



Hampshire Achieves

Skills for Life

Policy and Procedures

Date of last review/update	July 2025
Review Frequency	Bi-annual
Reviewer(s):	Peter McNulty Sue Muldowney Amy Beadell Kait Lysdal Vagnsø

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Skills for Life Policy

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

1.0 Introduction

Hampshire Achieves is committed to the development of learners' English, maths, English for Speakers of Other Languages (ESOL) and Essential Digital Skills regardless of whether there is a requirement for achieving a qualification.

This document sets out our policy and key procedures in relation to the embedding & delivery of English and maths, including Functional Skills qualifications, Essential Digital Skills; and where appropriate ESOL, to all young people and adults, through:

- Pathways
- Supported Internships
- Adult Tailored Learning

English (including ESOL) 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 and ESOL 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.

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 Department for Education (DfE) or other funded grant sources.

2.1 Related Policies

This policy is developed in the context of other related policies, including:
Teaching, Learning and Assessment - Policy and Procedures
Malpractice and Maladministration Policy and Procedures
Conflict of Interest - Policy and Procedures
Internal Quality Assurance - Policy and Procedures
Qualification and Exams – Policy and Procedures
Hampshire Achieves SEND - Policy and Procedures
Hampshire Achieves EDI Policy and Procedures

3.0 Entitlement to Functional Skills and ESOL

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

Managers and coordinators should review the funding guidance for their programmes before commencement of new programmes. This is to ensure

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

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

Hampshire Achieves provides a timetable of Functional Skills and ESOL delivery to those learners 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, upon commencement of an English and/or maths course, there is an expectation that learners will also access the Century Tech platform.

Access to the Century Tech platform will form part of the learner's programme providing a range of materials and resources to extend or refresh their knowledge on a variety of topics up to a grade 9 at GCSE in maths and/or English in addition to the opportunity to undertake independent learning. 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 learning 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 pathway and Supported Internship learners, will complete an online assessment on the Century Tech platform before commencing training. All learners will be supported to improve their Digital Skills up to Level 1 whilst on programme.

6.0 Functional Skills / ESOL Qualifications

The Awarding Body used for Functional Skills and ESOL 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
- ESOL Skills For Life Reading Award at Entry 2, Level 1 & Level 2
- ESOL Skills For Life Writing Award at Entry 2, Level 1 & Level 2
- ESOL Skills For Life Speaking and Listening Award at Entry 2, Level 1 & Level 2

The learner's level of study will be determined by their Functional Skills/ESOL 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 ESOL Qualifications not listed need to be evidenced by a formal certificate.

Learners 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/ESOL Qualification will be assessed to ascertain their existing English and/or maths levels. The Century Tech platform is the online platform used for implementing all initial and diagnostic assessments in English (including ESOL), maths, and Essential Digital Skills.

The Functional Skills/ESOL 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), along with any other special considerations such as learning difficulties and/or disabilities.

There is an expectation that all learners will undertake their Functional Skills qualifications (where relevant) within the Awarding Body Guided Learning Hours (GLH). Learners who declare a previous disaffected learning experience and/or learning difficulty and/or disability will also have the opportunity to attend further small group workshops. These workshops are funded through DfE small group funding and provide the opportunity for learners to access further learning to support the achievement of their Functional Skills qualification.

During all stages of learning, targets for English and maths, ESOL, and Essential Digital Skills (where applicable) will be agreed upon through discussions with the learner, recorded, and reviewed regularly.

All learners are tracked using the Adult or YPL Functional Skills or ESOL Skills for Life tracking spreadsheets.

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 their relevant Manager to gain approval regarding reasonable adjustments for all FS/ESOL learners (cc relevant Maths/English/ESOL Lead). The Exams office will complete an Awarding Body Access Arrangement Online (PAAO) via Pearson, where required. The reasonable adjustment requested will require formal supporting evidence and evidence of the learner's normal way of working (Appendix 5a). The request will subsequently be approved by the Awarding Body. 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 script, 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.

8.1 Process for modification to exam papers

There are modifications that can be made to examination papers to support learners. For example, coloured or enlarged papers to A3. Details of modification requests should be sent to the exams office 7 to 8 weeks before the exam date so that they can be applied for through the Pearson Modified Papers team.

Please refer to the [Reasonable adjustment Pearson qualifications for Functional Skills](#), or [ESOL Instructions for Conducting Controlled Assessments 2024-25 \(pearson.com\)](#) for ESOL reasonable adjustments as well as the [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/ESOL 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/ESOL Team's channel for registering on the Pearson portal.
2. The (DMFI) will add all new learners to the relevant Functional Skills/ESOL Spreadsheet either for Adults or for Young Peoples learning.
3. The Development Officer (exams (DO)) will register the learner on the Pearson portal and record the learner registration number on the relevant Functional Skills/ESOL spreadsheet.
4. The DO will send confirmation of registration to the Tutor and IQA/IV and Lead IQA/IV.

5. The English/ESOL 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/ESOL and Maths Leads.
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 Bodies website, and this will be saved to the Functional Skills/ESOL 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/ESOL assessments including Internal Controlled Assessments the Tutor will complete the booking and invigilation form (appendix 7) within the chosen exam window and forward to the Exams office for assessments to be booked with the Awarding Body. For proctoring exams, the tutor will complete the proctoring booking and invigilation form and at the same time will provide the learners email addresses and the learner declarations.

