



IQ Functional Skills Qualification in English at
Entry Level 1
Entry Level 2
Entry Level 3
Level 1
Level 2

Specification

Entry 1	Regulation No: 601/0241/X
Entry 2	Regulation No: 601/0240/8
Entry 3	Regulation No: 601/0242/1
Level 1	Regulation No: 601/0243/3
Level 2	Regulation No: 601/0530/6

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About Industry Qualifications (IQ)

Industry Qualifications' (IQ) founding principle is to provide qualifications that are responsive to the needs of the vocational sector to ensure that learners are provided with a learning experience relevant to their industry. We aim to provide qualifications that are valued and recognised as being best in class by ensuring the highest levels of assessment integrity and customer service. We are approved by UK's regulators of qualifications: Ofqual, CCEA, Qualification Wales and SQA Accreditation.

The IQ Group

IQ Group of Companies seek to provide an internationally recognised mark of quality assurance for skills, management systems, products and services. IQ promotes quality, partnership and integrity through its group of companies spanning education, professional membership and standards certification markets. Our focus is on high growth, highly specialised sectors with potential for international growth.

Contact Us

We are here to help if you need further guidance from us. The IQ customer service team can be contacted between 9am and 5pm Monday to Friday at:

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For guidance on any fees we charge for the services we provide, please see the IQ Price Guide:

www.industryqualifications.org.uk/centre-portal/iq-price-guide

Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, IQR (IQs candidate management system), assessment papers, certification, conducting external and controlled assessment, reasonable adjustments, special consideration, appeals procedure are available from the website

It should be read in conjunction with the following documents:

- IQ Functional Skills Centre Guide.
- Assessment @ IQ Online Assessments Guide for Centres, Candidates and Invigilators.

Version Number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number.

V3.0 updated December 2016: All pages re-formatted, updates to pages 3, 4, 5, 6 and 7.

V5 updated new head office address

Definitions

Controlled assessment: Assessment is internally set and marked to IQ guidelines. Assessments are taken under supervised conditions, using prepared notes, if applicable.

On-demand assessment: Assessment is available on a 'when ready' basis.

On-screen assessment: Assessment is delivered and taken and using a computer.

About these Qualifications

Functional Skills English are free standing qualifications designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' recommendations that learners would benefit from a thorough grounding in the basics and the ability to problem-solve. IQ functional skills qualifications are available in English, mathematics and ICT at Entry Level 1, 2, 3 and levels 1 and 2. They assess the functional skills standards, coverage and range.

Objective

Preparing learners for employment

Purpose

A Recognise personal growth and engagement in learning
 A4. Recognise development of employability skills and/or knowledge

Sector

14.1 Foundations for learning and life.

Structure

Each IQ functional skills qualification in English consists of one unit with three components; speaking, listening and communication (SLC), reading and writing. Each component is separately assessed. Each qualification is worth a notional five QCF credits.

Qualification	Unit	Each Unit has 3 Components
Each IQ functional skills qualification in English has:	One unit	SLC (speaking, listening and communication)
		Reading
		Writing

Relationship and Equivalence to Other Qualifications

Functional skills have replaced the Key Skills qualifications for Communication, Application of Number and ICT for post-16 learners and in apprenticeship frameworks; they have also replaced Skills for Life (Adult Literacy and Adult Numeracy) qualifications at Levels 1 and 2. They are part of foundation learning programmes. GCSEs in English, mathematics and ICT contain functional elements.

Level Equivalences				
Functional Skills English	Adult Literacy	GCSE	National Curriculum English	Key Skills Communication
Entry 1	Entry 1		Level 1	
Entry 2	Entry 2		Levels 1-2	
Entry 3	Entry 3		Levels 1-3	
Level 1	Level 1	D - G	Levels 1-4	Level 1
Level 2	Level 2	A* - C	Levels 1-6	Level 2

Delivery

There are 45 guided learning hours for each qualification. It is the responsibility of centres to decide the appropriate course duration, based upon the learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours can vary according to learners' needs. Guided learning hours are all of the times when a member of staff is working in a supervisory capacity to give specific guidance towards the learning aim. IQ recommends that an initial assessment is undertaken so that the correct guided learning hours are attributed to the individual learner.

