



FUNCTIONAL SKILLS - ENGLISH
LEVEL 1 & LEVEL 2

Qualification Specification

Functional Skills Qualification in English at Level 1: 603/1569/6

Functional Skills Qualification in English at Level 2: 603/1570/2

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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to offer regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas, many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <https://www.futurequals.com/>.

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies.
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications.
- A flexible approach to assessment.
- A network of professionals who examine and quality assure our regulated qualifications and assessments.
- Regular updates on new developments in education and training.
- Unrivalled customer service support and extensive guidance materials.

Introduction to Qualification Specification

FutureQuals Functional Skills Qualifications are innovative skills-based qualifications in English, mathematics and information and communication technology (ICT), which support learners to operate effectively and confidently in education, employment and everyday life.

The qualifications have been developed at Level 1 and Level 2.

The qualifications are designed to complement diverse learning programmes by delivering applied knowledge, skills proficiency and genuine understanding in these important subjects; subjects which empower learners to meet their potential.

The programme of learning is based upon a set of "skill standards" in each subject and level, which are widely recognised as enabling skills; skills which have significant personal and educational benefits.

- They are rewarding to study and enjoyable to learn because they have a clear purpose and are relevant to your "real-life" and personal areas of interest
- They can help students to better understand, manage and resolve "real-life" problems and challenging situations
- They provide learners with the tools to support their own endeavours, projects, goals and ambitions, ensuring that they can communicate well, utilise technology effectively, and use figures and data to underpin all of these activities.

The assessment is taken on-screen, only attempted when a student feels ready, and presented as a series of "real-life" situations, which are completed over a limited duration.

This specification is a live document and, as such, will be updated when required. Centres will be informed via email when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 What you can expect from FutureQuals Functional Skills Qualifications

- High quality, valid and reliable assessment materials including sample assessment and resources and guidance materials
- Dedicated Functional Skills web pages
- Accessible and engaging on-screen assessment
- On-demand assessment
- Fast results
- Up-to-date information and advice and support from a well informed and experienced customer support team.

1.3 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.4 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

There may be times, however, when our centres do not feel we have met these needs. In these cases, centres may follow the complaints process as detailed in our Complaints Policy, which can be found in the FutureQuals Centre Operations Manual. FutureQuals will attempt to resolve all complaints within the published timescales, and will record and review all complaints as part of our customer service commitment.

1.5 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd.
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

E-mail: qualifications@futurequals.com

Website: <https://www.futurequals.com/>

Section Two

Qualification Information

2.1 Qualification Outline

What are Functional Skills Qualifications?

FutureQuals Functional Skills Qualifications are available across three subjects (Functional English; Functional Mathematics; and Functional ICT) and two levels (Level 1 and Level 2).

The FutureQuals Functional Skills Qualifications are designed to bring real-life into the learning environment. The qualifications and their assessments explore interesting topics, immerse learners in authentic scenarios, and deliver transferable knowledge, skills and understanding relevant to everyday life.

The assessments are carefully constructed to be appropriate to assessing learning and skills acquisition at each level, and to measuring and confirming genuine "functional proficiency".

Purpose and Aims

Functional Skills are relevant to all areas of education, employment and personal development, providing the basis for engaging confidently and effectively with most of our daily activities.

Functional Skills are not just basic literacy, numeracy and computer skills. They are about developing genuine decision-making and problem-solving skills, being able to operate confidently and competently in real-life situations, and being able to produce effective outcomes in relation to specific tasks and for different purposes and audiences.

Functional Skills Qualifications are:

- An important part of both vocational and academic programmes for learners aged 14 and above
- The second most widely taken qualification in the UK after GCSE¹
- Popular with young people and adults in training and full-time employment
- Widely available across educational and employment contexts
- Increasingly accessed by people not currently engaged in formal education or training

Total Qualification Time and Guided Learning

The Total Qualification Time (TQT) for this qualification is: 90

Guided Learning (GL) for this qualification is: 45

Suitable for age ranges: Pre 16, 16-18, 18+ 19+

Method of assessment: Completion of three externally set summative assessments.