10.0 Withdrawal of registered learners

Where a learner no longer continues with their learning on a Functional Skills or ESOL programme, the English/ESOL 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 bodies 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 bodies 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/ESOL assessments are required to familiarise themselves with the Conflict-of-Interest Policy and procedures prior to any involvement in assessments.

12.0 Functional skills/ESOL assessment windows (controlled and/or external assessments)

The delivery of functional skills/ESOL 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/ESOL Leads and the Exams Office.

The agreed assessment windows for 2024/25 are: [Exams Window 2024-25 all programmes.docx](#)

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

13.0 Completing Controlled and External Assessments

Centre carries out all assessments as per the Awarding Body's regulations:

- JCQ Joint Council for Qualifications [Instructions for conducting examinations](#)
- [Functional Skills Instructions for Conducting Exams \(ICE\) Handbook \(pearson.com\)](#)
- [Entry Level FS - Instructions for the Conduct of Controlled Assessment 2023-24 \(pearson.com\)](#)
- [ESOL Skills for Life Instructions for Conducting Exams \(ICE\) Handbook \(pearson.com\)](#) This document covers the conduct of the controlled assessments for ESOL at Entry 1, 2 and 3, and Level 1 and 2.

13.1 Functional Skills/ESOL Skills for Life 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 Body. 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/ESOL Leads including the Lead IQA (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/ESOL, as published on the Awarding Body's website.

The English/ESOL 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/ESOL 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/ESOL 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 two working days before an ESOL assessments, and prior to the day of the assessment for Functional Skills assessment date and ensure the materials are placed in a sealed envelope and placed in secure storage until the day of the assessment.

The Exams Office is responsible for informing the Awarding Body 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 Body regulations.

Invigilator to return completed marked and/or unmarked papers to Winchester same day. Unmarked assessments to be marked in Winchester within 48hours.

The Tutor can mark controlled assessments on the day at the venue, or they will mark controlled assessment papers in Winchester within 48 hours of an assessment taking place and completes the Assessment Record Sheet.

Marked assessments will be placed in a sealed envelope along with all supporting documents described below and returned by hand to the exams office on the same day. At no point should assessment papers be taken to a staff members home address or left at any other learning venue.

All controlled assessments (paper-based and video (Pearson) / audio files, learner assessments) must NOT be handed back to learners at any stage.

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 West 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 evidence of the outcome and stored in the secure safe.

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, ESOL 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 IV/IQA will complete an Internal Verification Form and complete the Assessment Record Sheet.

The Tutor will refer to the Internal Verification Form for feedback. The IV/IQA will inform the Exams Office copying in the English/ESOL and Maths Leads on completion of the quality assurance activity if actions are identified, the English/ESOL and Maths Leads will share the Internal Verification Form feedback to the Tutor.

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.

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.

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).

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 Body 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.

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

- Adult FS Tracking Spreadsheet
- YPL FS Tracking Spreadsheet
- ESOL Tracking Spreadsheet

13.2 Conducting FS English and ESOL L1 and L2 Speaking and Listening Controlled Assessment

For guidance on conduct of FS 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 \(pearson.com\)](#)

For guidance on conduct of Speaking and Listening (SL) controlled assessments refer [ESOL Skills for Life Instructions for Conducting Exams \(ICE\) Handbook \(pearson.com\)](#) as well as the [ESOL Skills for Life Levels 1 and 2 - Centre Guide to Quality Assurance 2022-23 \(pearson.com\)](#) both of which can be found on the Awarding Body's website:

- FS/ESOL 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 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.
- When Controlled assessments have been completed for SLC the evidence and supporting documents must be uploaded to the [Adult Functional Skills | Accredited ESOL | Microsoft Teams](#) or the [Adult Functional Skills | English FS | Microsoft Teams](#) by the tutor and they must alert the IQA and Exams Office that assessments are ready for quality assuring.
- Recordings of speaking and listening will be saved to SharePoint in a secure folder.
- 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 West 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](#)
- [ESOL Skills For Life Reading Award at Entry 2, Level 1 & Level 2](#)
- [ESOL Skills For Life Writing Award at Entry 2, Level 1 & Level 2](#)
- [ESOL Skills For Life Speaking and Listening Award at Entry 2, Level 1 & Level 2](#)

13.4 Certificate claims

Functional Skills

Maths Level 1 and 2 will be claimed automatically by Pearson, for Entry Level, claims will be made once the IV process is complete. For English, once the speaking and listening component has been marked and IV'd the full qualification will be claimed. Only in exceptional circumstances will a part claim for English Level 1 or 2 be made.

ESOL

Once a learner has completed their component (Reading/writing or speaking and listening) a claim can be made.

13.5 Instructions for the Conduct of Functional Skills (FS Level 1 and Level 2) 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 7); Reasonable Adjustments form (Appendix 5), a Normal way of Working (Appendix 6) and if applicable a scribe sheet (Appendix 4).

Papers will be sent by the Awarding Body to: Hampshire Achieves, 1st Floor, EII Court West, 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.

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

In addition, the Invigilator must telephone/ teams or email 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.

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 Body within 24 hours of the date of assessment.

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.