Assessment

Assessment for these qualifications is summative and should only be attempted when the learners have acquired the functional English skills and knowledge to achieve success. Assessment can take place in any supervised environment which can support an electronic or paper-based assessment (depending on centre choice) and includes the learner's workplace.

For these qualifications, each component is individually assessed and learners will only be certificated once all three components have been successfully completed. Learners can achieve components at any level; however the qualification is awarded at the level of the lowest component achieved. Learners are automatically notified of their performance electronically once their assessments have been awarded. A summary of component achievements will be included with the qualification certificate. Centres can request individual component completion certificates for learners at a charge. Learners who have completed English components with other awarding organisations will be able to apply for APL toward the qualification.

The assessment tasks cover all of the skills standards, coverage and range. Learners must achieve all the skill standards and each of the coverage and range for each component. The qualification is not graded; successful learners who achieve all three components will achieve a pass.

Level	Assessment Description	Time Allowed (unless access arrangements apply)	Guidelines	Paper Based/ Electronic Assessment
Entry Level 1 Entry Level 2 Entry Level 3	SLC One internally set and marked assessment comprising of two tasks	Entry 1: 30 minutes Entry 2: 30 minutes Entry 3: 30 minutes	Achievement record used to record assessment outcomes	Not applicable
	Reading One IQ externally set and internally marked assessment comprising of two related tasks Total 14 marks: Entry level 1 Total 16 marks: Entry level 2 Total 16 marks: Entry level 3	Entry 1: 45 minutes Entry 2: 45 minutes Entry 3: 30 minutes	Dictionary or bilingual dictionary allowed	Learners record their answers on a hard copy question paper
	Writing One IQ externally set and internally marked assessment comprising of two related tasks Total 18 marks: Entry level 1 Total 24 marks: Entry level 2 Total 26 marks: Entry level 3	Entry 1: 45 minutes Entry 2: 45 minutes Entry 3: 1 hour		Learners record their answers on the hard copy answer paper or can word process
Level 1 & Level 2	SLC One internally set and marked assessment comprising of two tasks	30 minutes	Achievement record used to record assessment outcomes	Not applicable
	Reading			

	One IQ externally set and externally marked assessment comprising of two unrelated tasks Total 20 marks: Level 1 Total 30 marks: Level 2	45 minutes 1 hour	Dictionary or bilingual dictionary allowed	Learners record their answers on a hard copy question paper or take an onscreen assessment
	Writing One IQ externally set and externally marked assessment comprising of two unrelated tasks Total 40 marks : Level 1 Total 50 marks : Level 2	1 hour		

Entry level qualifications are taken under controlled assessment regulations. This means that the assessments and their mark schemes are provided by IQ and marked by the centre. The centre will be offered a choice of assessment papers and should choose the most appropriate one for their learners. The assessment tasks have been designed so that centres can contextualise (adapt them) to reflect their learners' characteristics and culture.

Each functional skills entry level assessment contains detailed instructions for the assessor and the learner. Centres should familiarise themselves with the assessment before it takes place in order to prepare the learner and source any materials that may be required.

Level 1 and level 2 qualifications are taken under examination conditions, apart from the SLC which is taken under controlled assessment regulations and must take place in an environment free from extraneous noise to enable the learner to complete their tasks without disruption or interruption. This can be the learner's workplace.

Age Range and Geographical Coverage

These qualifications are approved for learners 14+ in England only.

Learner Entry Requirements

There are no formal entry requirements for functional skills English qualifications however centres should ensure that learners have the maturity and experience to access functional skills assessments before they are entered.

