

Edexcel Functional Skills qualification in English at Level 1

Edexcel Functional Skills qualification in English at Level 2

Specification

Edexcel Levels 1 and 2

For first teaching September 2010

Issue 4

Edexcel, BTEC and LCCI qualifications

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Qualification titles covered by this specification

Edexcel Functional Skills qualification in English at Level 1

Edexcel Functional Skills qualification in English at Level 2

Qualification purpose

Functional Skills English qualifications are 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' perceptions that many learners are not achieving a sufficiently firm grounding in the basics.

These qualifications have been accredited onto the National Qualifications Framework (NQF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

For details on funding availability, please check the Learning Aim Reference Service (LARS), which replaces the Learning Aim Reference Application. Centres should use the Qualification Number (QN) when they seek public funding for their learners.

These qualification titles and codes will appear on learners' certificate. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

The QNs for the qualifications in this publication are:

Edexcel Functional Skills qualification in English at Level 1	500/8700/9
Edexcel Functional Skills qualification in English at Level 2	500/8683/2

Qualification objectives

The aims of these qualifications are to develop learner understanding and skills in:

Level 1

- **Speaking, Listening and Communication** – take full part in formal and informal discussions and exchanges that include unfamiliar subjects.
- **Reading** – read and understand a range of straightforward texts.
- **Writing** – write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.

Level 2

- **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.
- **Reading** – select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.
- **Writing** – write a range of texts, including extended written documents communication information, ideas and opinions, effectively and persuasively.

Structure of qualifications

Edexcel Functional Skills qualification in English at Level 1

All components are compulsory.

Component 1: Speaking, listening and communication	
<ul style="list-style-type: none"> Internally assessed Availability: throughout the academic year 	33.3% of the total qualification
<p>Overview of content</p> <ul style="list-style-type: none"> The assessment will cover all the level 1 speaking, listening and communication skill standard. Pearson will provide guidance on devising activities to meet the skill standard to centres. Learners must complete two activities. Learners must achieve all level 1 criteria across the two activities at least once. 	

Component 2: Reading	
<ul style="list-style-type: none"> Externally assessed Assessment is available either onscreen or paper based Availability: please see our website for details First assessment: November 2010 	33.3% of the total qualification
<p>Overview of content</p> <ul style="list-style-type: none"> The assessment will cover all the level 1 reading skill standard. Overview of paper based assessment This component is assessed through a 45-minute examination paper, set and marked by Pearson. There will be two texts based on a single context and learners will answer all questions on each text. The total number of marks available is 20. Overview of onscreen assessment This component is assessed through a 45-minute examination paper, set and marked by Pearson. There will be two texts based on a single context and learners will answer all questions on each text. The total number of marks available is 20. 	

Component 3: Writing

- Externally assessed
- Assessment is available either onscreen or paper based
- Availability: please see our website for details
- First assessment: November 2010

33.3% of the total qualification

Overview of content

- The assessment will cover all the level 1 writing skill standard.

- Overview of paper based assessment
- This component is assessed through a 45-minute examination paper, set and marked by Pearson.
- There will be two writing tasks with contexts and learners will answer both tasks.
- The total number of marks available is 25.

- Overview of onscreen assessment
- This component is assessed through a 45-minute examination paper, set and marked by Pearson.
- There will be two writing tasks with contexts and learners will answer both tasks.
- The total number of marks available is 25.

Edexcel Functional Skills qualification in English at Level 2

All components are compulsory.

Component 1: Speaking, listening and communication	
<ul style="list-style-type: none"> Internally assessed Availability: throughout the academic year 	33.3% of the total qualification
<p>Overview of content</p> <ul style="list-style-type: none"> The assessment will cover all the level 2 speaking, listening and communication skill standard. 	
<ul style="list-style-type: none"> Pearson will provide guidance on devising activities to meet the skill standard to centres. Learners must complete two activities. Learners must achieve all level 2 criteria across the two activities at least once. 	

Component 2: Reading	
<ul style="list-style-type: none"> Externally assessed Assessment is available either onscreen or paper based Availability: please see the our website for details First assessment: November 2010 	33.3% of the total qualification
<p>Overview of content</p> <ul style="list-style-type: none"> The assessment will cover all the level 2 reading skill standard. 	
<p>Overview of paper based assessment</p> <ul style="list-style-type: none"> This component is assessed through a 60-minute examination paper, set and marked by Pearson. There will be three texts based on a single context and learners will answer all questions on each text. The total number of marks available is 30. 	
<p>Overview of onscreen assessment</p> <ul style="list-style-type: none"> This component is assessed through a 60-minute examination paper, set and marked by Pearson. There will be three texts based on a single context and learners will answer all questions on each text. The total number of marks available is 30. 	