Online assessments can be accessed up to 4 hours before and after the booked start time.

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 \(pearson.com\)](#)

External remote invigilation (proctoring) is available at the discretion of the Curriculum Manager for learners who are unable to travel to the test centre. Potential candidates will be provided (by the curriculum lead) with the Pearson information on what requirements are needed to complete the exam. If they are satisfied the learner can meet the requirements, they will sign a Learner Declaration form, and the exam will be booked through the exam office.

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 Body 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 Invigilation Checklist. If any incidences have occurred, the invigilator must tell the exam office and complete an Incident Report Form.

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 identified by the curriculum team and sent a copy of the Functional Skills Assessment Booking and Invigilator Form, (Appendix 7) 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.

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 [Certification Record spreadsheet](#). The packing list will be retained in a file for evidence of receipt of certificates.

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

All learners will be emailed to notify them that their certificate is ready for collection. The learners have three options; 1) Pick up from EII (this is the preferred option), 2) If they are Hampshire County Council employees, they can provide their work address and courier code and have it couriered to them, 3) Have it posted 2nd class to their home address.

For Young Peoples Learning programmes, the learner's tutor will be contacted to identify if they can pass on the certificate to the learner, if not the exams office will confirm their home address and post the certificate 2nd class.

The exams office will try 3 times, over 3 consecutive months to contact learners. If there is no response, the certificate will be archived and stored for a minimum of 12 months when the certificate will be destroyed as per JCQ guidelines.

Replacement certificates: If a certificate did not arrive or has been misplaced e.g. our error a duplicate can be requested from the exams office and costs

charged by the Awarding Body will be incurred by us. All other replacement certificates must be paid for by the learner and obtained by the learner by contacting the Awarding Body directly.

16.0 Staff CPD and Attendance at Meetings

All staff involved in the delivery of Skills for Life subjects (Functional Skills/ESOL/Essential Digital Skills) 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 Skills for Life standardisation meetings at the start of the academic year for all staff undertaking Functional Skills/ESOL 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 in line with our policy schedule 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 Unauthorised Items Poster



AQA

City & Guilds

CCEA

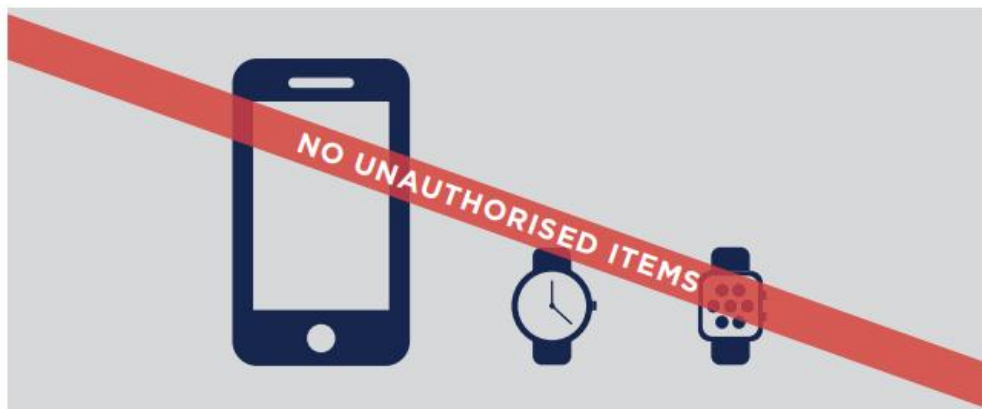
OCR

Pearson

WJEC

NO MOBILE PHONES NO WATCHES

**NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION**



Possession of unauthorised items, such as a mobile phone
or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

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Appendix 2 JCQ Warning to Candidates Poster



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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Warning to Candidates

