transforming the way people work, and the skills they need for work. All our learners require basic digital skills, including being able to complete initial assessments, access their e-Portfolio to upload their work and receive feedback, track their progress, communicate via email, or social media, and to search for information, or to protect personal information online.

In April 2019, the Government updated the '[Essential digital skills framework](#)' intended to be used by everyone in the UK involved in supporting adults to improve their essential digital skills.

The framework sets out 5 categories of essential digital skills for life and work:

- communicating
- handling information and content
- transacting
- problem solving
- being safe and legal online

All Hampshire Achieves Pathways, Supported Interns, and Apprentices will complete an online assessment on the NCFE Skills Assessment platform before commencing training; all learners will be supported to improve their Digital Skills up to L1 whilst on programme.

## **6.0 Functional Skills**

The Awarding organisation used for Functional Skills qualifications within Hampshire Achieves is Pearson Edexcel, and learners can be entered for the following qualifications:

- Functional Skills in English and/or Maths at Entry Level 1, 2 and 3
- Functional Skills in English, Maths at Level 1
- Functional Skills in English, Maths at Level 2
- Essential Digital Skills at Entry Level 3 and Level 1

The learner's level of study will be determined by their Functional Skills tutor and is based upon their prior attainment, programme of study and assessment results.

All prior attainment detailed by learners is verified by certificates or using the Learning Records Service (LRS), with the exception of Multiply learners.

Qualifications not listed need to be evidenced by a formal certificate. The Apprenticeship Coordinator will send the evidence of the qualification to the Quality Coordinator who will check with the EPAO its suitability. Apprentices with non-British qualifications should apply to the UK National Information Centre for global qualifications and skills (ENIC) for a comparison to be made with their qualification against the British equivalent and provide the written result from ENIC.

## **7.0 Initial assessments, diagnostics, and tracking progress**

Prior to beginning any programme of study, all learners requiring a Functional Skills Qualification will be assessed to ascertain their existing English and maths levels. NCFE Skills Assessment platform is the online platform used for implementing all initial and diagnostic assessments in English, maths, and Essential Digital Skills.

The Functional Skills tutors will evaluate the results from these assessments and decide upon the level at which the learner should study. This decision will be based upon the level of their main qualification (if taking one) and duration of course, along with any learning disabilities. Targets for English and maths, and Essential Digital Skills will be agreed upon through discussions with the learner, recorded, and reviewed regularly.

Apprentice learner progress is tracked using both the Functional Skills tracking spreadsheets and online platform OneFile and learners will be entered for formative assessments when all elements of the learning aim (Ofqual criteria) have been completed and the necessary mark obtained in a sample paper/s. All learners are tracked using the Functional Skills tracking spreadsheets. The duration of the programme will be dependent upon initial level of ability and final level required. There are recommended guided learning hours for each qualification.

Where an apprentice is not required to undertake English and/or maths because of prior achievement, which has been confirmed by reviewing the individual's personal learning record via the Learner Records Service, or through receipt of copies of the accepted qualification (according to the satisfactory equivalences on the government website), records will be maintained by the Programme Lead and the learning aim recorded as achieved on OneFile.

Apprentices with special educational needs, can gain exemption from English and maths at L1/L2 and instead meet the minimum requirements at Entry level 3 Functional Skills in English and/or mathematics. This will be considered on an individual basis, but all learners must be in receipt of a current EHC plan or equivalent.

## **8.0 Reasonable Adjustments**

If a learner is identified as requiring reasonable adjustments these adjustments should be applied for as soon as possible after registration on the qualification (For external assessments only). The Tutor will liaise with the Manager (Learner & Learning Support) or those with SENCO responsibility to

gain approval regarding reasonable adjustments for all FS learners (cc relevant Maths/English Lead). The Exams office will complete an Awarding Organisation Access Arrangement Online (PAAO) via Pearson, where required. The reasonable adjustment requested will require formal supporting evidence and/or evidence of the learner's normal way of working (Appendix 5a). The request will subsequently be approved by the Awarding Organisation. The Reasonable Adjustment and Supporting Evidence form (Appendix 5) will be maintained in the Functional Skills SharePoint folder.

Some reasonable adjustments that do not require prior approval from Pearson are centre delegated, (i.e.. Prompter, or use of a laptop) but the **adjustment must reflect the learner's normal way of working**. The Normal Way of Working (Appendix 5a) will need to be completed and signed by the SENCO Officer prior to any assessment being taken.

### **Use of a word processor**

Learners that use a word processor as their normal way of working can use a word processor during assessments. No prior approval is needed for the use of a word processor however a signed statement detailing that this is the learner's normal way of working should be provided by the SENCO Officer. Please note that learners are not able to use their own personal device and will be provided with an HA approved laptop for exams.

### **Prompter, scribe, and reader**

A prompter is not a reader, scribe, or practical assistant but the same person may act as a prompter where a learner has these arrangements approved. The prompter must not be the learner's own subject Teacher, relative, friend or peer. No prior approval is needed for the use of a prompter however a signed statement detailing that this is the learner's normal way of working should be provided by the SENCO Officer.

A scribe is an assigned person in addition to the invigilator who will carry out the task of writing on behalf of a learner who has been approved the use of a scribe, the scribe must only write what the learner says. Prior approval is needed for the use of a scribe however a signed statement detailing that this is the learner's normal way of working should be provided by the SENCO Officer. In addition, a scribe front sheet should be completed (Appendix 4).