Component 3: Writing

- Externally assessed
- Assessment is available either onscreen or paper based
- Availability: please see the our website for details
- First assessment: November 2010

33.3% of the total qualification

Overview of content

- The assessment will cover all the level 2 writing skill standard.
- Overview of paper based assessment
 - This component is assessed through a 60-minute examination paper, set and marked by Pearson.
 - There will be two writing tasks with contexts and learners will answer both tasks.
 - The total number of marks available is 30.
- Overview of onscreen assessment
 - This component is assessed through a 60-minute examination paper, set and marked by Pearson.
 - There will be two writing tasks with contexts and learners will answer both tasks.
 - The total number of marks available is 30.

Edexcel Functional Skills qualification in English at Level 1

NQF level: 1

Guided learning hours: 45

Skill standards and coverage and range

In order to pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for all the components of the qualification. The coverage and range determine the standard required to achieve the qualification.

On completion of this qualification a learner should:

Skill standards	Coverage and range	Assessment weighting
1 Speaking, listening and communication <ul style="list-style-type: none">Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	<p>1.1 Make relevant and extended contributions to discussions, allowing for and responding to others' input</p> <p>1.2 Prepare for and contribute to the formal discussion of ideas and opinions</p> <p>1.3 Make different kinds of contributions to discussions</p> <p>1.4 Present information/points of view clearly and in appropriate language</p>	n/a
2 Reading <ul style="list-style-type: none">Read and understand a range of straightforward texts	<p>2.1 Identify the main points and ideas and how they are presented in a variety of texts</p> <p>2.2 Read and understand texts in detail</p> <p>2.3 Utilise information contained in texts</p> <p>2.4 Identify suitable responses to texts</p> <p>In more than one type of text.</p>	n/a

Skill standards	Coverage and range	Assessment weighting
3 Writing <ul style="list-style-type: none"> Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience 	3.1 Write clearly and coherently, including an appropriate level of detail 3.2 Present information in a logical sequence 3.3 Use language, format and structure suitable for purpose and audience	55-60%
	3.4 Use correct grammar, including correct and consistent use of tense 3.5 Ensure written work includes generally accurate punctuation and spelling and that meaning is clear In more than one type of text.	40-45%

Assessment structure level 1

	1 Speaking, listening and communication	2 Reading (Available in paper-based and on-screen formats)	3 Writing (Available in paper-based and on-screen formats)
Assessment	Internally set and internally marked. Pearson will provide guidance on devising activities to meet the skill standard to centres.	Externally set and marked.	Externally set and marked.
Tasks/questions	Learners must complete the following two activities. 1 A formal discussion. 2 An informal discussion. Learners must achieve all the level 1 criteria across the two activities at least once.	Two texts based on a single context. The two texts will comprise: <ul style="list-style-type: none"> one narrative text, eg a newspaper article one informative text, eg a letter, timetable, leaflet. Learners will answer all questions on each text. Fifty per cent of the questions will be fixed response.	Two writing tasks with separate contexts. One task worth 15 marks and a shorter task worth 10 marks. Learners will answer both tasks. Forty per cent of the marks for each task will be allocated to spelling, punctuation and grammar.
Assessment time	The total assessment time should be approximately 30 minutes.	45 minutes	45 minutes
Marks	n/a	20	25
Additional information for paper-based tests and on-screen tests	Details should be recorded on the <i>Speaking, Listening and Communication Assessment Record Sheet</i> . Assessment evidence should be retained for a sample of the cohort.	Dictionaries and bilingual dictionaries will be allowed.	Dictionaries and bilingual dictionaries will be allowed.

Edexcel Functional Skills qualification in English at Level 2

NQF level: 2

Guided learning hours: 45

Skill standards and coverage and range

In order to pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for all the components of the qualification. The coverage and range determine the standard required to achieve the qualification.