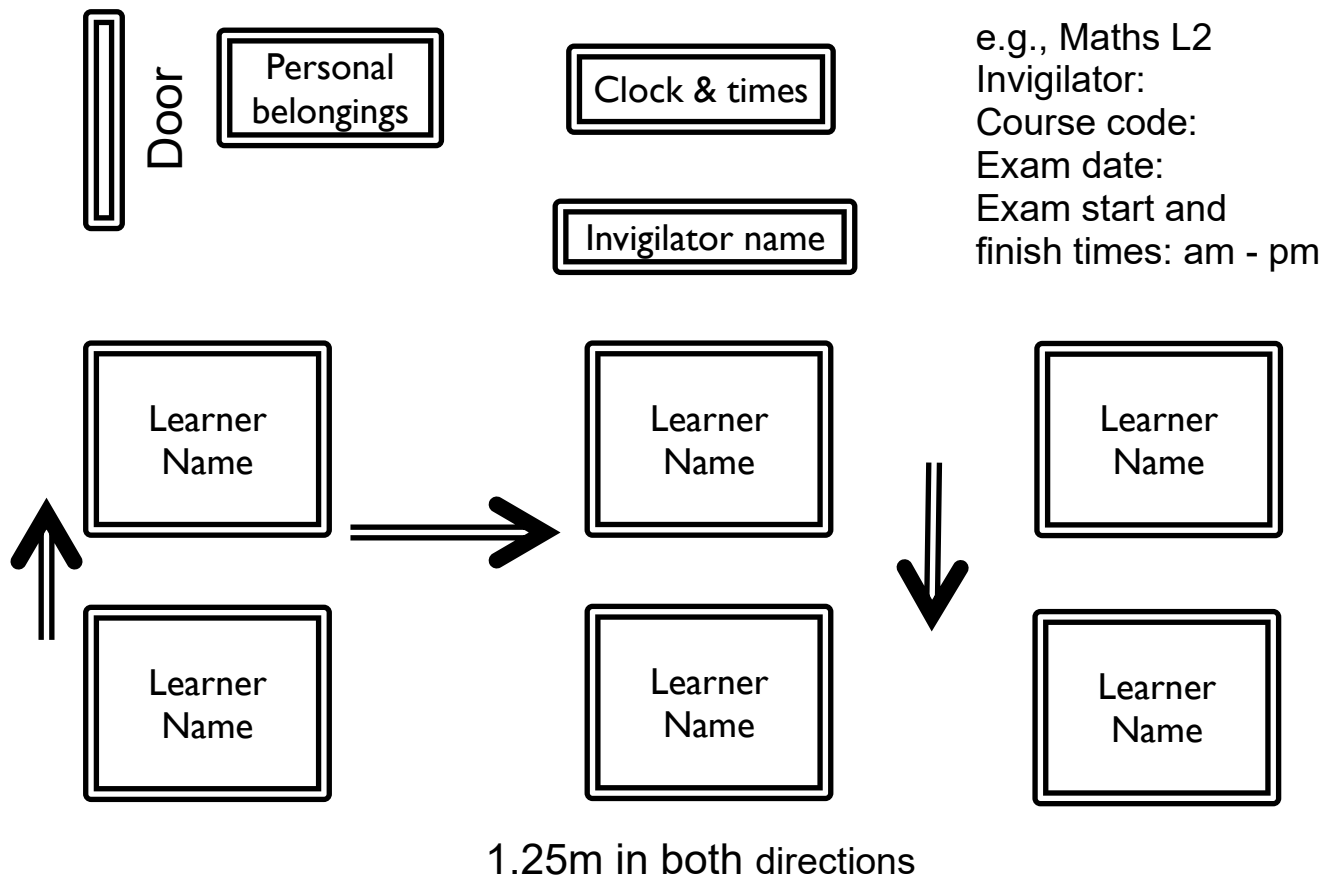
1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt 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.

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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>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.</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>
Any other comments (if appropriate):	
Were diagrams/graphs completed by the learner or the Scribe?	

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 Body 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 relevant Manager and authorised by the SENCO Officer.

Functional Skills / ESOL / Digital Skills Qualifications (Highlight qualification learner is working towards)

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 6 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: _____

TIME	YES	NO
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		

READING	YES	NO
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		

WRITTEN WORK	YES	NO
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		

MEMORY & CONCENTRATION	YES	NO
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		

PRACTICAL TASKS	YES	NO
Good with practical tasks		
Prefers practical tasks to written ones		
Understanding better if able to consolidate learning through practical experience		

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

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

EXAMS	YES	NO
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 7 Functional Skill Assessment Booking and Invigilator Form

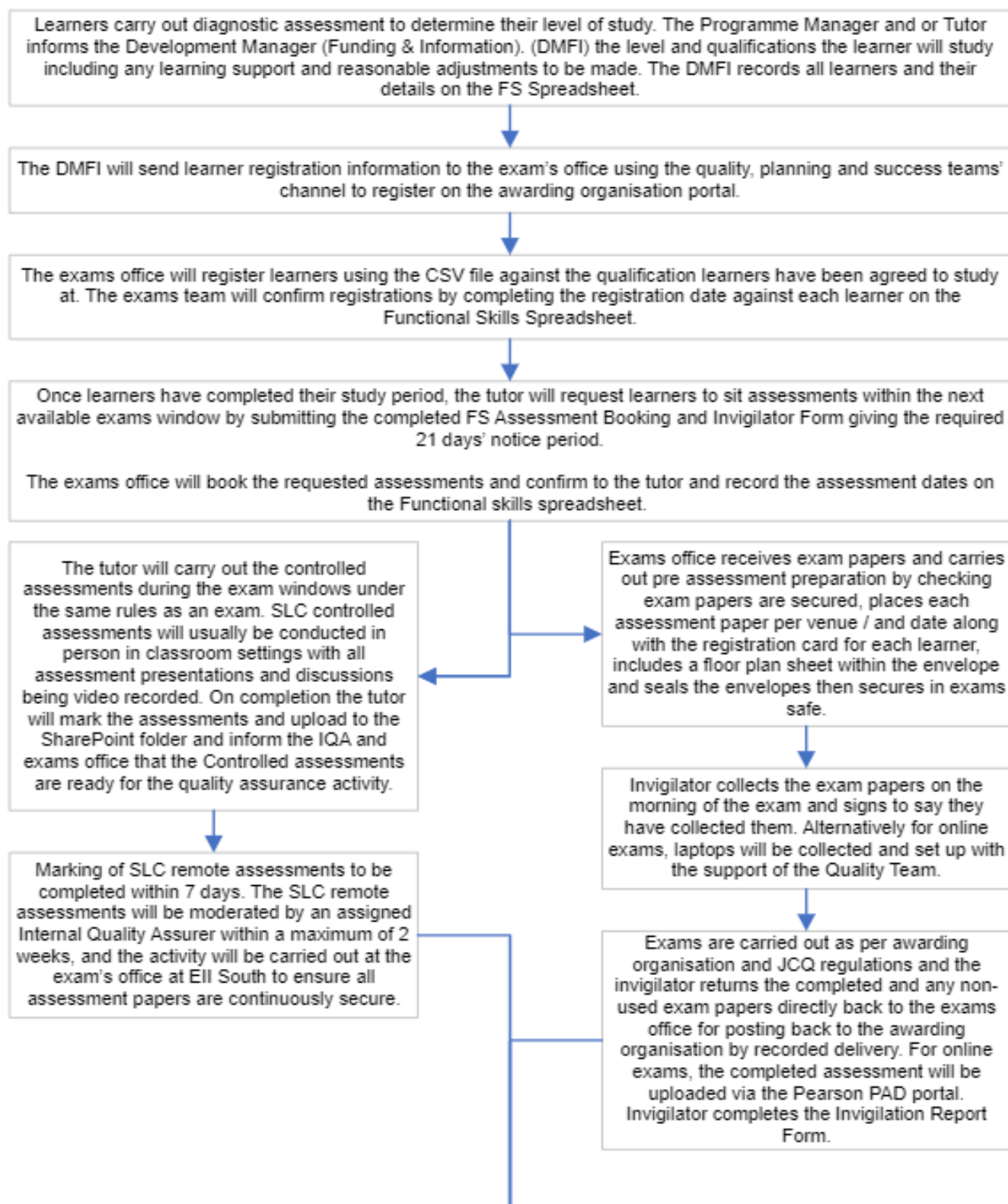
This form is to be completed by the Tutor or Manager for each assessment to be booked and must be emailed to the Exams Office Team. This must be NO later than 21 working days before the exam date.