¹ Information taken from <https://qips.ucas.com/qip/functional-skills> 24/04/2017

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal entry requirements for these qualifications. However, it is recommended that learners undertake initial diagnostic assessment to ensure that they are following an appropriate learning programme leading to a summative assessment.

2.2 Progression

The Functional Skills in English at Level 1 can support progression to:

- GCSE (9–1) in English
- Vocational-related or general qualifications at Level 1
- Further study at Level 2 - Level 2 Functional Skills English, NVQs

The Functional Skills in English at Level 1 can support progression to:

- GCSE (9–1) in English
- Vocational-related or general qualification at Level 2
- Further study at Level 3 - Level 3 NVQs or GCE A Levels

2.3 Additional Information

This qualification is regulated The Office of Qualifications and Examinations Regulation (Ofqual). This qualification will appear on the Regulated Qualifications Framework (RQF) for England. It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above may feature in the funding lists published by the DfE and regularly updated on its website. It may also appear on the Hub, the online service for use by organisations working with the Skills Funding Agency (SFA).

You should use the Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Unit Reference Number), which is listed in this specification. The qualification title and unit reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

The Prevent Duty Guidance available from the Home Office makes clear the important role of Further Education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

Section Three

Qualification Structure

3.1 Qualification Components

FutureQuals offers the Functional Skills English at Levels 1 and 2.

The qualification consists of three mandatory components. Learners are required to achieve all three components:

1. Speaking Listening and Communication
2. Reading
3. Writing.

3.2 The Skills Standard

The Skills Standards outline the knowledge, skills and understanding that each learner must meet in order to complete the qualification. Learners are assessed when they are confident that they are proficient at the relevant level.

It is important to appreciate how the "skill standards" are represented in the following tables (part of the Ofqual Functional Skills regulatory criteria) and its implications for teaching, learning and assessment.

The FutureQuals Functional Skills Qualifications in English at both Level 1 and Level 2 assess all of the skills standards and all of the coverage and range.

3.2 Functional English – Level 1

Skill Standard	Coverage and Range	Assessment Weighting
Speaking, listening and communication 1. Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.	<ul style="list-style-type: none">• Make relevant and extended contributions to discussions, allowing for and responding to others' input;• Prepare for and contribute to the formal discussion of ideas and opinions;• Make different kinds of contributions to discussions;• Present information/points of view clearly and in appropriate language.	N/A Learners are required to complete two discussion tasks
Reading 2. Read and understand a range of straightforward texts.	<ul style="list-style-type: none">• Identify the main points and ideas and how they are presented in a variety of texts;• Read and understand texts in detail;	N/A Written assessment

	<ul style="list-style-type: none"> Utilise information contained in texts; Identify suitable responses to texts; more than one type of text. 	
<p>Writing</p> <p>3. Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.</p>	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail; Present information in a logical sequence; Use language, format and structure suitable for purpose and audience; 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. <p>In more than one type of text.</p>	<p>55-60%</p> <p>40-45%</p> <p>Written assessment</p>

3.4 Functional English – Level 2

Skill Standard	Coverage and Range	Assessment Weighting
<p>Speaking, listening and communication</p> <p>1. Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.</p>	<ul style="list-style-type: none"> Consider complex information and give a relevant, cogent response in appropriate language; Present information and ideas clearly and persuasively to others; Adapt contributions to suit audience, purpose and situation; Make significant contributions to discussions, taking a range of roles and helping to move discussion forward. 	<p>N/A</p> <p>Learners are required to complete two discussion tasks and one presentation task</p>
<p>Reading</p> <p>2. Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.</p>	<ul style="list-style-type: none"> Select and use different types of texts to obtain and utilise relevant information; Read and summarise, succinctly, information/ideas from different sources; Identify the purposes of texts and comment on how meaning is conveyed; Detect point of view, implicit meaning and/or bias; Analyse texts in relation to audience needs and consider suitable responses. <p>In three or more texts</p>	<p>N/A</p> <p>Written assessment</p>

Section Four

Registration and Certification

4.1 Functional Skills delivery model – XAMS®

The FutureQuals Functional Skills Qualifications are available on-screen and on-demand, and delivered through the XAMS electronic delivery system.

