



Skillsfirst Level 1 Functional Skills Qualification in English (RFSE1)



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1 Introduction

Skillsfirst Awards Ltd (Skillsfirst) is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

This qualification handbook provides the learning outcomes and assessment strategy for the delivery of the Skillsfirst Level 1 Functional Skills Qualification in English. The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used by all staff involved with the assessment of learners. The handbook also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of Functional Skills.

The handbook is available on the Skillsfirst website www.skillsfirst.co.uk

This document is copyright but can be copied by any of our recognised centres approved to deliver Skillsfirst Level 1 Functional Skills in English for the purpose of assessing learners and may also be copied by learners for their own use.

2 Skillsfirst Policies

2.1 Data protection (GDPR)

Skillsfirst takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection (GDPR). It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst. Our policy statement on this and data requirements can be found on our website www.skillsfirst.co.uk and the documents area within QMIS.

2.2 Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and the documents area within QMIS.

Skillsfirst will ensure that centres use an equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the External Verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

2.3 Access to assessment

Skillsfirst is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a reasonable adjustments and special considerations policy. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own Reasonable Adjustments and Special Considerations Policy and will monitor implementation through the external verification process.

However, these **must not** affect the reliability or validity of assessment outcomes, or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Learners may be permitted access to any of the following when undertaking Functional Skills English assessments:

- Non-electric dictionary where permitted (for Reading component only)
- Readers (for Writing and SLC only)
- Scribes (for Reading and SLC only)
- Practical assistants
- Transcripts
- BSL interpreters
- Oral language modifiers
- Modified question papers (including Braille)
- Extra time
- Models, visual/tactile aids, speaking scales

Exemptions – please note

Disability Discrimination legislation (now incorporated into the Equality Act 2010) permits the granting of exemptions for specific assessment components within qualifications in certain circumstances.

For full details see the Skillsfirst Reasonable Adjustment and Special Consideration Policy available on the Skillsfirst website www.skillsfirst.co.uk.

Further advice on this policy and its application can be obtained from our Customer Services Team at customerservices@skillsfirst.co.uk

2.4 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the Customer Services Team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst Customer Services Team.

As a guide, the majority of frequently requested information is available on our website, or on request via the contact details listed below.

website: www.skillsfirst.co.uk
email: customerservices@skillsfirst.co.uk
telephone: 0121 270 5100

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 416
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

2.5 Complaints and appeals

2.5.1 Complaints

Skillsfirst will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Customer Services Team, or by using the Complaints Form in QMIS. We will attempt to resolve all complaints within our published timescales and will record and review all complaints as part of our ongoing customer service commitment.

2.5.2 Appeals

Skillsfirst aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst therefore has an Appeals Policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Appeals Policy can be located on our website www.skillsfirst.co.uk and within the documents area in QMIS.

Centres are required to have a documented Appeals Policy and procedure in place which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to Skillsfirst. This policy would form part of the original centre recognition process and its implementation will be monitored by the External Verifier.

2.6 Malpractice and maladministration

Skillsfirst has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst has a Malpractice and Maladministration Policy. The policy can be located on our website www.skillsfirst.co.uk and within the documents area in QMIS.

3 Introduction to Functional Skills qualifications

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. They need to provide assessment of learners' underpinning knowledge as well as their ability to apply this in different contexts, and to provide a foundation for progression into further study, or employment.

3.1 Purpose and design of the Skillsfirst Level 1 Functional Skills Qualification in English

The Skillsfirst Level 1 Functional Skills Qualification in English has been developed for work, study and life. It gives learners the opportunity to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply these skills effectively to a range of purposes in the workplace and in other real-life situations. This qualification has been designed to enable the learner to develop confidence and fluency in, and a positive attitude towards, English. Learners should be able to demonstrate their competence in English by using it in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. The qualifications have also been designed to enable learners to:

- listen, understand and make relevant contributions to discussions with others in a range of contexts

- apply their understanding of language to adapt delivery and content to suit audience and purpose
- read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing
- write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
- understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

The units contained within this qualification will enable learners to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life. It will also allow them to develop the knowledge and skills to be able to communicate with confidence, effectiveness and with an increasing level of independence.

3.2 Achievement of the Skillsfirst Level 1 Functional Skills Qualification in English

To achieve the Skillsfirst Level 1 Functional Skills Qualification in English learners must successfully pass three assessment components:

- 1) One externally set and marked assessment in Level 1 Functional Skills Qualification in English: Reading; onscreen or paper-based exam
- 2) One externally set and marked assessment in Level 1 Functional Skills Qualification in English: Writing; onscreen or paper-based exam
- 3) One internally or externally set, and internally marked, assessment in Level 1 Functional Skills Qualification in English: Speaking, Listening and Communicating (SLC) please refer to Section 3.3 for more information.

The three components can be achieved separately over time. The component results can be carried forward between awarding organisations provided that sufficient evidence of achievement is submitted to Skillsfirst when making the request.

Certification will not take place until all three components have been achieved at the same level.

3.3 Assessment of Skillsfirst Level 1 English; Speaking, Listening and Communicating

The assessment for Speaking, Listening and Communicating is externally set and internally marked by the centre.

Centres delivering Speaking, Listening and Communicating assessments have a responsibility to conduct internal quality assurance activities led by a qualified internal quality assurer (IQA).

Centres are required to:

- ensure SLC assessments are completed under controlled conditions
- carry out appropriate internal standardisation for Speaking, Listening and Communicating assessments
- complete and retain a record of learner achievement form which clearly specifies how the learner has met the assessment criteria for every learner
- if applicable retain a record of any audio or visual recordings, and any additional evidence for every learner
- retain all assessment records / evidence related to SLC for a minimum of 3 years

Skillsfirst will conduct external verification activities to ensure that assessments meet the agreed standard and the internal quality systems meet the approval criteria set by Skillsfirst.