A reader is assigned to read out the information, instructions, questions to a learner who has been approved the use of a reader, the reader must not explain questions, must only read the instructions or information without explanations or answers.

Please refer to the [Reasonable adjustment Pearson qualifications and Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#) for adjustments that can be made and the evidence required to support them.

## **9.0 Registering learners for Functional Skills and booking assessment**

1. Once learner enrolment forms have been received by the Development Manager (Funding & Information), (DMFI) an upload file will be created with all learner details including the name and level of qualification to be registered and sent to the Exams Office via the Functional Skills Team's channel for registering on the Pearson portal.
2. The (DMFI) will add all new learners to the relevant Functional Skills Spreadsheet either for Adults or for Young Peoples learning.
3. The English and Maths Leads will meet their tutors once a month to go through the learners' progress. The Leads will agree which learner should be put forward for an exam, and in which exam window. The upload file is then sent to the Development Officer (Teaching and Learning) DO and Tutor, cc the relevant English and Maths Leads.
4. The DO will register the learner on the Pearson portal and record the learner registration number on the relevant Functional Skills spreadsheet.
5. The DO will send confirmation of registration to the Tutor and IQA.
6. The Tutor will provide the required evidence of an individual learner's reasonable adjustment and complete the reasonable adjustments form (Appendix 5) and request authorisation from the (SENCO Officer) once the reasonable adjustments have been approved the Tutor must send the RA form to the exam's office. The exams office will apply for any RA through the Awarding Organisations website, and this will be saved to the functional skills SharePoint folder.
7. The IQA will request the claim form from the DO at the time of completion of the qualification.

For booking Functional Skills assessments including Internal Controlled Assessments the Tutor will complete the booking and invigilation form (appendix 6) within the chosen exam window and forward to the Exams office for assessments to be booked with the Awarding organisation.

## **10.0 Withdrawal of registered learners**

Where a learner no longer continues with their learning on a functional skills programme, the English and Maths Leads for the specific programme the learner is registered to, will complete a change form giving the information of the learner to withdraw and share this form with the exams team and the (DMFI).

On receipt of the change form the exams office will withdraw the learner from the awarding organisations portal and confirm with the relevant members of staff the request has been completed.

## **11.0 Conflict of Interest**

HA conflict of interest processes have been designed to protect the integrity of awarding organisations assessments undertaken at our centre, and we want to make sure they remain fair, we also want to make sure individuals at our



centre are protected where there is potential, or a perception, that they could be influenced by any personal interests.

All staff involved with any aspect of functional skills assessments are required to familiarise themselves with the Conflict-of-Interest Policy and procedures prior to any involvement in assessments.

## **12.0 Functional skills assessment windows (external assessments)**

The delivery of functional skills assessments will be carried out within set assessment windows during the academic year across all programmes, to enable curriculum teams, support staff and learners to plan ahead.

Exam windows will be published annually in September and populated on the Exams Office Outlook calendar. These weeks will be agreed by the maths and English Leads and the Exams Office.

The agreed assessment windows for 2023/24 are: [Exam Windows 23-24](#)

We will not, as standard, be offering Ad Hoc or Online on demand exams, exceptional entries of this nature will need approval from the Programme Managers and Exams Office.

## **13.0 Completing Controlled and External Assessments**

Centre carries out all assessments as per the awarding organisations regulations:

- JCQ Joint Council for Qualifications [Instructions for conducting examinations](#)
- [Functional Skills Instructions for Conducting Exams \(ICE\) Handbook \(pearson.com\)](#)
- [Functional-skills-levels-1-and-2 Instructions for Conducting Exams 2023 - 2024](#)

### **13.1 Functional Skills Controlled Assessments**

It is a requirement by Pearson that centres identify a Lead Internal Verifier / Lead Internal Quality Assurer who completes an (OSCA) training requirement and thereafter confirms at the beginning of the academic year that they are still the approved Lead IQA. After 3 years the Lead IQA must complete the full OSCA training requested by the awarding organisation. This training is designed to ensure that all centres are standardised to the same level and all Lead Internal Verifiers / Lead Internal Quality Assurers, Assessors and Internal Verifiers understand how to assess Speaking, Listening & Communication and verify assessment decisions applying the national standards.

The Curriculum/Development Managers and Functional Skills Leads including the Lead IQA for (OSCA) must support the Exams Office at Hampshire Achieves in ensuring all controlled assessments are conducted in line with the regulations for the conduct of controlled assessments – Functional Skills, as published on the specific website of the Awarding Organisation.

The English and Maths Leads will meet their tutors once a month to go through the learners' progress. The Leads will agree when a learner is ready to sit a controlled assessment. The Lead will request the exams office to book the assessment on the Pearson portal. The Functional skills leads will notify both the exams office and the assigned IQA that the planned dates to carry out controlled assessments have been agreed and share the dates. The Exams Office manage the set numbers of the controlled assessments to use and will record the sets used on the Functional Skills Spreadsheet and checked prior to downloading the next set of controlled assessments, to ensure that the previous sets have not already been used. The Exams office will download and print the materials no more than two weeks prior to the assessment date and ensure the materials are placed in a sealed envelope and placed in secure storage until the day of the assessment.

When Controlled assessments have been completed the evidence and supporting documents must be uploaded to the SharePoint folder Pearson L2 SLC Feb 2023 by the tutor and must alert the IQA and exams office that assessments are ready for quality assuring.