Centres need to confirm that their learners are ready for assessment with FutureQuals and can schedule the assessment session within 3 hours of registering the learner(s) in QMIS. Tests can be taken 24 hours after scheduling, learners can take the test through the FutureQuals on-screen system within 7 days of the date and time set in the schedule.

Learners will be certificated in line with the timescales published in our Customer Service Statement.

Please see the Reasonable Adjustments and Special Consideration Policy for details and information on other assessment arrangements which may be available, which can be accessed [here](#)

While the system is designed to be highly flexible and to meet learners' diverse needs, it is the responsibility of centres to ensure that the assessment conditions meet stringent quality assurance protocols for all assessment sessions. These will be subject to comprehensive external quality assurance procedures by FutureQuals.

A User Guide for XAMS is available for download from <https://www.futurequals.com/>

4.2 Certification

The Functional Skills qualifications are single component qualifications. Learners who achieve the component for the qualification will be awarded the formal certificate of achievement. This will include the full qualification title and the title of the components achieved, for example: **FAQ Functional Skills Qualification in English (Level 1)**

Centres can generate a formal statement of results which will report the result (i.e. Achieved or Not Achieved), the level at which the qualification has been awarded, and level at which the individual components have been achieved.

As there are three separate components (Reading, Writing, and Speaking, Listening and Communication) in Functional English, the certification will reflect the achievement of the qualification at the level of the lowest component achieved.

FutureQuals Functional Skills Qualification certificates will be printed in traditional paper format. FutureQuals delivers all certificates to the Approved Centre's registered address using the Royal Mail Recorded Delivery service, where a signature is required upon receipt. In the unlikely event that certificates have been lost during delivery, the centre must inform FutureQuals as soon as they are aware.

Section Five

Assessment and Moderation

5.1 Assessment Delivery:

How are the skills assessed?

The assessment measures the learner's knowledge, skills and understanding against the standards.

The Functional English assessments are separate for English Reading, English Writing and English Speaking, listening and communication (SLC). The Speaking, listening and communication (SLC) component in English is assessed by centres and externally quality assured.

Learners take each assessment individually and need to achieve all three components to pass the Functional Skills English qualification.

Learners can take the Functional English Reading and English Writing assessments consecutively or on separate occasions; the on-screen assessment system will store their completed assessment paper and results ready for formal certification.

Learners can schedule their Speaking, Listening and Communication assessment when they are ready, but centres will need to make appropriate arrangements for the administration of the assessment. (See internal assessment)

The Ofqual criteria sets out the skills standard that each learner must meet, centres must ensure that learners are familiar with the standards before assessment.

5.2 Internal assessment

The Functional English Speaking, listening and communication (SLC) component is the only element of the FutureQuals Functional Skills Qualifications that is subject to internal assessment.

The Speaking, listening and communication (SLC) assessment is externally set, contextualised by the centre, internally assessed under controlled conditions, and internally and externally quality assured.

FutureQuals provides its centres with a Record of Learner Achievement template, which clearly specifies the assessment criteria, the performance standard thresholds, and the evidence requirements for the assessment of every learner. This can be found in the English Speaking, Listening and Communication Guidance document. The assessment conditions and requirements are found in the Functional Skills Operational Handbook.