Skillsfirst provides externally set tasks along with guidance to centres on ways in which these may be adapted and also guidance for centres who may wish to devise their own tasks. Each assessment task provided by Skillsfirst will:

- provide realistic contexts and scenarios
- specify sub-tasks that are relevant to the context and meaningful
- require application of knowledge, skills and understanding for a purpose
- assess process skills and the outcome of their application in different contexts

Any adaptations of set SLC tasks, or production of centre devised tasks, must be in line with the setting specifications within this document and sent to Skillsfirst at least eight weeks before the assessment is due to take place for approval by a subject specialist, usually the Senior Examiner. Further details can be found in the Skillsfirst document entitled “Setting centre-devised Speaking, Listening and Communicating assessment tasks” which can be obtained by contacting Skillsfirst on 0121 270 5100 or at exams@skillsfirst.co.uk

There is a standard mark scheme for the assessment of the Level 1 Speaking Listening and Communicating assessment component which has been produced by Skillsfirst and should always be used. This clearly states how marks are allocated to the performance that learners will demonstrate. The mark scheme does not prescribe the content of learners’ responses and can therefore easily be applied to the Skillsfirst set assessment tasks and to any centre devised tasks.

3.4 Speaking, Listening and Communicating pass descriptor

The criteria for a ‘Pass’ for Speaking, Listening and Communicating at Level 1 is:

	Performance descriptor
Pass	<p>Learners generally demonstrate the requirements for the level:</p> <ul style="list-style-type: none"> • consistently, • effectively, and • to an appropriate degree for that level. <p>Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.</p>

The assessment criteria that learners are required to meet in order to demonstrate this performance (described by the pass descriptor) are confirmed in the Record of Learner Achievement and Assessment Sheet, Appendix 2.

Skillsfirst externally set tasks along with guidance to centres can be found in the Skillsfirst documents entitled “Level 1 SLC Assessment Tasks and Assessment Documentation”.

These can be obtained by contacting Skillsfirst on 0121 270 5100 or at exams@skillsfirst.co.uk

IMPORTANT NOTE: Centres will be issued with support material in the form of exemplar materials of Speaking Listening and Communicating assessments at Levels 1 and the scoring of such assessments. Centres must use this exemplar material to carry out regular standardisation activities with all staff involved with the delivery, assessment and moderation of the SLC assessments. Centres will provide evidence that these activities have taken place in the form of minutes of standardisation meetings or supporting documentary evidence, as well as the outcome of the activity during external verification activities.

Guidance and support to centres will be part of the regular external quality assurance monitoring visit, which will also review and moderate the set SLC assessment tasks, or any centre-devised SLC tasks.

In exceptional circumstances and in line with Skillsfirst's Reasonable Adjustments and Special Considerations Policy, assessment may take place remotely, provided that the medium through which remote assessment takes place meets the requirements specified in the "General Conditions of Recognition – August 2018 (Ofqual/18/6405) – G6 Arrangements for Reasonable Adjustments. Condition G6.1 states:

"For the purposes of this condition, Reasonable Adjustments are adjustments made to an assessment for a qualification so as to enable a disabled learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification."

The term 'Speaking, Listening and Communicating' is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to learners with speech or hearing impairment. The needs of individual learners will vary, but as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- can include use of sign language (e.g. British Sign Language, sign-supported English) 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 communicating, 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;
- can include access to augmentative speech equipment and such software as constitutes the learner's normal way of working;
- does not depend solely on the use of written language, or require the individual/s with whom the learner is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

4 Delivering Functional Skills

To effectively deliver Functional Skills, centres must ensure that the appropriate teaching, administrative and physical resources are in place.

4.1 Teaching staff

Teaching staff must:

- Have 2 years experience in teaching/training
- Or**
- Are working towards an appropriate teaching/training qualification (Cert Ed or Learning & Development trainer units)
- Or**
- Hold an appropriate teaching/training qualification (Cert Ed or Learning & Development trainer units)
- And**
- Have knowledge and experience in the subject being taught to be able to judge the learner's performance against the Functional Skills Standards and to be able to justify their teaching practices
- And**

- As a minimum hold the same level of the qualification being taught – but preferably hold a higher level

Assessors and internal verifiers of the Speaking, Listening and Communication element of Functional Skills English must:

- Have an understanding of the assessment or verification process.
- Have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions.

4.2 Learners

There are no formal entry requirements for these qualifications. However, centres will need to carry out an initial assessment of each learner prior to the start of their programme to ensure they are working towards the relevant Functional Skills qualification at the appropriate level.

4.3 Registering learners

In order to enter learners for any of the Functional Skills examinations, centre staff should first register learners with Skillsfirst through our secure online portal **REG** (Registration/Certification Electronic Gateway).

If you do not have a username and password for this portal, please contact Skillsfirst on 0121 270 5100 or email customerservices@skillsfirst.co.uk

4.4 Continuous professional development

Centres are responsible for ensuring that deliverers, Assessors/Tutors and those responsible for internal quality assurance, plan and maintain their CPD. Centres are expected to support their deliverers, Assessors/Tutors and IQAs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to these requirements.

4.5 Skillsfirst Centre Recognition and Qualification Approval

Centres wishing to offer Functional Skills must comply with both this qualification handbook and the Skillsfirst centre recognition / qualification approval criteria.

If you are an **existing** Skillsfirst centre and want to add Functional Skills to your approved qualifications, submit a qualification application form via QMIS and attach a signed copy of the SLC and invigilation declaration form (Appendix 3).