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

[illegible]

Appendix 8 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.





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



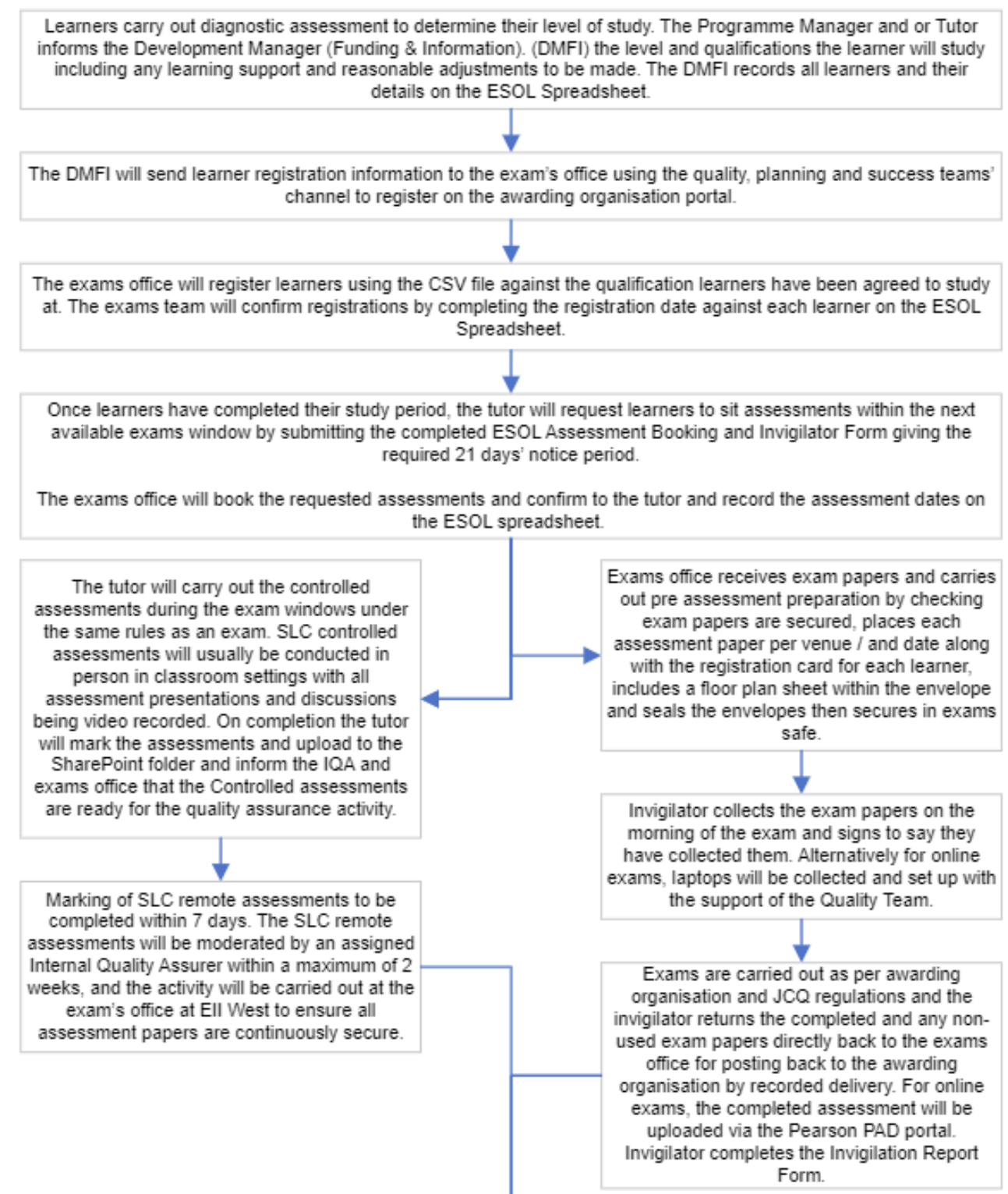
The IQA will then inform the tutor and the exams office of the outcome for learners' achievement by email attaching all quality assurance documentation e.g., sampling plans and tutor feedback.