Progression

Learners can progress to further functional skills English qualifications as they have been designed to encourage progress through each of the levels. Each level subsumes the previous level.

Tutor Requirements

IQ requires that all tutors are competent and/or qualified in English to at least Level 2 if delivering entry level, level 1 and level 2 functional skills English. All tutors must be conversant with the qualifications and their assessments. Tutors must have the relevant teaching or assessor qualification for their industry. Centres are expected to support their staff in ensuring that their knowledge of functional skills standards, delivery and assessment requirements remain current.

Tutors responsible for delivering and assessing controlled assessment must undertake the relevant IQ training available from the IQ website.

Centre Requirements

Centres must be approved by IQ in order to offer this qualification.

Access Arrangements

Functional skills qualifications have been designed to be inclusive and to minimise the need to make reasonable adjustments or exemptions. Learners taking functional skills English assessments should have access to the support and equipment that reflect their normal way of working during their teaching and learning. However, these arrangements should not give unfair advantage over other learners.

Eligibility for applying access arrangements should be evidenced by a learner assessment from a specialist assessor and the record kept by the centre. There is no requirement for the centre to inform IQ that they are applying access arrangements, reasonable adjustments or special considerations, unless they fall outside of the permitted arrangements. If access arrangements have been applied this must be recorded on the attendance form for the examination/assessment. A record of the specialist assessor assessment should be available for the IQ EV and regulators.

Reading and writing components

The following access arrangements for all levels of functional skills English can be made available if eligibility is established by assessment.

Reading	Writing
<ul style="list-style-type: none">• Extra time.• Computer screen reader (NOT a human reader).• Scribe or voice recognition technology (assistive technology).• Transcript.• Practical assistant.• Modified question papers (including braille).• Models, visual aid/tactile aids, speaking scales.• External device to load personal settings (the use of this reasonable adjustment must not compromise the assessment or give the learner an advantage over other learners).	<ul style="list-style-type: none">• Extra time.• Reader.• Computer screen reader.• Oral language modifier.• Sign language interpreter.• Voice recognition technology (assistive technology) NOT a scribe.• Transcript.• Practical assistant.• Modified question papers (including braille).• Models, visual aid/tactile aids, speaking scales.• External device to load personal settings (the use of this reasonable adjustment must not compromise the assessment or give the learner an advantage over other learners).

Speaking, listening and communication

Sign language (i.e. BSL, SSE) is permitted in the speaking, listening and communication (SLC) component, provided this is made accessible to all participants in the discussion (it is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communication (SLC) where BSL is the learner's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English.

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

As a last resort, learners that are considered disabled under the terms of the Equality Act 2010 and cannot access an assessment using assistive technology can request an exemption from the component.

A process map for 'Understanding Access Arrangements and Special Consideration for General Qualifications' can be downloaded from the Ofqual website. <http://www2.ofqual.gov.uk/help-and-support/94-articles/442-understanding-access-arrangements-and-special-consideration>

Functional Skills Qualification in English at Entry Level 1 - A/504/8499

Coverage and range: Provides the knowledge and techniques that learners would be expected to apply at each level, however these are a guide to the minimum content.

Skill Standard	Coverage and Range	Assessment Weighting
<p>1. Speaking, listening and communication (SLC) Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation</p>	<p>a) Understand the main points of short explanations b) Understand and follow instructions c) Respond appropriately to comments and requests d) Make contributions to be understood e) Ask simple questions to obtain specific information</p>	<p>Not applicable</p>
<p>2. Reading Read and understand short, simple texts that explain or recount information</p>	<p>a) Read and understand simple, regular words and sentences b) Understand short texts on familiar topics and experiences</p>	<p>Not applicable</p>
<p>3. Writing Write short, simple sentences</p>	<p>a) Use written words and phrases to present information b) Construct simple sentences using full stops c) Spell correctly some personal or very familiar words</p>	<p>Not applicable</p>

Functional Skills Qualification in English at Entry Level 2 - K/504/8496

Coverage and range: Provides the knowledge and techniques that learners would be expected to apply at each level, however these are a guide to the minimum content.