The IQA will carry out the quality assurance of the learners' controlled assessments within 2 weeks of the date that the assessments were completed and will share the relevant quality assurance documents with the tutor and the exams office stating the learners result by email to the exams office and saving all documents to the Adult Functional Skills Teams Tile within the relevant English or Maths Functional Skills channel. For YPL, all documents are saved on the Young Peoples Learning SharePoint site, within the Learner Assessments folder under the relevant section.

The exams team will alert the Standards Verifier that the SLC activity has been completed and ready for approval if DCS is not achieved.

Please note: Staff are reminded that completed learner assessments should, be kept securely, both before and after they have been verified by the Standards Verifier.

External assessments results will also be recorded by the Exams Office DO on the relevant Adult /YPL Functional Skills Tracking Spreadsheet.

Adult FS Tracking Spreadsheet  
YPL FS Tracking Spreadsheet

The Exams Office is responsible for informing the Awarding Organisation if the integrity or security of the controlled assessment materials have been comprised in any way.

All controlled assessments must be carried out in the presence of an invigilator who will ensure the integrity and conduct of the exams meet the Awarding Organisation regulations.

1. The Tutor completes the Assessment Record Sheet

2. The IV / IQA will complete Internal Verification Form and complete the Assessment Record Sheet.
3. The Tutor will refer to the Internal Verification Form for feedback. The IV / IQA will inform the Exams Office copying in the English and Maths Leads on completion of the quality assurance activity if actions are identified, the English and Maths Leads will share the Internal Verification Form feedback to the Tutor.
4. The DO and the Development Co-Ordinator (Quality) (DCQ) will be alerted by the IQA copying in the English and Maths Leads that a qualification is ready to claim.
5. The DO and DCQ will claim the qualification on the portal and will request certification and share the result with the curriculum team and the (DMFI).
6. All controlled assessments (paper-based and video (Pearson) / audio files, learner assessments) must NOT be handed back to learners at any stage.
7. All written controlled assessments will be placed in sealed envelopes, labeled, and stored for a minimum of 3 years in the exams locked filing cabinet as stipulated by the Awarding Organisation and made available for the Standards Verifier at the External Verification Visit. Prior to the SV visit, samples are then scanned and saved to SharePoint.
8. Recordings of speaking and listening will be saved to SharePoint in a secure folder.
9. Tutors will mark controlled assessment papers within 48 hours of an assessment taking place. Tutor can mark controlled assessments on the day at the venue. Invigilator to return completed marked and/or unmarked papers to Winchester same day. Unmarked assessments to be marked in Winchester within 48hours. Marked assessments will be placed in a sealed envelope along with all supporting documents described below and returned by hand to the designated IV / IQA on the same day, or alternatively delivered to EII exams office by hand or recorded delivery. At no point should assessment papers be taken to a staff members home address or left at any other learning venue.
10. The controlled assessments will be moderated by an assigned Internal Verifier/Internal Quality Assurer within a maximum of 2 weeks, and the activity will be carried out at the exam's office at EII South to ensure all assessment papers are continuously secure. The IQA will alert the curriculum team and the Exams staff when the assessments have been quality assured and provide the evidence of the outcome and stored in the secure safe.

### **13.2 Conducting English L1 and L2 Speaking and Listening Controlled Assessment**

For guidance on conduct of Speaking, Listening and Communication (SLC) controlled assessments refer [Functional Skills Instructions for Conducting Exams \(ICE\) Handbook \(pearson.com\)](#) as well as the [Functional Skills Levels](#)

[1 and 2 - Centre Guide to Quality Assurance 2022-23 \(pearson.com\)](#) both of which can be found on the awarding organisations website:

- SLC controlled assessments will usually be conducted in person in classroom settings with all assessment presentations and discussions being video recorded. In some circumstances SLC assessments can be conducted remotely and video-recorded via MS Teams **NB** it is not acceptable to blur or alter a background during a SLC assessment. For Apprenticeship and other adult learners MS Teams can be used for SLC assessments, if bringing learners together in person is impractical due to geographical constraints. SharePoint and MS Teams are deemed secure and acceptable document transfer methods for the SLC paperwork for both learners and tutors, with access restricted to authorised personnel only. **NB** SLC controlled assessments require an invigilator allocated in the normal way.
- Marking of SLC remote assessments to be completed within 7 days. The SLC remote assessments will be moderated by an assigned Internal Quality Assurer within a maximum of 2 weeks, and the activity will be carried out at the exam's office at EII South to ensure all assessment papers are continuously secure.

### **13.3 Qualification Specifications for all Levels of English and Maths Controlled Assessments**

- [Edexcel Functional Skills in English | Pearson qualifications entry levels 1 -3](#)
- [Edexcel Functional Skills in English | Pearson qualifications level 1](#)
- [Edexcel Functional Skills in English | Pearson qualifications level 2](#)
- [Edexcel Functional Skills in Mathematics | Pearson qualifications entry levels 1-3](#)
- [Edexcel Functional Skills in Mathematics | Pearson qualifications level 1](#)
- [Edexcel Functional Skills in Mathematics | Pearson qualifications level 2](#)

- 13.4** Certificate claim forms should only be submitted for learners, who have only achieved part of a qualification, at the end of a programme of study. For all other learners, when all units have been completed the certificate claim form can be submitted.