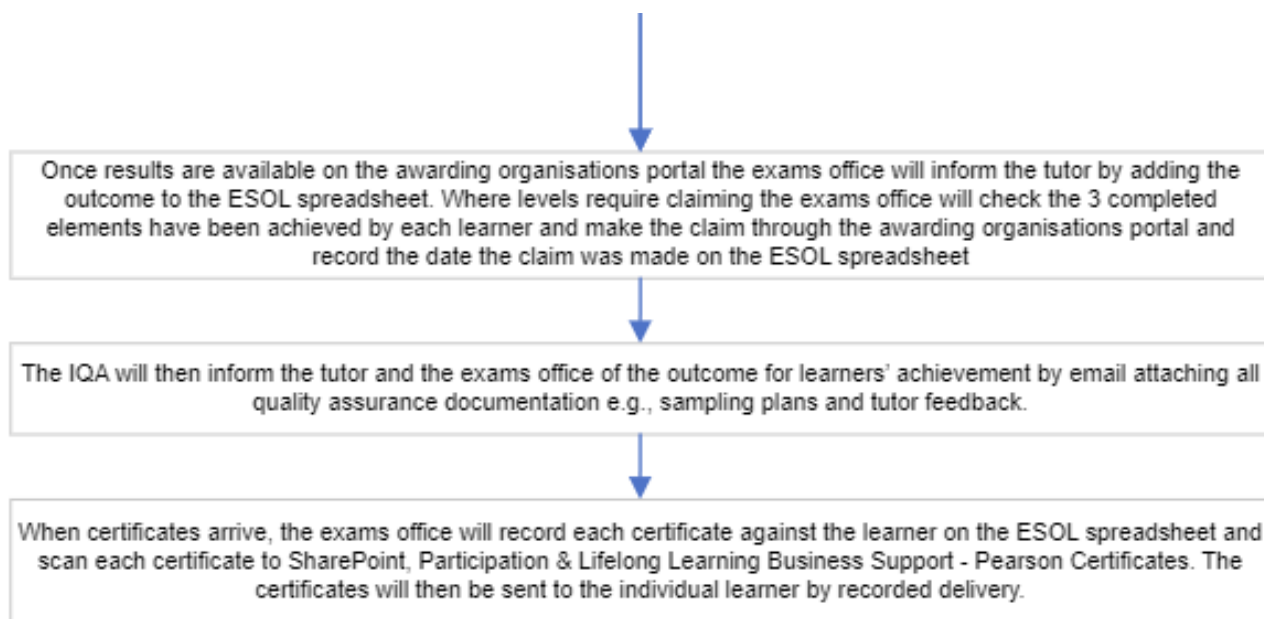


When certificates arrive, the exams office will record each certificate against the learner on the FS spreadsheet and scan each certificate to SharePoint, Participation & Lifelong Learning Business Support - Pearson Certificates. The certificates will then be sent to the individual learner by recorded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