If you are **not an existing** Skillsfirst centre and wish to register your interest in becoming an accredited centre, call us on 0121 270 5100 (option 4) and a member of our Business Development Team will be happy to guide you through the centre recognition process.

If you require any support, please contact the Skillsfirst Customer Services Team who will be delighted to support you on 0121 270 5100 or customerservices@skillsfirst.co.uk

4.6 External Verification and Direct Claims Status (DCS)

Centres will only be considered for Direct Claims Status for Level 1 Functional Skills English following a successful external verification visit which must include:

- an observation of a Speaking, Listening and Communicating Level 1 assessment
- a sample of a minimum of five completed learner SLC Level 1 assessment records
- confirmation that SLC assessments are conducted by appropriately qualified and occupationally expert Assessors
- evidence of standardisation activities taking place
- evidence that centre staff are using up-to-date versions of all qualification documentation
- confirmation that the administration and invigilation of controlled assessments (exams) are conducted in line with the rules set out in section 4.9.1
- a review of the examination room to ensure it meets Skillsfirst requirements and
- a sample of completed invigilation records (seating plan, attendance register and invigilation report)

Direct Claims Status will only be granted once the External Verifier is satisfied through appropriate sampling, that assessment arrangements are fit for purpose and are being delivered in accordance with the qualification requirements.

A minimum of one annual external verification visit will be carried out by an External Verifier. A decision will be made by Skillsfirst and your External Verifier to identify the number and frequency of external verification visits, the decision is made based on the following risk factors:

- qualification type
- newly approved qualification
- number of assessment sites
- number of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- previous performance
- previous sanctions
- malpractice / maladministration incidents
- number of complaints received

External quality assurance is carried out by a Skillsfirst External Verifier who will confirm that centres are assessing to the required standard consistently and ensure that there are robust quality assurance systems in place.

Skillsfirst will conduct external verification activities to ensure that assessments meet the agreed standard and the internal quality systems meet the approval criteria set by Skillsfirst. This will include the monitoring of systems, processes, assessment records and performance evidence, including observation of SLC assessments.

Skillsfirst reserves the right to charge centres for additional external verification activities over and above the annual verification visit.

4.7 Scheduling Functional Skills English: Reading and Writing exams

When taken onscreen, Functional Skills Reading and Writing exams can be taken at any time (on-demand).

Centres will be provided with guidance in the form of a User Guide and tutorial videos to support centre staff with the scheduling of onscreen exams in the XAMS platform, this will be available on the Skillsfirst website.

Marking of exams takes place in frequent windows and released on a weekly basis (once the awarding process has been completed for all assessments).

For information on paper-based exams, marking windows and result release dates refer to the Reformed Functional Skills Exam Delivery Calendar, available on our website www.skillsfirst.co.uk

4.8 Preparing learners for the Functional Skills English: Reading and Writing exam

A free onscreen practice exam will be made available to centres. This can be used by staff and learners to familiarise themselves with the onscreen system functionality and scope of study. This is available on our website www.skillsfirst.co.uk.

4.9 Conduct of Functional Skills exams and SLC assessments

Functional Skills examinations and SLC assessments must be taken under supervised, controlled examination conditions, that is:

- learners must be continually supervised by a reliable person (see 4.9.1 for further information)
- all necessary facilities must be available to learners
- any time restrictions must be complied with
- in a suitable examination room in which learners cannot be distracted / disturbed and the security of the assessment cannot be compromised (exams must not be in a public place)
- learners work must be independent and unaided

4.9.1 Administration and invigilation of Reading and Writing examinations

All Functional Skills English; Reading and Writing examinations, including both paper-based and on-screen must be carried out under strict examination conditions as outlined in Skillsfirst's Instructions for Conducting Controlled Assessments which is available on our website www.skillsfirst.co.uk

Administration of exams

(‘Administration’ includes initial receipt of confidential materials, secure storage, movement and preparation of materials for scheduled assessments, and registration, secure storage and return of materials to the awarding organisation after scheduled exams are completed).

No tutor of a Functional Skills qualification can be involved in the administration of the assessment materials for level 1 and 2 exams in that subject, regardless of the level they teach.

Invigilation of exams

A centre must ensure that it has a suitable invigilator available for all level 1 and 2 Functional Skills exams.

A Functional Skills subject tutor **must not** be involved in the invigilation of that subject, even if they have not taught those learners (i.e. a Functional Skills English tutor **must not** invigilate any Functional Skills English exam and a Functional Skills Maths tutor **must not** invigilate any Functional Skills Maths exam, regardless of the level they teach). In addition, no centre staff with a conflict of interest with the learner / the learners result should invigilate the exam(s).

Centres must ensure that:

- the invigilator is an independent person; this must not be the same Tutor / Assessor for the delivery of the course the learner, or group of learners is undertaking; or any other staff member with a conflict of interest in the learner's result
- all staff invigilating Functional Skills exams are familiar with and implement the requirements set out in Skillsfirst's Instructions for Conducting Controlled Assessments, which give clear instructions on Skillsfirst requirements.

4.9.2 Speaking, Listening and Communicating (SLC)

The SLC assessment must be completed under controlled examination conditions.

For SLC assessments, centres must follow the instructions within the set SLC assessment task documentation.

All centre staff involved with the delivery of SLC must view the SLC standardisation video prior to assessment of any learners taking place. This will be provided to centres following qualification approval.

Centres must use the exemplar materials provided for Speaking Listening and Communicating assessments at Level 1 and Level 2 to carry out regular standardisation activities with all centre staff involved with the delivery, assessment and moderation of the SLC assessments.