### **13.5 Instructions for the Conduct of Controlled Assessment 2022-23 Functional Skills External Assessment**

When a learner or cohort of learners are ready to sit their functional skills assessments, the functional skills lead for the programme will liaise with the Tutor and complete the functional skills booking form including identifying and booking an invigilator. The booking form will then be sent to the exam's office team with a minimum of 21 working days' notice, prior to the exam date for the exams team to book the assessment within the chosen exam window and specific exam date. The exams staff will book a suitable venue for the exam to take place. The exams office staff will then send a confirmation of the booking to the Tutor, who in turn will inform the learner of exam details. Learners can sit external assessments as either paper-based or online this will be

determined by the English and Maths Leads. Prior to any assessment the Tutor will forward to the Invigilator and Emergency Contact, all relevant details of the exam booking, e.g., Functional Skills Assessment Booking and Invigilation Form (Appendix 6); Reasonable Adjustments form (Appendix 5), a scribe sheet if applicable (Appendix 4).

Papers will be sent by the Awarding Organisation to: Hampshire Achieves, 2<sup>nd</sup> Floor, EII Court South Rooms 2.25 – 2.26, The Castle, Winchester, SO23 8UG. Papers will be logged on receipt and locked away in the safe until the day and time of the planned assessment, when they will be collected by the invigilator from the exams staff. Invigilators must sign the tracking system for recording when assessment materials are taken from secure storage and when they are returned to ensure that the assessment materials remain confidential.

In addition, the Invigilator must telephone the exams office to inform them of the time of arrival at the off-site venue, and when leaving to return to the Exams office.

When papers are taken off-site the Exams office team must keep a transport log which records the following information:

- names of all people handling the papers
- times when papers were removed from secure storage at each location
- means of transport and security measures taken
- time of arrival at each location
- secure storage arrangements at each approved location

If a paper-based assessment is selected, the assessment must be conducted on the specific date and the specified time for which it was booked. Used and unused exam papers must be returned directly to the Awarding Organisation within 24 hours of the date of assessment. Online assessments have a 42-day window in which to be carried out.

Full guidance on the regulations for the conduct of external examinations can be found at [Functional Skills Instructions for Conducting Exams \(ICE\) Handbook \(pearson.com\)](#) and should be strictly adhered to.

### **13.6 Online external assessments**

The Functional Skills lead for the programme will liaise with the Tutor to complete a Functional Skills Assessment Booking and Invigilation Form, identifying the Invigilator and submit to the DO with details of learners, the venue, time, date. The DO will enter the details onto the portal and book the exam.

The platform used is POP Assessor Dashboard (PAD) & Offline Dashboard. The Exam's office DO will book the online assessments. On the day of the exams the DO, a member of the Quality Team, or Lead IV, along with the invigilator will open the laptops and open the PAD Portal ([PAD Guidance](#)) to prepare the platform ready for the learner to sit their exam. Exams must be downloaded prior to the exam start to ensure that the learner's assessment can be completed without interference due to any internet connection issues.

Full website - [Pearson Onscreen Platform | Pearson qualifications](#)  
POP Guide - [POP-Offline-Installation-Guide-2018-edition.pdf \(pearson.com\)](#)  
PAD Guide - [PAD-user-guide-2018-edition.pdf \(pearson.com\)](#)

### 13.7 Re-sits

When a re-sit is required, the Tutor will assess the learner's results and plan additional support/teaching practice prior to a re-sit within the assessment window. The re-sit procedure will follow the usual booking process outlined above.

### 13.8 Once the assessment is complete:

**External paper-based** exams are returned to the Awarding Organisation via special collection the next working day by ParcelForce arranged by the Exams Office.

#### **External online**

Once the test is complete, the assessment will close down, and a new pop-up window will appear telling you there are pending results to upload. The invigilator along with the help of the Quality Team, will need to ensure the assessment is uploaded successfully, which is confirmed within the browser window.

At the end of the exam session the Invigilator will complete the [Invigilation Report Form](#) recording any issues that may have occurred, or stating none occurred during the assessment and by submitting the information, this will populate the exams spreadsheet with the details and an email alert will be sent to the exams office email address for the exams office for checking and addressing any issues.

### 14.0 Guidance for Invigilators

Invigilators play a key role in the quality control of the external assessment process and all invigilators must attend the mandatory Hampshire Achieves Invigilator's training annually. The invigilator will be sent the Functional Skills Assessment Booking and Invigilator Form, (Appendix 6) the completed and authorised Request for Reasonable Adjustments Evidence form (Appendix 5) and Scribe Sheet (Appendix 4) if required prior to the assessment. The invigilator must ensure that all candidates presented for assessment can demonstrate their proof of identity.

Invigilators are required to complete the online [Invigilation Incident Report Form](#) directly after the exam has finished detailing any incidences within the exam room and stating None if no issues were identified.

For Hampshire Achieves invigilation training, please refer to the [VLE](#).

### 15.0 Certificate receipt and process

Once certificates arrive at the Exams Office the DO will check the certificates against the packing list, and record the receipt of these on the functional skills spreadsheet and the [Certification Record spreadsheet](#). The packing list will be retained in a file for evidence of receipt of certificates.

All certificates received are scanned and saved to SharePoint and recorded on the Functional Skills spreadsheets.