Centres **must** use the Functional Skills Operational Handbook and the English Speaking, Listening and Communication Guidance documents in conjunction with the specification to deliver FutureQuals' Functional Skills Qualifications in English. These can be downloaded from our website:

<https://www.futurequals.com/futurequals-functional-skills/>

Centres are able to contextualise the assessment in terms of an unfamiliar subject matter being discussed, and clear guidance is provided on how to ensure that it affords appropriate opportunities to demonstrate the full range of assessment criteria, and supports consistent, accurate, evidence-based and impartial assessment of the Functional Skills standards, as specified at the level.

The Speaking, listening and communication (SLC) component must be scheduled, confirming with FutureQuals the learner details, time and location of each of these assessments.

FutureQuals will conduct centre visits (scheduled and unannounced) to undertake quality assurance activities at all Functional Skills centres. This will include thorough external verification of all systems, processes, records and performance evidence, including observation of assessment delivery.

5.3 Moderation

Moderation of Functional Skills is carried out to ensure that assessment decisions are provided from fair assessment, recorded accurately and confirmed by qualified Assessors.

It is the centre's responsibility to conduct internal quality assurance activities, led by a qualified internal quality assurer.

FutureQuals will carry out external quality assurance activities, to ensure that the assessment meets the agreed standard and the internal quality systems meet the approval criteria set by FutureQuals.

For further information on the responsibilities of Assessors, Internal Quality Assurers and External Quality Assurers, please refer to our Operational Handbook.

Section Six

Support

6.1 Centre support and guidance

FutureQuals has a diverse team of highly experienced staff who are available to provide all necessary training, guidance and support for the delivery of their full range of qualifications, including Functional Skills.

Centres can access our dedicated Functional Skills web pages with free support materials that includes sample assessments from the FutureQuals [website](#).

Other resources to support the delivery of functional skills can be found on our website, including:

- *Functional Skills Operational Handbook*, containing assessment guidance and forms. This document **must** be used in conjunction with this qualification specification.
- *English Speaking, Listening and Communication Guidance*, containing SLC assessment guidance and forms. This document **must** be used in conjunction with this qualification specification.
- *Record of Learner Achievement Forms*
- *Functional Skills Ofqual Criteria for English* - sets out rules and regulations for Functional Skills English.
- *Functional Skills Fact Sheets* – provides an overview of the key areas of the qualification.
- *FAQs* for Functional Skills.

6.2 Learner support

Centres should ensure that learners are informed of the title and level of the qualification they have been entered for and that FutureQuals is the awarding body for their chosen qualification.

Centres should ensure that learners are fully prepared for Functional Skills assessments through appropriate teaching and learning strategies. Centres are encouraged to ensure that learners have the opportunity to practise their skills in real-life contexts, which are likely to be stimulating, vocationally-relevant tasks prior to taking the assessment.

Appendix 1: Recognition of prior achievement form

Speaking, listening and communicating Functional Skills Past Achievement Form

If a learner has completed one or two English SLC components with another awarding organisation then this achievement may be acknowledged by FutureQuals. Please complete this form and send it to functionalskills@futurequals.com. If the Learner Records Service has been updated to reflect the achievement obtained by the learner from the issuing awarding organisation, this will need to be clearly available and show the component, date and result/s obtained. In instances where the past achievement/s cannot be verified on the LRS, we will require confirmation or evidence of the achievement/s confirming the learner obtained the component/s attaching with this form, for example, the certificate/s showing the learner's achievement/s.

Centre Name	
Learner Name	
Unique Learner Number (ULN)	
Date of Birth	

Exemption(s) required:

Component	Issuing awarding organisation	Ofqual Qualification code	Date achieved
Reading			
Speaking, Listening and Communication			
Writing			

Learner Declaration

I give authorisation for FutureQuals to contact the issuing awarding organisation on my behalf to confirm my achievement on the above Functional Skills English components.

Name (printed):			
Signed:		Date:	

FutureQuals[™]

INSPIRING LEARNING AND SKILLS

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