Once centres have completed live SLC assessments, they should use evidence and assessment decisions from these to complete internal standardisation activities. Centres will be required to provide evidence that these activities have taken place, as well as the outcome of the activity. Evidence will include records of standardisation meetings to include outcomes and further actions required. Centres will be required to make this evidence available to Skillsfirst upon request and or your External Verifier during external verification activities.

4.10 Learner certification process

Functional Skills are 'pass' or 'fail' qualifications, they are not graded. They are also free standing qualifications so each subject will be certificated separately. Certificates are titled by skill and the level achieved.

Skillsfirst will certificate learners when they have achieved the required pass marks in the Reading and Writing exams and the Speaking, Listening and Communicating assessment, all three components must be passed at the same level.

Skillsfirst Awards Ltd will recognise and allow learners to carry forward component results for reformed Functional Skills English awarded by other Awarding Organisations. Centres must provide relevant evidence of achievement to Skillsfirst for consideration and approval when submitting their request which should be submitted in the form of an Enquiry Form in QMIS.

4.11 Re-sits

There are no limits on the number of times a learner may re-sit a Functional Skills exam, however a learner must wait at least 14 days from the date of the last exam (or the date uploaded to Skillsfirst for onscreen exams). Skillsfirst strongly recommend that a learner receives proper tuition and preparation before any re-sit. Please note there is a charge for each re-sit, please contact the Skillsfirst Customer Services Team to confirm the current cost.

In the event a learner has sat all current live on-screen assessments they will be required to sit paper-based assessments.

In the event a learner has sat all current live paper-based assessments they will be required to sit on-screen assessments.

4.12 Progression opportunities

On completion of the Level 1 Skillsfirst Functional Skills Qualification in English, learners could progress onto the Level 2 Skillsfirst Functional Skills Qualification in English, or similar vocationally-based qualifications.

4.13 Further support

Teacher and learner support materials will be provided in the form of practice papers which can be located on our website www.skillsfirst.co.uk

5 Qualification structure

5.1 Skillsfirst Level 1 Functional Skills Qualification in English

Qualification No.	Level	Qualification title	Number of components
RFSE1	1	Skillsfirst Level 1 Functional Skills Qualification in English	3

5.2 Requirement for achievement

To achieve the Skillsfirst Level 1 Functional Skills Qualification in English, learners must achieve the three mandatory units/components from Group M.

5.3 Total qualification time (TQT)

The total qualification time (TQT) for Skillsfirst Level 1 Functional Skills Qualification in English is **60 hours**.

The minimum guided learning hours (GLH) are **55**.

5.4 List of units within the qualification

Group M - Mandatory units

Ofqual unit no.	Skillsfirst unit no.	Level	Unit title	GLH
Y/617/2340	RSLC1	1	Functional Skills Speaking, Listening and Communicating Level 1	15
D/617/2341	N/A	1	Functional Skills Reading Level 1	20
H/617/2342	N/A	1	Functional Skills Writing Level 1	20

6 The units of learning

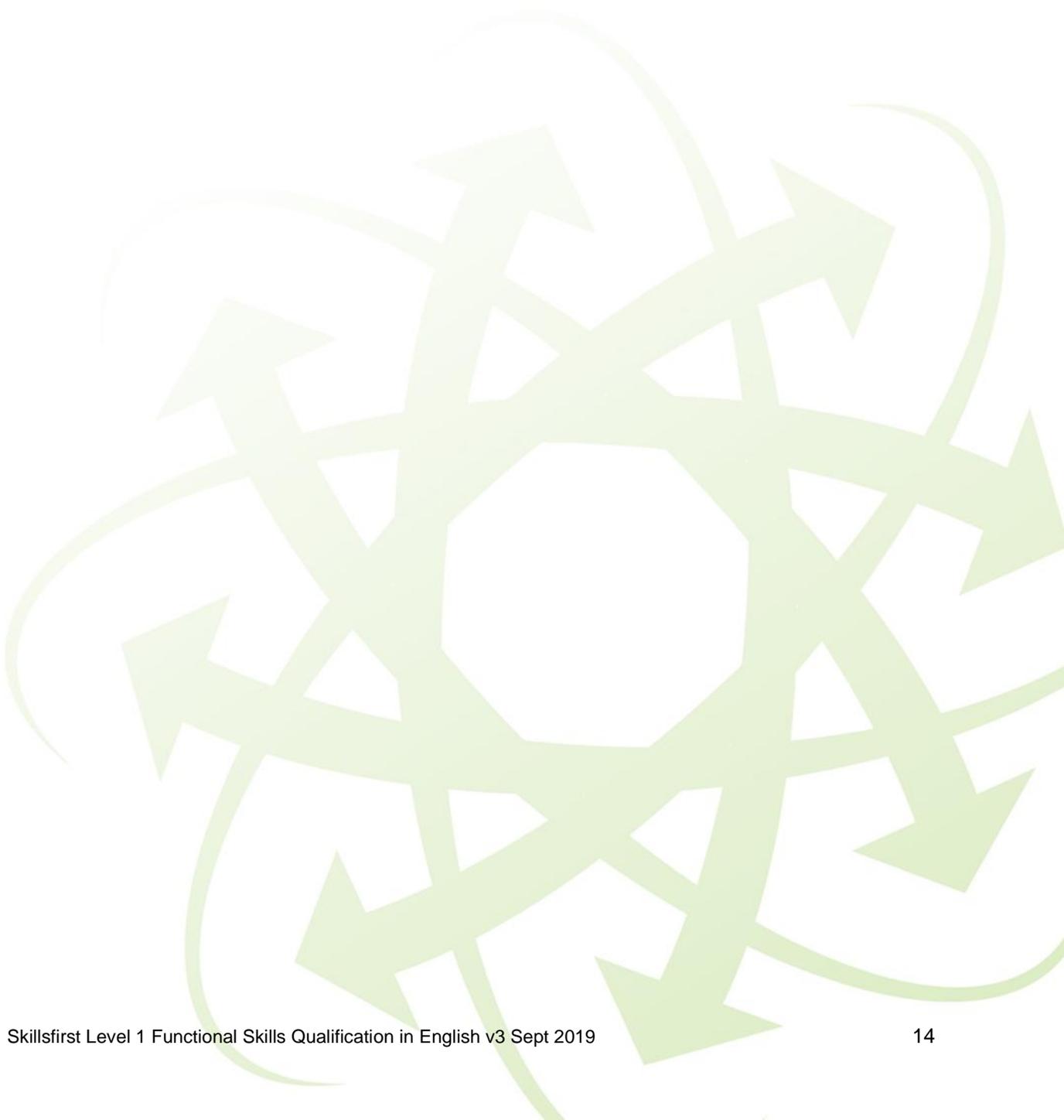
6.1 Structure of the components (units)