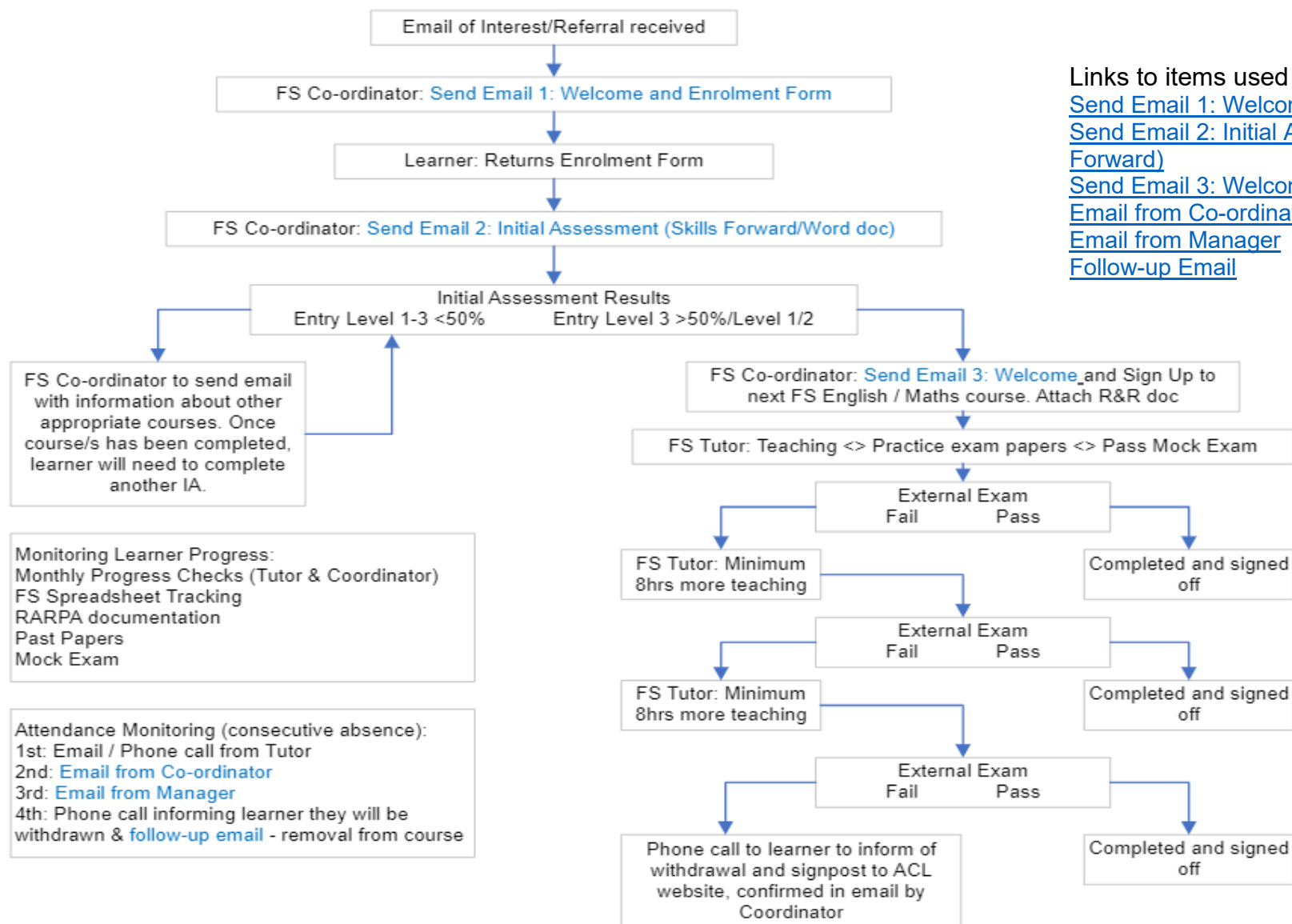
Appendix 9 Process for ESOL Skills for Life Qualifications

The flow chart below shows the process for ESOL Skills for Life. If you intend to register learners for ESOL Skills for Life 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