On completion of this qualification a learner should:

Skill standards	Coverage and range	Assessment weighting
1 Speaking, listening and communication <ul style="list-style-type: none">Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	<p>1.1 Consider complex information and give a relevant, cogent response in appropriate language</p> <p>1.2 Present information and ideas clearly and persuasively to others</p> <p>1.3 Adapt contributions to suit audience, purpose and situation</p> <p>1.4 Make significant contributions to discussions, taking a range of roles and helping to move discussion forward</p>	n/a

Skill standards	Coverage and range	Assessment weighting
<p>2 Reading</p> <ul style="list-style-type: none"> Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions 	<p>2.1 Select and use different types of texts to obtain and utilise relevant information</p> <p>2.2 Read and summarise, succinctly, information/ideas from different sources</p> <p>2.3 Identify the purposes of texts and comment on how meaning is conveyed</p> <p>2.4 Detect point of view, implicit meaning and/or bias</p> <p>2.5 Analyse texts in relation to audience needs and consider suitable responses</p> <p>In three or more texts.</p>	n/a
<p>3 Writing</p> <ul style="list-style-type: none"> Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively 	<p>3.1 Present information/ideas concisely, logically, and persuasively</p> <p>3.2 Present information on complex subjects clearly and concisely</p> <p>3.3 Use a range of writing styles for different purposes</p> <p>3.4 Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively</p>	55-60%
	<p>3.5 Punctuate written text using commas, apostrophes and inverted commas accurately</p> <p>3.6 Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.</p>	40-45%

Assessment structure level 2

	1 Speaking, listening and communication	2 Reading (Available in paper-based and on-screen formats)	3 Writing (Available in paper-based and on-screen formats)
Assessment	Internally set and internally marked. Pearson will provide guidance on devising activities to meet the skill standard to centres.	Externally set and marked.	Externally set and marked.
Tasks/questions	Learners must complete the following two activities. 1 A discussion. 2 A presentation. Learners must achieve all the level 2 criteria across the two activities at least once.	Three texts based on a single context. The three texts will comprise: <ul style="list-style-type: none"> • one narrative text, eg a newspaper article • one informative text, eg a letter • a problem solving exercise, eg drawing on three adverts from different sources. Learners will answer all questions on each text. Up to fifty per cent of the questions will be fixed response.	Two writing tasks with separate contexts. Both tasks are worth 15 marks. Learners will answer both tasks. Forty per cent of the marks for each task will be allocated to spelling, punctuation and grammar.
Assessment time	The total assessment time should be approximately 30 minutes.	60 minutes	60 minutes
Marks	n/a	30	30
Additional information for paper-based tests and on-screen tests	Details should be recorded on the <i>Speaking, Listening and Communication Assessment Record Sheet</i> . Assessment evidence should be retained for a sample of the cohort.	Dictionaries and bilingual dictionaries will be allowed.	Dictionaries and bilingual dictionaries will be allowed.

Assessment

Assessment summary

Speaking, listening and communication is internally assessed.

Reading and writing are externally assessed.

Assessment opportunities for paper-based test

There will be up to eight assessment windows each year. Assessment is available in a 5-day window. Please see our website for further details.

Security arrangement for 5-day windows

Assessment is available within a five-day window. The following requirements must be adhered to:

- the dates of the window will be published by Pearson
- test sittings must be scheduled to minimise the possibility of learners colluding
- centres must produce a schedule showing the date and time of each examination session to be held in the window. This schedule must be submitted in writing to Pearson's Compliance and Quality Services Department
- each paper must be collected in, accounted for and held securely until the end of the window
- learners may only sit the test once in each window
- teaching of the subject should be suspended for the duration of the window
- learners must sign a declaration when they sit the test to confirm they understand they are not allowed to discuss the contents of the test until the end of the window.

Assessment opportunities for on-screen test

The on-screen test may be taken at any time of the year by arrangement with Pearson.

Reading

Reading within the functional skills in English is defined as the independent decoding and understanding of written language and text in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, onscreen or presented using Braille.

Computer/screen readers (assistive technology) may be used in the reading component of functional skills in English where their use reflects the learner's normal way of reading. A computer/screen reader (assistive technology) is an acceptable arrangement, since it still allows the learner to meet the requirements of the reading standards independently.

A 'human' reader cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the reading component can be requested for a disabled learner who cannot use assistive technology.

Dictionaries and bilingual dictionaries will be allowed in the reading component. Where necessary, learners may request the use of a scribe for the reading test.

Writing

Writing within the functional skills in English is defined as the independent construction of written text to communicate in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, onscreen or presented using Braille and which are presented in a way that is accessible for the intended audience.

