



Centre Assessment Grading for Functional Skills Update

18 May 2020

This update is intended to provide our recognised centres with an outline of the Centre Assessment Grading (CAG) process. This will enable the issue of calculated results for Functional Skills Qualifications (FSQs) to learners impacted by the COVID-19 pandemic.

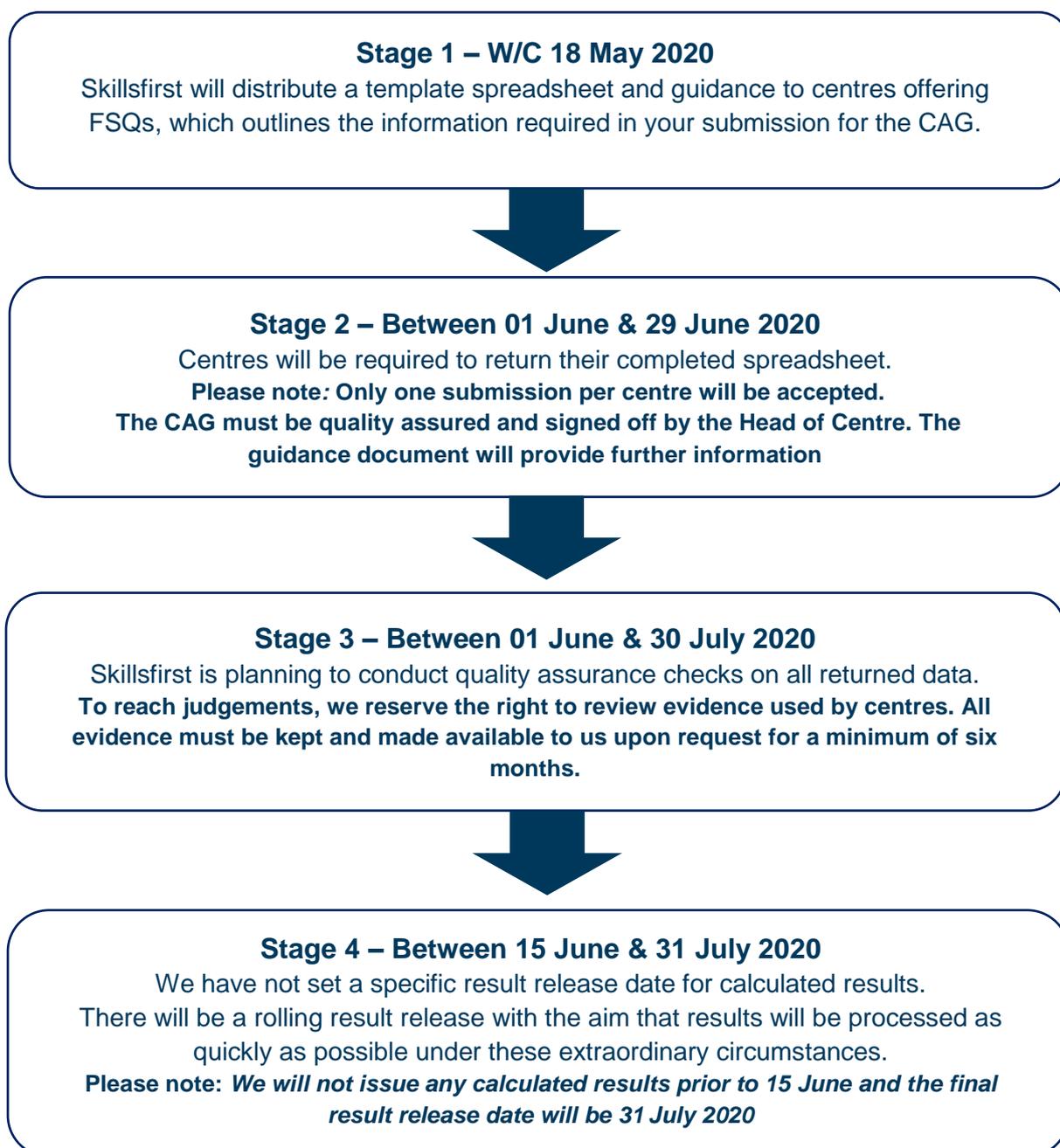
The process has been developed to ensure that it is fair to learners and ensures, as far as is possible, that they receive results to enable them to progress to the next stage of their lives or careers without further disruption.

The following process is applicable for:

- Legacy FSQs for English, maths and ICT Level 1 and 2
- Reformed FSQs for English and mathematics Level 1 and 2

Learners **registered** on the above qualifications **and** expected to take FSQ assessments **between 20th March and 31st July 2020** are eligible for a calculated result.

The four-stage process is outlined below:



Calculated result – Fail

For those learners receiving a fail as their calculated result, there will be no provision for a second submission. An opportunity to re-sit the assessment will be offered as quickly as possible, on the basis that government recommended social distancing guidelines can be implemented.

Supporting evidence for calculated assessment grading

For each learner, the member/s of staff judging the CAG must consider all available valid evidence which demonstrates the learners progress towards the learning aims of the qualification. The evidence should be used in conjunction with their professional expertise to form a judgement about whether the learner would pass or fail the component. All available evidence should be used and the minimum requirement for judging a learner's CAG is that there must be at least one piece of valid evidence available.

The following forms of evidence should be used to support judgement, where these are available:

- Results of practice papers
- On-programme learning evidence
- Assessor records
- Evidence of GLH being met
- Evidence of additional teaching that has taken place after failed exams
- Mock SLC assessments and records
- Main aim evidence which could relate to Functional Skills
- Formative assessment, such as marked exercises and assignments which are carried out following a teaching session

Results of initial and diagnostic assessment can be used but only in the following ways:

- As a benchmark to gauge progress made towards the component requirements by the learner
- Where this provides evidence that the learner had already met one or more of the component's assessed requirements, at the point at which the initial / diagnostic assessment was taken

Quality assurance checks

As part of our quality assurance of a centre's submission, we may ask you to reconsider and/or justify your centre assessment grades. Any changes to your CAGs will be made by Skillsfirst, only after agreement by the centre.

We will take all reasonable steps to support centres in resolving quality assurance queries and, as a last resort, may reject all or part of the submission.

Appeals

Subject to the outcome of Ofqual's consultation on *Exceptional Arrangements Assessment and Grading in 2020 (VTQs)*, for final calculated results that have been approved by Skillsfirst, there will be no right of appeal by the centre or learner against the result. An appeal based on whether the process was followed will be offered. We will provide an update on this once the outcome of the Ofqual consultation is known.

Delay of assessment

It is expected that for a range of reasons related to the current situation, some centres may not be able to participate. These may include for example:

- Centres with furloughed staff
- Centres who are operating at the limits of their capacity because of the sectors they work in

In such cases, every effort will be made to minimise disadvantaging those learners. However delaying assessments in some circumstances may be unavoidable.

Further guidance

Further guidance to support the FSQ CAG will follow later this week. This will also include guidance on equality arrangements to ensure learners in need of a Reasonable Adjustment or Access Arrangement are not disadvantaged.