Skill Standard	Coverage and Range	Assessment Weighting
<p>1. Speaking, listening and communication (SLC) Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations</p>	<ul style="list-style-type: none"> a) Identify the main points of short explanations and instructions b) Make appropriate contributions that are clearly understood c) Express simple feelings or opinions and understand those expressed by others d) Communicate information so that the meaning is clear e) Ask and respond to straightforward questions f) Follow the gist of discussions 	<p>Not applicable</p>
<p>2. Reading Read and understand straightforward texts that explain, inform or recount information</p>	<ul style="list-style-type: none"> a) Understand the main events in chronological texts b) Read and understand simple instructions and directions c) Read and understand high frequency words and words with common spelling patterns d) Use knowledge of alphabetical order to locate information 	<p>Not applicable</p>
<p>3. Writing Write short texts with some awareness of the intended audience</p>	<ul style="list-style-type: none"> a) Use written words and phrases to record and present information b) Construct compound sentences using common conjunctions c) Punctuate correctly, using upper and lower case, full stops and question marks d) Spell correctly all high frequency words and words with common spelling patterns 	<p>Not applicable</p>

Functional Skills Qualification in English at Entry Level 3 - F/504/8486

Coverage and range: Provides the knowledge and techniques that learners would be expected to apply at each level, however these are a guide to the minimum content.

Skill Standards	Coverage and Range	Assessment Weighting
<p>1. Speaking, listening and communication (SLC) Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges</p>	<ul style="list-style-type: none"> a) Follow the main points of discussions b) Use techniques to clarify and confirm understanding c) Give own point of view and respond appropriately to others' point of view d) Use appropriate language in formal discussions/exchanges e) Make relevant contributions, allowing for and responding to others' input 	<p>Not applicable</p>
<p>2. Reading Read and understand the purpose and content of straightforward texts that explain, inform and recount information</p>	<ul style="list-style-type: none"> a) Understand the main points of texts b) Obtain specific information through detailed reading c) Use organisational features to locate information d) Read and understand texts in different formats using strategies/techniques appropriate to the task 	<p>Not applicable</p>
<p>3. Writing Write texts with some adaptation to the intended audience</p>	<ul style="list-style-type: none"> a) Plan, draft and organise writing b) Sequence writing logically and clearly c) Use basic grammar including appropriate verb tense and subject-verb agreement d) Check work for accuracy, including spelling 	<p>Not applicable</p>

Functional Skills Qualification in English at Level 1 - D/504/8477

Coverage and range: Provides the knowledge and techniques that learners would be expected to apply at each level, however these are a guide to the minimum content.

Skill Standards	Coverage and Range	Assessment Weighting
<p>1. Speaking, listening and communication (SLC) Take full part in formal and informal discussions and exchanges that include unfamiliar subjects</p>	<p>a) Make relevant and extended contributions to discussions, allowing for and responding to others' input b) Prepare for and contribute to the formal discussion of ideas and opinions c) Make different kinds of contributions to discussions d) Present information/points of view clearly and in appropriate language</p>	<p>Not applicable</p>
<p>2. Reading Read and understand a range of straightforward texts</p>	<p>a) Identify the main points and ideas and how they are presented in a variety of texts b) Read and understand texts in detail c) Utilise information contained in texts d) Identify suitable responses to texts e) In more than one type of text</p>	<p>Not applicable</p>
<p>3. Writing Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience</p>	<p>a) Write clearly and coherently, including an appropriate level of detail b) Present information in a logical sequence c) Use language, format and structure suitable for purpose and audience</p>	<p>55-60%</p>
	<p>d) Use correct grammar, including correct and consistent use of tense e) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear f) In more than one type of text</p>	<p>40-45%</p>

Functional Skills Qualification in English at Level 2 - Y/504/8476

Coverage and range: Provides the knowledge and techniques that learners would be expected to apply at each level, however these are a guide to the minimum content.