Voice recognition technology (assistive technology) may be used in the writing component of functional skills in English where its use reflects the learner's normal way of writing. The use of voice recognition technology (assistive technology) is acceptable since it allows the learner to meet the requirements of the writing standards independently.

A 'human' scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the writing component can be requested for a disabled learner who cannot use assistive technology.

Dictionaries and bilingual dictionaries will be allowed in the writing component. Where necessary, learners may request the use of a reader for the writing test.

Exemptions

For **functional skills in English**, where barriers to access remain, we are able to offer learners with disabilities, as a last resort, exemptions from individual assessment components within the qualification. **Learners can be exempted from up to two of the three assessed components.**

Controlled conditions (speaking, listening and communication only)

Task setting: low control

A *low level of control* means that Pearson will provide guidance on devising their own speaking, listening and communication tasks at each level to centres. Learners must complete activities to cover all the requirements of the skill standards at the level they are studying.

Task taking: high control

Preparation

Learners' preparation for a test should include the development of functional skills. Preparation may take place under informal supervision.

- **Authenticity control:** preparatory work may be completed under limited supervision.
- **Supervision:** an appropriate person should supervise the learner. It is acceptable to use an assessor/invigilator who the learner feels comfortable with and knows well.
- **Feedback:** tutors can support learners through the preparation process.
- **Collaboration:** learners may collaborate in preparation but must provide an individual response to the speaking, listening and communication activities.
- **Resources:** learners should use the range of appropriate resources available to the centre. The same range of resources must be made available to all learners within a centre.

The controlled assessment

The completion of a test must be under controlled conditions. During the assessment the learner must be in the direct sight of the supervisor at all times. Input such as clarification of requirements, reading the questions etc is acceptable.

Learners must be provided with a suitably quiet, undisturbed location.

The accommodation normally used by learners may be used for assessment. There is no need to remove posters, displays or materials containing information relevant to what is being assessed. However, displays should not provide a prepared answer to the test questions. It is acceptable for the learner to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

Controlled conditions

Learners will be able to complete an assessment activity only when supervised. If this takes place over more than one session, any learner materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The completed Assessment Record Sheet and assessment evidence should be retained at the end of the controlled assessment for a sample of the cohort for verification purposes.

Learners with agreed particular requirements, in relation to their mode of learning or assessment, can have their usual support, unless this compromises the outcome of the assessment. Those providing assistance should refer to the JCQ document *Access Arrangements and Reasonable Adjustments*, which is on our website.

Learners can have access to:

- notes, which must be checked to ensure they do not include a prepared response.

Learners must not have access to:

- a prepared response.

Time

The total assessment time should be approximately 30 minutes at each level. This time includes individual contributions and interactions with others that demonstrate functionality. The time may be distributed over one or more sessions at the centre's discretion.

Authentication

Learners' work must be authenticated by the centre.

Task marking: medium control

A medium level of control means that tutors/assessors mark the controlled assessment task using the provided mark scheme.

Pearson will conduct an annual review of the management of functional skills delivery and internal verification of assessment outcomes.

Pearson will sample the assessment outcomes through standards verification.

Quality assurance (speaking, listening and communication only)

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for functional skills include:

- a requirement that all centres appoint a Lead Internal Verifier for functional skills speaking, listening and communication and to ensure that this person is trained and supported in carrying out that role
- a requirement that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its speaking, listening and communication functional skills programmes – Centre Quality Review and Development.

Quality Assurance Handbook

Centres should refer to the *Quality Assurance Handbook for Functional Skills in English Levels 1 and 2* (updated annually) for detailed guidance.

Centres must make certification claims only when authorised by Pearson and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all functional skills programmes. Centres that do not comply with remedial action plans may have their facility to deliver qualifications removed.

Pearson's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

Internal verification

Centres are required to have robust processes in place to ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Pearson fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Centres should refer to the *Quality Assurance Handbook for Functional Skills in English Levels 1 and 2* (updated annually).

Standards verification

Pearson will sample assessors' decisions using subject-specialist standards verifiers. This process will follow the protocol as set out in the *Quality Assurance Handbook for Functional Skills in English Levels 1 and 2* (updated annually).

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the learners' work which will be subject to standards verification. Centres should retain evidence from a sample of learners. Centres will be required to make available work, from the sample, which provides evidence for the assessment (in whole or in part) of the identified functional skill. The learner work **must** have been internally assessed, and for the learners' work submitted at least 50 per cent of the number of samples **must** have been internally verified.