The components (units) in these qualifications are written in a standard format and comprise the following:

- Skillsfirst reference number and unit title
- level of the unit
- unit aim
- guided learning hours (GLH)
- evidence requirements
- assessment guidance, if appropriate
- learning outcomes and the scope of study

RSLC1

Functional Skills English: Speaking, Listening and Communicating Level 1



RSLC1 Functional Skills English: Speaking, Listening and Communicating Level 1

Level: 1

Unit aim

This unit will give the learner the opportunity to demonstrate their competence to speak, listen and communicate to a Level 1 standard.

Learning outcomes

There is **one** outcome to this unit. The learner will:

1. Be able to speak, listen and communicate to a Level 1 standard

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements

Learners should be able to apply their speaking, listening and communicating skills in the following contexts at Level 1:

- narratives
- explanations
- discussions
- instructions
- information
- descriptions
- presentations

at varying length.

Method of assessment

Method	Duration	Requirements
Internal/oral assessment under controlled assessment conditions	30 minutes	Pass/Fail
External quality assurance		
Learners are assessed on their individual contributions to two tasks.		To pass the SLC, learners must have been observed consistently demonstrating each of the criteria set out in the Record of learner achievement and assessment sheet
Tasks include group discussions, explanations, instructions and presentations.		

Assessment guidance

At this level, learners can present specific pieces of information as required during a discussion within the group without carrying out a formal presentation.

Assessment of learners' skills in Speaking, Listening and Communicating will be conducted using two discussions in a group of between three and five learners.

In exceptional circumstances, if three learners are not available for the assessment, the group could consist of two learners and one other. The other group member could be a work colleague, staff member or a similar appropriate person, but **must not** be the Assessor. These exceptional circumstances must be approved by Skillsfirst prior to the assessment taking place and do not fall under Skillsfirst's Reasonable Adjustments and Special Considerations Policy.