Skill Standards	Coverage and Range	Assessment Weighting
1. Speaking, listening and communication. Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	a) Consider complex information and give a relevant cogent response in appropriate language b) Present information and ideas clearly and persuasively to others c) Adapt contributions to audience, purpose and situation d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward	Not applicable
2. Reading Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	a) Select and use different types of texts to obtain and utilise relevant information b) Read and summarise, succinctly, information/ideas from different sources c) Identify the purposes of texts and comment on how meaning is conveyed d) Detect point of view, implicit meaning and/or bias e) Analyse texts in relation to audience needs and consider suitable responses f) In three or more texts	Not applicable
3. Writing Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively	a) Present information/ideas concisely, logically and persuasively b) Present information on complex subjects clearly and concisely c) Use a range of writing styles for different purposes d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	55-60%
	e) Punctuate written text using commas, apostrophes and inverted commas accurately f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types	40-45%

Guidance on Delivery and Assessment

Functional skills English qualifications are designed to develop effective communication and understanding across the three subject skill areas:

- Speaking, listening and communication (SLC).
- Reading.
- Writing.

Speaking, listening and communication (SLC)

The Sample Assessment Material (SAM) for English SLC can be adapted or the centre can set their own tasks to reflect learner age, experience and cultural background. Centre set/adapted tasks must allow the learner to cover all the skill standards, coverage and range and should be replaced annually. Tasks can include any naturally occurring workplace opportunities, where the skill standards coverage and range can be assessed by a suitably experienced assessor and verified by an IQ approved verifier. Details of the scenario used and the circumstances in which the assessment took place must be recorded on the achievement record.

The assessor should act as an observer and not take part in the discussion, but may prompt. The assessor can be the learner's usual tutor/trainer or supervisor.

SLC is normally conducted face-to-face with the assessor, but in exceptional circumstances can be taken remotely, providing it does not create barriers to access and achievement and enables learners to demonstrate the full range of skill standards, coverage and range.

IQ requires centres to put their own quality assurance procedures in place for the setting, taking and marking of the SLC assessment. The procedure should be included in the centre approval process and reviewed as part of the annual quality monitoring of the centre. Centres must ensure that assessors and internal verifiers are suitably qualified or have taken the SLC training module provided by IQ.

The SLC assessment is taken under controlled assessment regulations. Learners should prepare for the assessment under sufficient supervision to allow the assessor to confirm that it is the learner's own work. The assessor should record the outcomes of the assessment on the SLC Achievement Record. If notes or visual aids are used to form part of the assessment they should be kept with the achievement record.

Further guidance for conducting the SLC assessment can be found in the IQ Assessor Guidance: Instructions and Resources for each level. A sample completed achievement record to accompany the SAMs is also available.

Further instructions for conducting controlled assessments can be accessed in the IQ Centre Guide and from the Ofqual website <http://www2.ofqual.gov.uk/downloads/category/81-functional-skills-controlled-assessment-regulations>.

Resources

Training

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.

IQ endorses published training resources and learner support materials by submitting the materials to a rigorous and robust quality assurance process, thus ensuring such materials are relevant, valid and appropriately support the qualification.

Qualification Support Materials

IQ provides a range of support to centres delivering and assessing these qualifications. Resources include:

- Sample assessments.
- Training for those delivering and assessing functional skills.
- Teaching and learning materials.

Useful Websites

Ofqual The regulators for Functional Skills qualifications	www.ofqual.gov.uk
Joint Council of Qualifications (JCQ) Regulate the access arrangements for Functional Skills	www.jcq.org.uk
Learning and Skills Improvement Service (LSIS) Excellence Gateway has Functional Skills materials	tlp.excellencegateway.org.uk/tlp/fs/fs-resources