Centres should refer to the *Quality Assurance Handbook for Functional Skills in English Levels 1 and 2* (updated annually).

Centre quality review and development

Pearson has a commitment to a strategic, risk-based approach to safeguarding security for the awarding of qualifications where assessment is delegated to centres. Quality assurance arrangements are deliberately focused on the ability of centres to manage the delivery of programmes and effective internal quality assurance, to ensure that assessment is carried out to the appropriate standards.

Each centre will receive periodic visits to review centre quality and development.

Entry, awarding and reporting

Learner entry

Details of learner entry requirements, and the number of assessment opportunities, can be found in our *UK Information Manual*, which is sent to all examinations officers. The *UK Information Manual* is regularly updated and can also be found on our website. Learners should be entered for all components including speaking, listening and communication.

Awarding and reporting

The awarding and certification of this qualification will comply with the requirements of the Office of the Qualifications and Examinations Regulator (Ofqual). The qualification will be awarded as a pass or fail. The result for a learner who fails to reach the minimum standard for a pass to be awarded will be recorded as U (unclassified) and will not be certificated.

Component results

Centres will receive a notification of performance (NOP) detailing individual component results but there is no component certification. Learners may carry forward component results if they resit a qualification. Learners must pass each component to be awarded a qualification pass.

Component codes

Level 1	Paper based component code	Onscreen component code
Speaking, listening and communication	E101	ENC01
Reading	E102	ENR01
Writing	E103	ENW01

Level 2	Paper based component code	Onscreen component code
Speaking, listening and communication	E201	ENC02
Reading	E202	ENR02
Writing	E203	ENW02

Qualification results

Learners must pass each component to be awarded a qualification pass. Where no exemption has been granted, the result for the speaking, listening and communication component must be entered to enable learners to receive their qualification result.

Cash-in code

Level 1	Paper based	Onscreen
Cash in code	FSE01	FENG01

Level 2	Paper based	Onscreen
Cash in code	FSE02	FENG02

Resitting

If learners fail a qualification they may resit the failed components of assessment. They may carry forward the results from component tasks that have been achieved. Learners must take a different version of the component task to that originally taken.

Learners must complete all components at the level, or above the level, for which they claim certification.

Language of assessment

Assessment of this qualification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations and Assessments* document on the JCQ website (www.jcq.org.uk).

Learner recruitment

Pearson's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all learners.

Progression

Learners could progress from these qualifications to:

- GCSEs in English
- other related qualifications.

Annexe A

Codes

Type of code	Use of code	Code number
National Qualifications Framework (NQF) codes	<p>Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code.</p> <p>The Ofqual National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QN). This is the code to be used for all qualification funding purposes. The Ofqual QN is the number that will appear on learners' certificate.</p>	<p>The QANs for the qualifications in this publication are:</p> <p>Level 1 – 500/8700/9</p> <p>Level 2 – 500/8683/2</p>
Cash-in codes	<p>The cash-in code is used as an entry code to aggregate the learner's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering learners for their qualification.</p>	<p>Level 1 – FSE01 paper based</p> <p>Level 1 – FENG01 onscreen</p> <p>Level 2 – FSE02 paper based</p> <p>Level 2 – FENG02</p>
Entry codes	<p>The entry codes are used to:</p> <ul style="list-style-type: none"> enter a learner for the assessment of a qualification/component aggregate the learner's unit scores to obtain the overall grade for the qualification. 	<p>Please refer to our <i>UK Information Manual</i>, available on our website.</p>

Annexe B

Glossary of qualification format terms

All Edexcel Functional Skills qualifications have a standard format. The format is designed to give the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each qualification has the following sections.

Qualification title

The title is accredited on the National Qualifications Framework (NQF) and this form of words will appear on the learner's Notification of Performance (NOP).

NQF level

All units and qualifications within the NQF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from entry level to level 8. The level of the unit has been informed by the NQF level descriptors.

Guided learning hours (GLH)

This is the guided learning hours required to teach the qualification.

Cash-in code

This is the Pearson code required to claim certification for the whole qualification after completion of all components.

Skill standard

The skill standard of a qualification sets out the functional skills that learners are expected to achieve as the result of a process of learning.

Coverage and range

The coverage and range specifies the scope of the application of a skill standard. The skill standard and coverage and range articulate the learning achievement which will be awarded at the level assigned to the qualification.

Assessment structure

This includes details of the components of assessment and the key features of each component.

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