Learners will receive their original certificates by 2<sup>nd</sup> post to their home address. The Exams Office will also record the relevant details on the 'Participation and Lifelong Learning Click and Drop' Spreadsheet.

FS certificates required for apprentices' completing a Standard apprenticeship, are emailed to the curriculum team for uploading to the apprentices OneFile portfolio and passed to the Business Support team for scanning onto SharePoint, the scanned copies are also saved to the EPAO portal by the DO as evidence to meet Gateway. Apprentices' certificates are scanned on receipt into SharePoint and then sent by courier to the apprentice's work address, by the Exams Office Team. Where no courier route available, certificates will be sent to the apprentices' home address.

For Young Peoples Learning programmes, the certificates are claimed, and copies are then sent by the Exams Office Team to the learners' home address by 2<sup>nd</sup> class post.

For further information about invigilation and exam procedures please see the <https://www.icq.org.uk/exams-office/ice---instructions-for-conducting-examinations/>

## **16.0 Functional Skills Staff CPD and Attendance at Meetings**

All staff involved in the delivery of Functional skills subjects are required to maintain their skills within the subject they teach by regularly attending or carrying out Continual Professional Development (CPD).

### **Attending meetings**

The Exams Office will organise 3 Functional Skills standardisation meetings at the start of the academic year for all staff undertaking functional skills roles. To include an IQA activity to ensure marking consistency throughout controlled assessments. All staff must attend two of the three meetings, and this can be counted as part of their CPD.

## **17.0 Monitoring, Review & Audit**

The contents of all policy and procedures will be monitored regularly by Hampshire Achieves Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. All policy and procedures will be reviewed annually to determine their effectiveness, and where any changes are required, these will be applied and ratified. A summary of all changes will be kept as part of the PMG meeting notes. In addition, an annual cycle of internal policy compliance/audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and

will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations.



## **Appendix 1 Mobile Phone Poster**



**NO IPODS, MOBILE PHONES, MP3/4 PLAYERS,  
NO WRIST WATCHES OR SMARTWATCHES  
NO POTENTIAL TECHNOLOGICAL/WEB-ENABLED SOURCES OF  
INFORMATION**

Possession of unauthorised items, such as a mobile phone, is an infringement of the Awarding Organisation Regulations for the Conduct of External Assessment and could result in DISQUALIFICATION from your examination and your overall qualification.

## Appendix 2 JCQ Warning to Candidates Poster



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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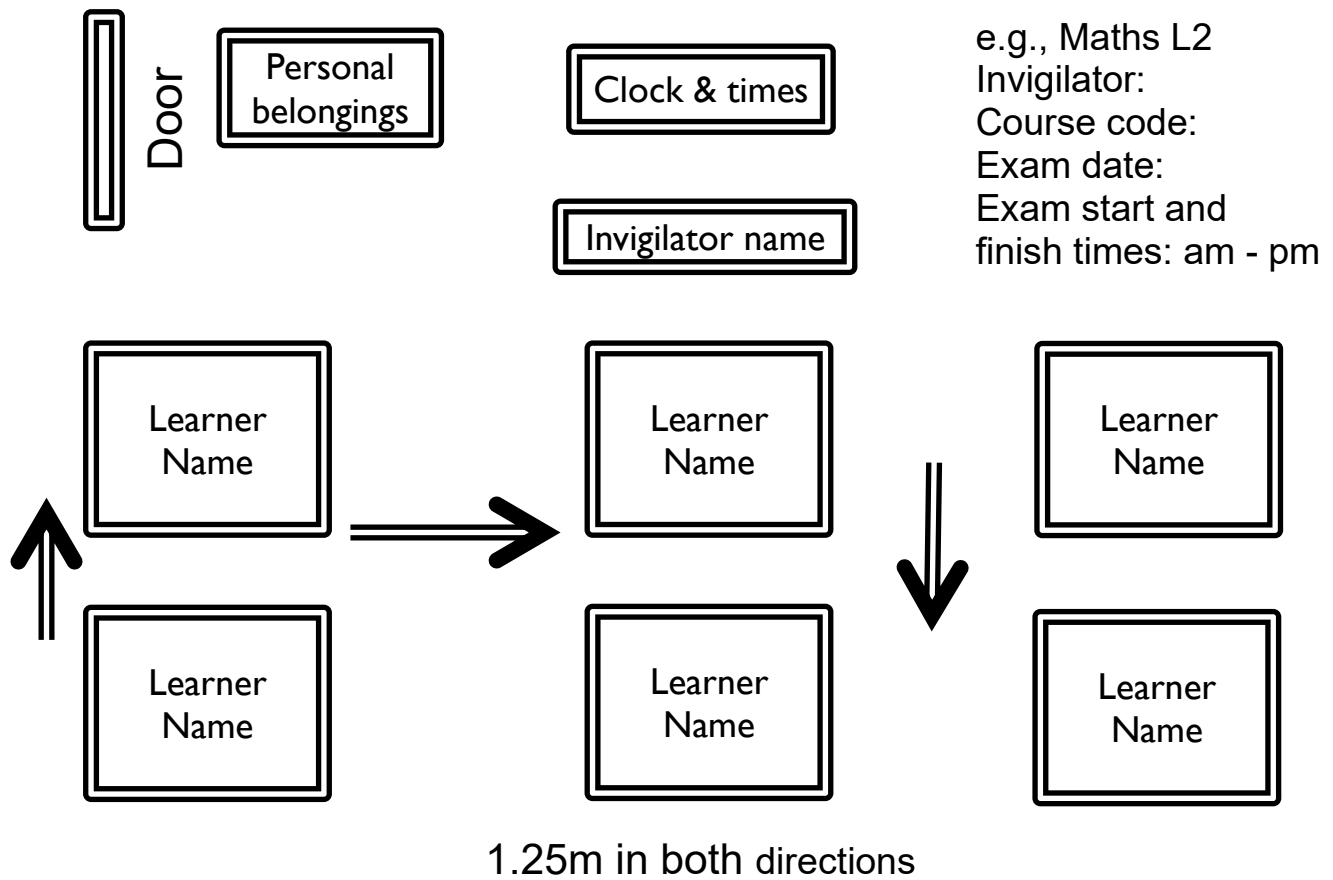
### Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