RSLC1 Functional Skills English: Speaking, Listening and Communicating Level 1

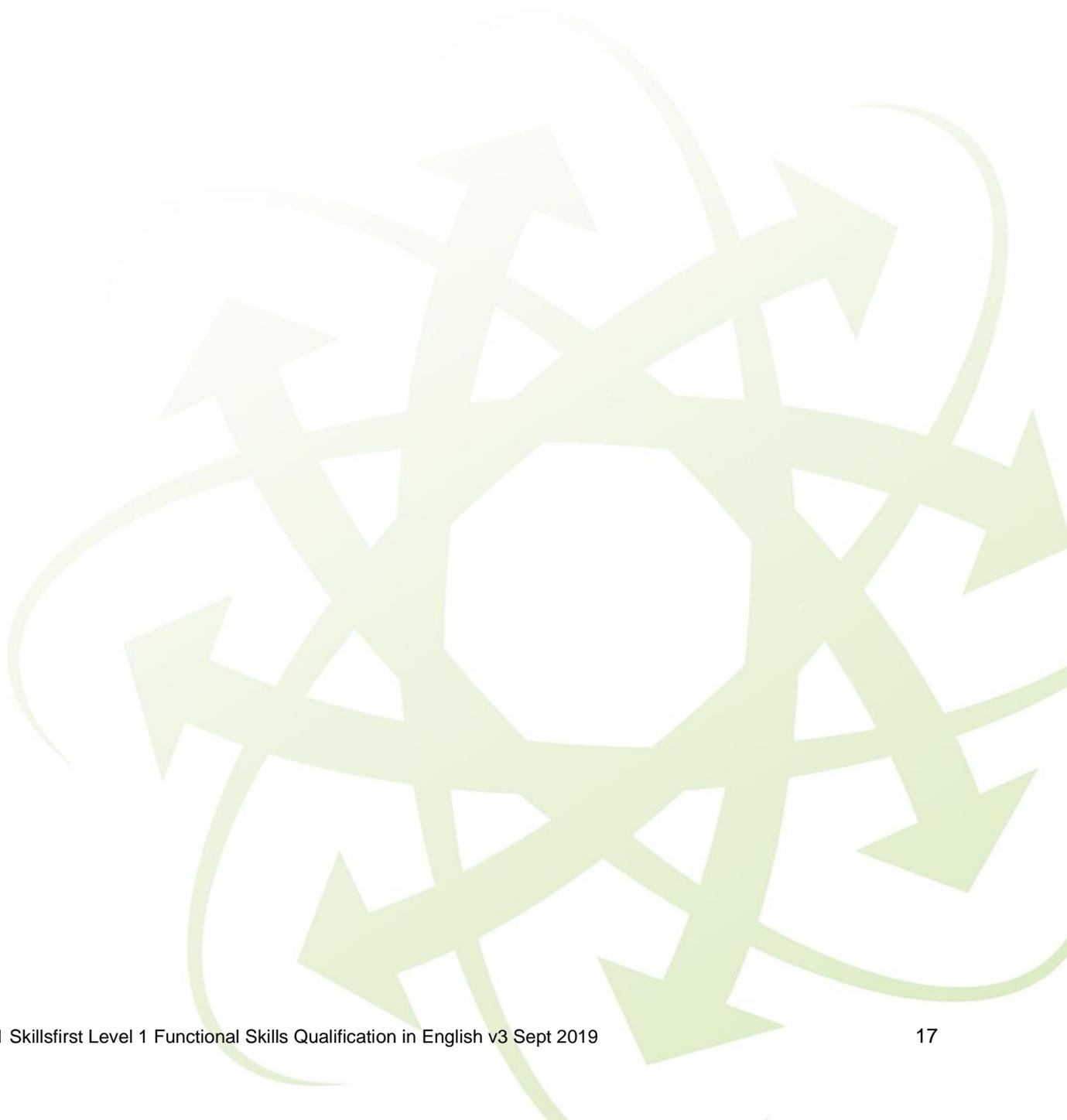
Learning outcomes and scope of study

Outcome 1 Be able to speak, listen and communicate to a Level 1 standard

The learner can:

- 1 identify relevant information and lines of argument in explanations or presentations
- 2 make requests and ask relevant questions to obtain specific information in different contexts
- 3 respond effectively to detailed questions
- 4 communicate information, ideas and opinions clearly and accurately on a range of topics
- 5 express opinions and arguments and support them with evidence
- 6 follow and understand discussions and make contributions relevant to the situation and the subject
- 7 use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
- 8 respect the turn-taking rights of others during discussions, using appropriate language for interjection

Functional Skills English: Reading Level 1



Functional Skills English: Reading Level 1

Level: 1

Unit aim

This unit will give the learner the opportunity to demonstrate their competence to read to a Level 1 standard.

Learning outcomes

There is **one** outcome to this unit. The learner will:

1. Be able to read to a Level 1 standard

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements

Learners should be able to apply their reading skills in the following contexts at Level 1:

- in a range of straightforward texts of varying lengths;
- on a range of topics;
- on texts that instruct, describe, explain and persuade.

Method of assessment

Method	Duration	Marks
This is an External assessment which can be taken either as a: <ul style="list-style-type: none">• Onscreen, on-demand exam through the XAMS platform• Paper-based exam as per the Paper based Functional Skills Exam Delivery Calendar	One hour	30

Assessment guidance

Appropriate strategies could be using knowledge of different word types.

Relevant information could be index, menus, subheadings, paragraphs, etc.

Purposes of texts could be formal, informal, instructional, descriptive, explanatory and persuasive

Learners **are** permitted to use a dictionary during this assessment.