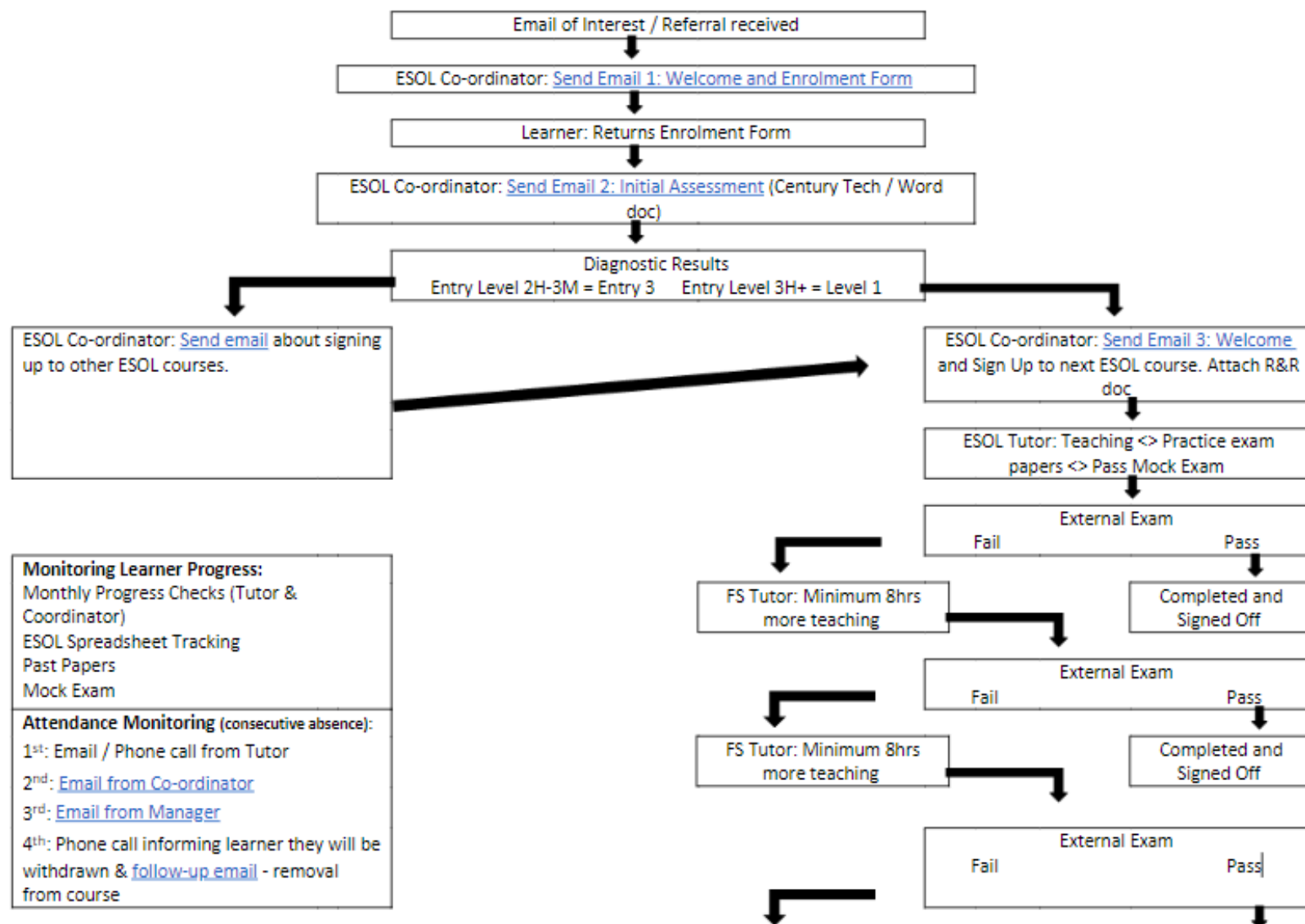




Appendix 10 - Functional Skills Progress and Commitment Process

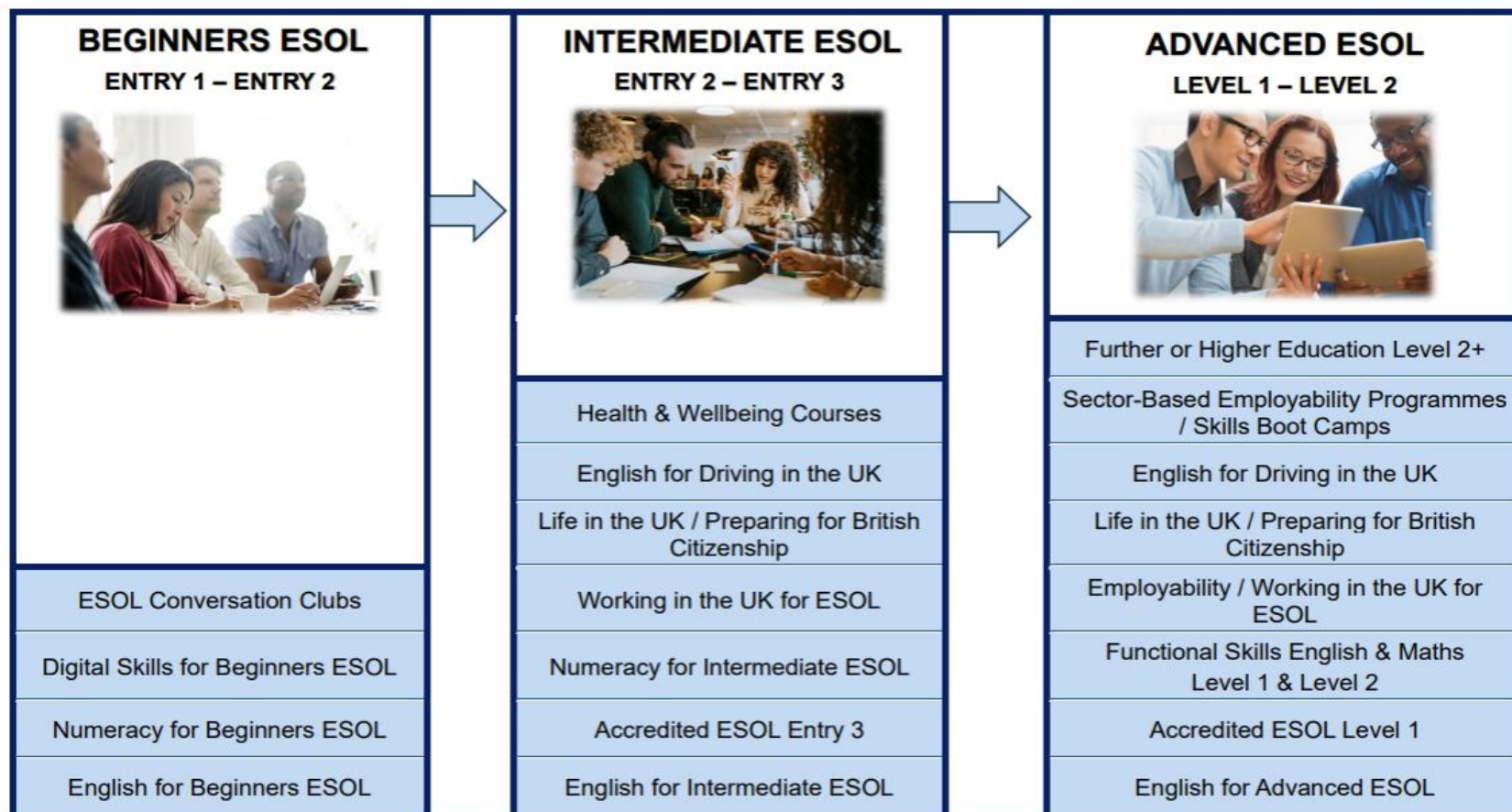


Appendix 11 ESOL Skills for Life Progress and Commitment Process



Appendix 12 ESOL Pathways Poster

Hampshire Adult Tailored Learning - ESOL Pathways



To search for a course with Hampshire Adult Tailored Learning scan the QR code, or email: adult.learning@hants.gov.uk