**The *Warning to Candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.**

### Appendix 3 Floor Plans

Floor Plans to be submitted to the Quality Team after each External Assessment



All learners facing the same direction and in clear sight of the clock and times.

## Appendix 4 Scribe Cover Sheet

Learner Name	Learner Number	Centre Name	Centre Number
Batch Number	Qualification Name	Qualification Code	Date of Assessment

<p><b>In order for the Examiner to apply the mark scheme correctly please place an 'X' in the appropriate box which accurately reflects how the approved application for a Scribe was used.</b></p> <p>1. The learner used a Scribe/Speech Recognition Technology but did not dictate spellings (letter by letter) and punctuation.</p> <p>2. The learner used a Scribe/Speech Recognition Technology and dictated punctuation.</p> <p>3. The learner used a Scribe/Speech Recognition Technology and dictated spellings letter by letter.</p> <p>4. The learner used a Scribe/Speech Recognition Technology and dictated punctuation and spellings letter by letter.</p> <p>5. The learner used a Word Processor with the spell check enabled (switched on).</p> <p>6. The learner used a Word Processor with the spell check and grammar check enabled (switched on).</p>	<div style="text-align: center;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div>
<p><b>Any other comments (if appropriate):</b></p>	
<p><b>Were diagrams/graphs completed by the learner or the Scribe?</b></p>	

Please sign below to confirm that the attached script/work of the above-named learner was produced by a scribe during the assessment period in accordance with the Awarding organisation regulations.

Head of Centre/Exams Office	Name (print): Signature: Date:	Name (print): Signature: Date:	Name (print): Signature: Date:
Scribe	Name (print): Signature: Date:	Name (print): Signature: Date:	Name (print): Signature: Date:
Learner	Name (print): Signature: Date:	Name (print): Signature: Date:	Name (print): Signature: Date:

## Appendix 5 Reasonable Adjustments Evidence Form

**R/A Evidence Form** for the request of reasonable adjustments to be Completed by the Tutor or Programme Manager and authorised by the SENCO Officer.

Functional Skills Qualifications

Candidates Name:

Team Co-ordinator Name:

Course Code:

Date:

Details of disabilities and/or difficulties:

Identify by highlighting what reasonable adjustment(s) are required:

Reader, Scribe and 25% Extra time, Laptop or Other

Evidence for reasonable adjustment:

- ☐ S139a
- ☐ EHCP
- ☐ Dyslexia screening questionnaire
- ☐ Other – Dyslexia reports

The tutor MUST provide a statement below confirming the candidate's learning needs and that this is the learner's normal way of working:

--

Tutor Name:

Tutor Signature:

SENCO Name: Deborah Copeland

SENCO Signature:

## Appendix 5A Normal Way of Working Checklist

Check list regarding learner's **Normal** way of working and additional evidence to support Access Arrangements.

Name of Learner: \_\_\_\_\_ Name of Tutor: \_\_\_\_\_

Course: \_\_\_\_\_

<b>TIME</b>	<b>YES</b>	<b>NO</b>
Always finishes tasks after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks/assignments		

<b>READING</b>	<b>YES</b>	<b>NO</b>
Needs reader in class		
Avoids reading out loud		
Has problems following written instructions		
Finds it difficult to quickly get the idea of what he/she has read		
Finds it difficult to remember what he/she has read		

<b>WRITTEN WORK</b>	<b>YES</b>	<b>NO</b>
Handwriting difficult to read		
Has difficulty copying from the board		
Do they use a scribe as normal way of working		
Finds taking notes hard		
Works on a laptop/computer rather than writing		
Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		
Grammar and punctuation insecure		

<b>MEMORY &amp; CONCENTRATION</b>	<b>YES</b>	<b>NO</b>
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages/appointments		
Needs to have instructions repeated		
Needs to have instructions written down		
<b>PRACTICAL TASKS</b>	<b>YES</b>	<b>NO</b>
Good with practical tasks		
Prefers practical tasks to written ones		

Understanding better if able to consolidate learning through practical experience		
---	--	--

<b>ORGANISATION</b>	<b>YES</b>	<b>NO</b>
Organisational skills are weak – loses things, forgets items he/she needs to bring		
Finds it hard to meet deadlines		
Has difficulty working efficiently		

<b>VISION</b>	<b>YES</b>	<b>NO</b>
Needs large print version		
Uses coloured overlay when reading (Colour .....)		
Benefits from hand-outs on coloured paper		