Functional Skills English: Reading Level 1

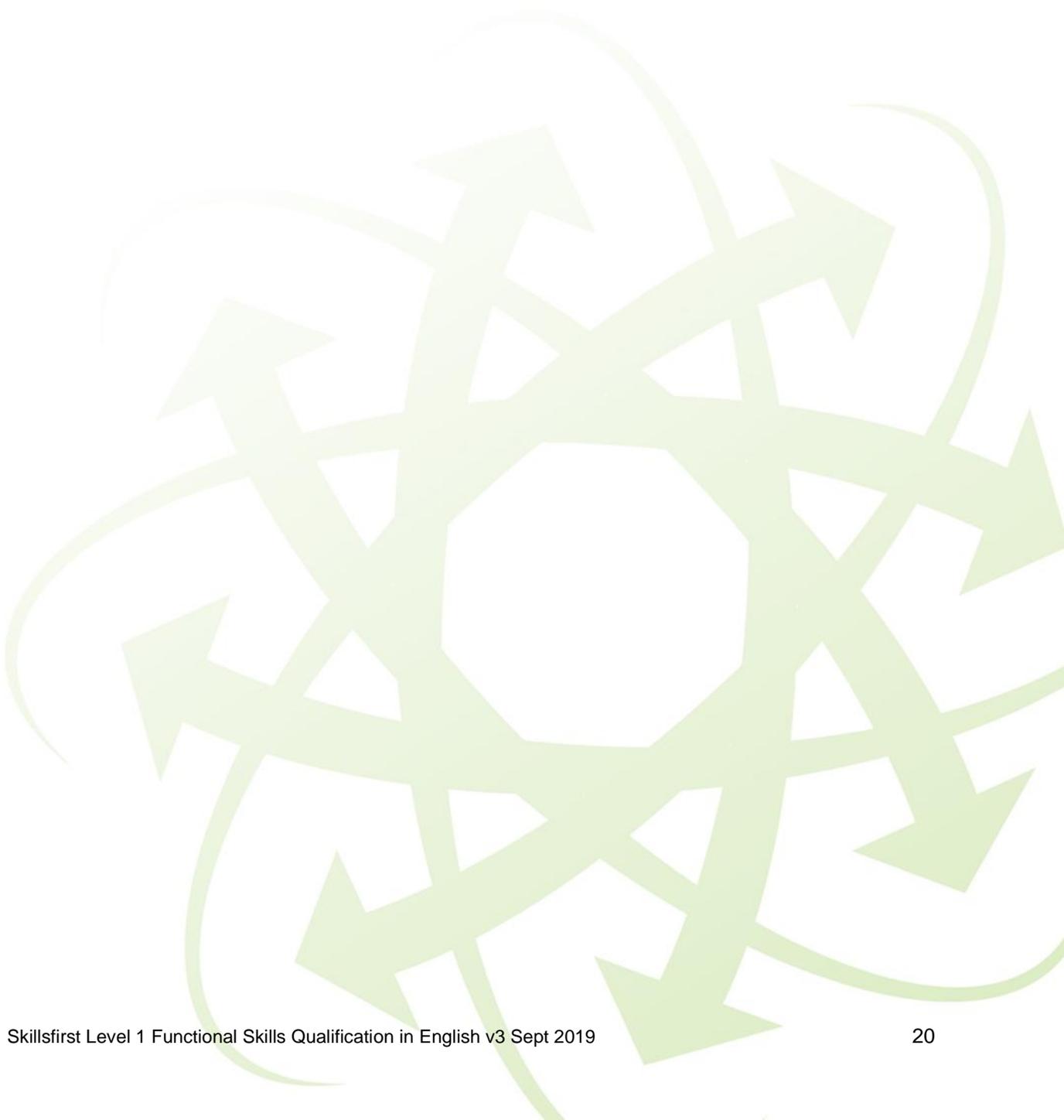
Learning outcomes and scope of study

Outcome 1 Be able to read to a Level 1 standard

The learner can:

- 1 identify and understand the main points, ideas and details in texts
- 2 compare information, ideas and opinions in different texts
- 3 identify implicit meanings in texts and distinguish between fact and opinion
- 4 recognise that language and other textual features can be varied to suit different audiences and purposes
- 5 use reference materials and **appropriate strategies** for a range of purposes, including to find the meaning of words
- 6 understand organisational and structural features and use them to locate **relevant information** in a range of straightforward texts
- 7 infer from images meanings not explicit in the accompanying text
- 8 recognise vocabulary typically associated with specific types and **purposes of texts**
- 9 read and understand a range of specialist words in context
- 10 use knowledge of punctuation to aid understanding of straightforward texts

Functional Skills English: Writing Level 1



Functional Skills English: Writing Level 1

Level: 1

Unit aim

This unit will give the learner the opportunity to demonstrate their competence to spell, punctuate and use grammar, as well as write composition to a Level 1 standard.

Learning outcomes

There are **two** outcomes to this unit. The learner will:

1. Be able to spell, punctuate and use grammar to a Level 1 standard
2. Be able to write composition to a Level 1 standard

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence Requirements

Learners should be able to apply their writing skills to straightforward texts of varying lengths in the following contexts at Level 1:

- narratives
- instructions
- explanations
- reports

Method of assessment

Method	Duration	Marks
This is an External assessment consisting of two tasks which can be taken either as a: <ul style="list-style-type: none">• Onscreen, on-demand exam through the XAMS platform• Paper-based exam as per the Paper based Functional Skills Exam Delivery Calendar	One hour	60 30 marks per task. 12 marks per task allocated to the assessment of spelling, punctuation and grammar)

Assessment guidance

Punctuation could include full stops, question marks, exclamation marks, commas, possessive apostrophes, etc.

Grammar could include subject-verb agreement, consistent use of different tenses, definite and indefinite articles

Learners are **NOT** permitted to use a dictionary or grammar/spellcheck software during this assessment.

Appendix 1 provides further guidance to be used alongside sample assessment materials to support your teaching and learning programme.

Functional Skills English: Writing Level 1

Learning outcomes and scope of study

Outcome 1 Be able to spell, punctuate and use grammar to a Level 1 standard

The learner can:

- 1 use a range of **punctuation** correctly
- 2 use correct **grammar** (e.g.)
- 3 spell words used most often in work, study and daily life, including specialist words

Outcome 2 Be able to write composition to a Level 1 standard

The learner can:

- 1 communicate information, ideas and opinions clearly, coherently and accurately
- 2 write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
- 3 use format, structure and language appropriate for audience and purpose
- 4 write consistently and accurately in complex sentences, using paragraphs where appropriate

Appendix 1 - Guidance to be used alongside sample assessment materials to support teaching and learning

Format Required	Letter	Formal Report	Newspaper Article	Email	Leaflet	Advertisement
3 marks	<ul style="list-style-type: none"> • Sender's address (with or without name above) • Recipient address • Date • Salutation & acceptable close followed by name of sender. 	<ul style="list-style-type: none"> • Appropriate title • Appropriate sub-heading <p>and any two of the following formatting features</p> <ul style="list-style-type: none"> • Additional sub-headings • Numbered sections • Bullet points • Progressive indentation 	<ul style="list-style-type: none"> • Appropriate title • Strapline or sub-heading • Attribution 	<ul style="list-style-type: none"> • To (name or email address) • Subject • Salutation and close • Name of sender at end 	<ul style="list-style-type: none"> • Appropriate title • Sub-heading <p>and any two of the following formatting features</p> <ul style="list-style-type: none"> • Additional sub-headings • Sections / paragraphs • Contact details • Bullet points 	<ul style="list-style-type: none"> • Appropriate title • Sub-heading <p>and any two of the following formatting features</p> <ul style="list-style-type: none"> • Additional sub-headings • Sections / paragraphs • Bullet points • Contact details
2 marks	<ul style="list-style-type: none"> • Sender's address (with or without name above) and <p>any one of the following formatting features</p> <ul style="list-style-type: none"> • Recipient address • Date • Salutation & acceptable close followed by name of sender 	<ul style="list-style-type: none"> • Title <p>and any one of the following formatting features</p> <ul style="list-style-type: none"> • Sub-heading • Numbered sections • Bullet points • Progressive indentation 	<ul style="list-style-type: none"> • Title <p>and any one of the following formatting features</p> <ul style="list-style-type: none"> • Strapline • Attribution • Sub-heading(s) 	<ul style="list-style-type: none"> • To (name or email address) <p>and any one of the following formatting features</p> <ul style="list-style-type: none"> • Subject • Salutation and close • Name of sender at end 	<ul style="list-style-type: none"> • Title <p>and any one of the following formatting features</p> <ul style="list-style-type: none"> • Sub-heading • Additional sub-headings • Sections / paragraphs • Contact details • Bullet points 	<ul style="list-style-type: none"> • Title <p>and any one of the following formatting features</p> <ul style="list-style-type: none"> • Sub-heading • Additional sub-headings • Sections/paragraphs • Bullet points • Contact details
1 mark	<ul style="list-style-type: none"> • Sender's address (with or without name) only 	<ul style="list-style-type: none"> • Title 	<ul style="list-style-type: none"> • Title 	<ul style="list-style-type: none"> • To (email address or name) 	<ul style="list-style-type: none"> • Title 	<ul style="list-style-type: none"> • Title
0 marks	No attempt at formatting or incorrect format used or no sender's address (with or without name).	No attempt at formatting or incorrect format used or no title.	No attempt at formatting or incorrect format used or no title.	No attempt at formatting or incorrect format used or no inclusion of who the email is to.	No attempt at formatting or incorrect format used or no sender's address (with or without name).	No attempt at formatting or incorrect format used or no title.