<b>EXAMS</b>	<b>YES</b>	<b>NO</b>
Finds revising for exams hard		
Unable to finish an exam in the time allowed		
Panics when faced with tests		
Needs to take frequent rest breaks		
Needs timely reminders to stay focussed on task		

**Any other relevant information**

**Signed by:** Hampshire Achieves SenCo    **Date:**

## Appendix 6 Functional Skill Assessment Booking and Invigilator Form

**This form is to be completed by the Tutor or Programme manager for each external assessment to be booked and must be emailed to the Exams Office Team. This must be NO later than 21 working days before exam date.**

**Complete the table below of all Learners to be booked for external assessments.**

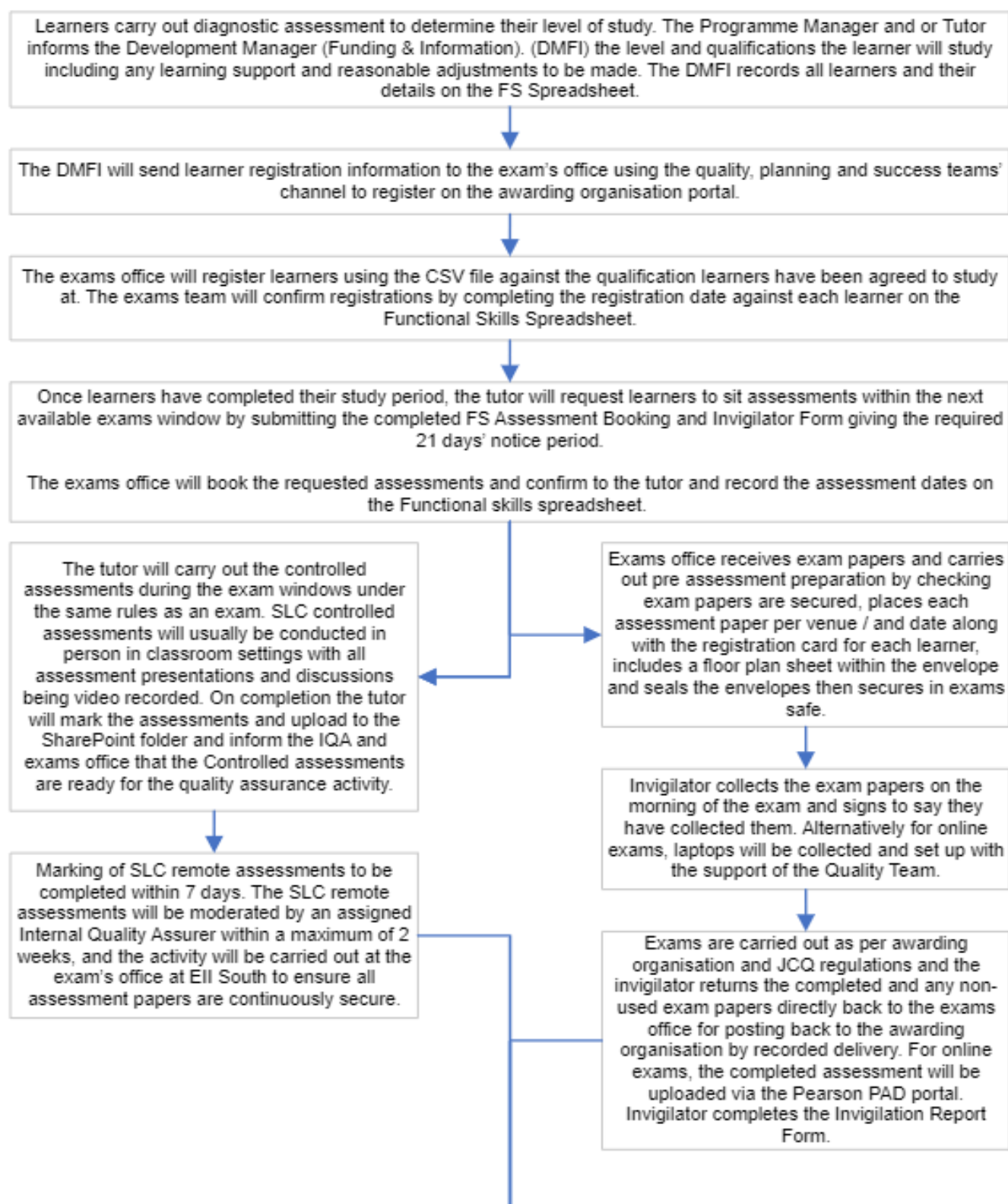
[illegible]



Invigilator Details to be completed by the Curriculum Team	
Invigilator's Name and Telephone Number	
External Assessment date and start time. <b>(Invigilator must arrive 30 mins before test start time to set up exam room)</b>	
External Assessment (subject, number of learners at each level)	
Candidates with reasonable adjustments / extra time (please submit an Appendix 5 Request for Reasonable Adjustments Evidence Form)	
External Assessment type online / Paper Based? Delete if not applicable	
External Assessment venue address	
Directions to External Assessment venue (including room location)	
Parking details	
Contact details for External Assessment venue	Exams Office <a href="mailto:Exams.Office@hants.gov.uk">Exams.Office@hants.gov.uk</a>
Contact details for centre delivering external assessment (if different to above)	Development Officer Tel: 0370 779 3868  or  Development Co-ordinator (Quality) Tel: 0370 779 4129
Location of external assessment papers	
Invigilator's emergency contact number (toilet breaks, illness etc.)	

## Appendix 7 Process for Functional Skills Qualifications

The flow chart below shows the process for Functional Skills. If you intend to register learners for Functional Skills qualifications, please read the full regulations for conduct of external assessments regulations for the [conduct of controlled assessment](#) document. If you have any problems with meeting a deadline, please contact [Exams.Office@hants.gov.uk](mailto:Exams.Office@hants.gov.uk)





Once results are available on the awarding organisations portal the exams office will inform the tutor by adding the outcome to the FS spreadsheet. Where English levels require claiming the exams office will check the 3 completed elements have been achieved by each learner and make the claim through the awarding organisations portal and record the date the claim was made on the FS spreadsheet

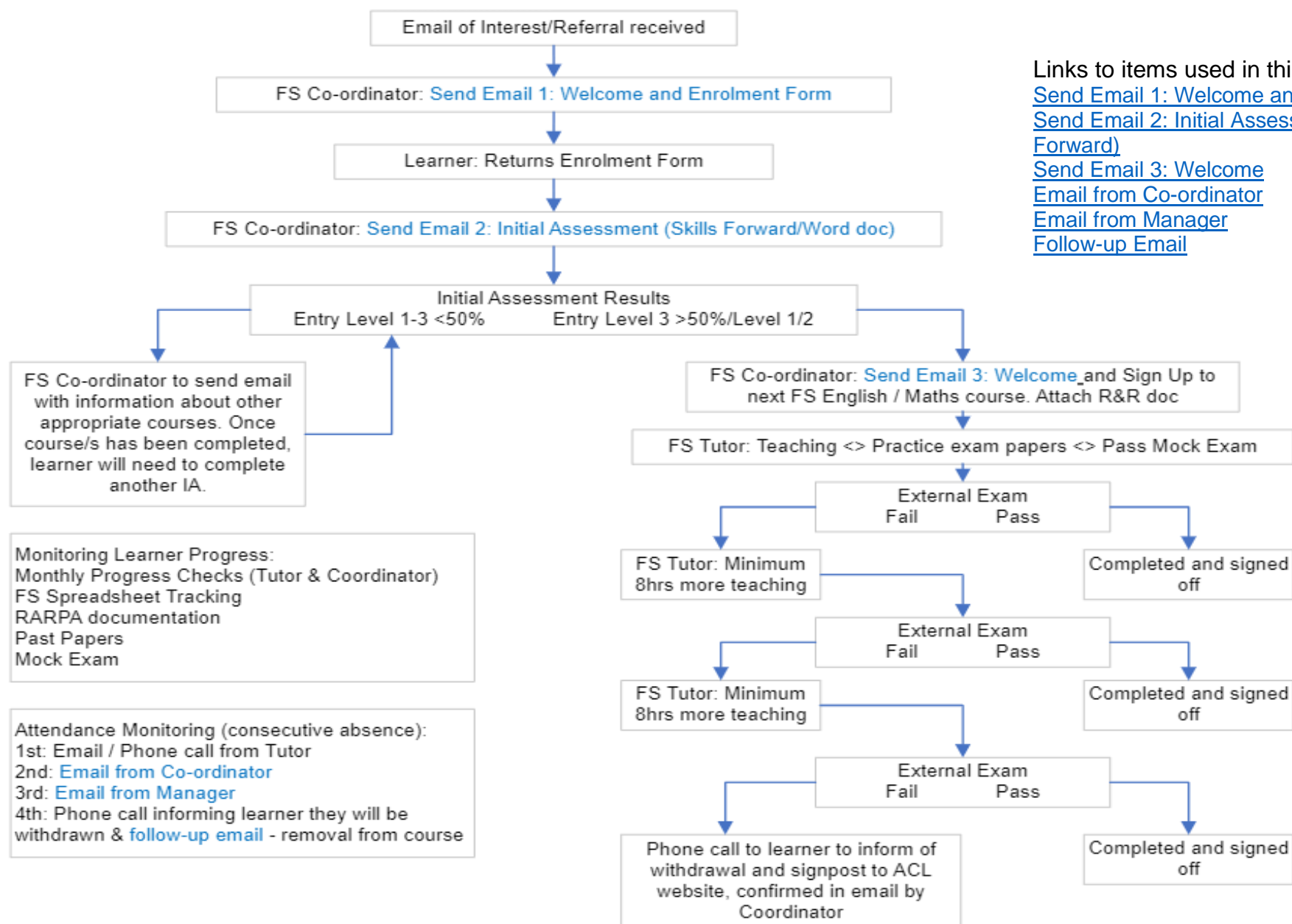


The IQA will then inform the tutor and the exams office of the outcome for learners' achievement by email attaching all quality assurance documentation e.g., sampling plans and tutor feedback.



When certificates arrive, the exams office will record each certificate against the learner on the FS spreadsheet and scan each certificate to SharePoint, Participation & Lifelong Learning Business Support - Pearson Certificates. The certificates will then be sent to the individual learner by recorded delivery.

## Appendix 8 Functional Skills Progress and Commitment Process



Links to items used in this process:  
[Send Email 1: Welcome and Enrolment Form](#)  
[Send Email 2: Initial Assessment \(Skills Forward\)](#)  
[Send Email 3: Welcome Email from Co-ordinator](#)  
[Email from Manager](#)  
[Follow-up Email](#)