Appendix 2

Record of learner achievement

Skillsfirst Level 1 Functional Skills Qualification in English *Speaking, Listening and Communicating*

Learner full name:	
Date of birth:	Skillsfirst learner no:
Work location:	

Assessor full name:
Assessment task:
Additional assessment requirements:
Additional comments / incidents:

Result (please indicate a pass if the learner has demonstrated a secure overall performance for each SOS i.e. there is a tick on each row of the assessment sheet overleaf. Please indicate a fail if there is a cross on any row of the assessment sheet overleaf)	Pass	Fail

Learner signature:	Date:
Assessor signature:	Date:
Internal Verifier/Assessor signature: <i>(if sampled)</i>	Date:

This form must be completed and retained by the centre in a secure place for a minimum of three years. It must be made available to Skillsfirst Awards Ltd or your external verifier/assessor upon request.

Speaking, Listening and Communicating assessment sheet: Level 1

Level 1 overall performance across the range of requirements for the level must be secure; any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

SOS ref	You must observe the learner doing each of the following consistently across the sub-tasks	Insert a tick (✓) if yes Insert a cross (X) if not.
1	Identify relevant information and lines of argument in explanations or presentations.	
2	Make requests and ask relevant questions to obtain specific information in different contexts.	
3	Respond effectively to detailed questions.	
4	Communicate information, ideas and opinions clearly and accurately on a range of topics.	
5	Express opinions and arguments and support them with evidence.	
6	Follow and understand discussions and make contributions relevant to the situation and the subject.	
7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.	
8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection.	

Sub-Task 1 – Assessor evidence/comments:

Sub-Task 2 – Assessor evidence/ comments:

This form must be completed and retained by the centre in a secure place for a minimum of three years. It must be made available to Skillsfirst Awards Ltd or your external verifier/assessor upon request.

Appendix 3

Level 1 & 2 Functional Skills Qualification in English (RFSE1 and RFSE2)

Speaking, Listening and Communicating / Invigilation Declaration Form

Please complete and return this form when applying for qualification approval for Skillsfirst Level 1 and 2 Functional Skills Qualification in English to confirm your centre understands its responsibilities with regards to delivering Speaking, Listening and Communicating and the administration and invigilation of Skillsfirst Functional Skills exams effective from 1st September 2019.

Centre name:		
Centre number:		
Speaking, Listening and Communicating (SLC)		
Please tick to confirm the following ✓	Yes	No
1. You have received the SLC video and supporting assessment documentation.		
2. You understand all current staff involved with the delivery of SLC must have viewed the video prior to assessment of any learners takes place.		
3. You understand your centre has a responsibility to ensure all new staff involved with the delivery of SLC (after approval) must view the video prior to assessment of any learners taking place.		
4. Will your centre be using the sample SLC tasks provided by Skillsfirst?		
5. If you answered Yes to Q4, you understand if your centre intends to develop your own SLC tasks in the future, you are aware these must be approved by Skillsfirst prior to using them (<i>NB: please refer to the Functional Skills English Handbook for further information</i>).		
6. If you answered No to Q4, you understand you must submit all centre devised SLC assessment tasks to Skillsfirst for approval prior to using them. Please note, there is a fee of £300 + VAT per centre devised assessment task.		

Administration and invigilation of Functional Skills exams (paper-based and on-screen)		
Please tick to confirm the following ✓	Yes	No
<p>1. You understand no tutor of a Functional Skills qualification can be involved in the administration* of the assessment materials for level 1 and 2 exams in that subject, regardless of the level they teach for both paper-based and on-screen exams.</p> <p><i>*'Administration' includes registration, initial receipt of confidential materials, secure storage, movement and preparation of materials for scheduled assessments, secure storage and return of materials to Skillsfirst after scheduled exams are completed.</i></p>		
<p>2. You understand a Functional Skills subject tutor must not be involved in the invigilation of that subject even if they have not taught those learners (i.e. a Functional Skills English tutor must not invigilate any Functional Skills English exam and a Functional Skills Maths tutor must not invigilate any Functional Skills Maths exam, regardless of the level they teach).</p>		
<p>3. You understand invigilation must not be carried out by the learners Assessor (for their main aim / RQF qualification(s)), or any other staff member with a conflict of interest with the learner / the learners result. This role must be carried out by an independent person.</p>		
<p>4. You understand all Functional Skills exams, both paper-based and on-screen, must be carried out in an exam room, under strict examination conditions and in line with Skillsfirst Instructions for Conducting Controlled Assessments, NOT in a public place.</p>		
Name:		
Role:		
Signed:		
Date:		



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