

Qualification Specification
Functional Skills in English
Entry Levels 1, 2 and 3

Version 3.1
(February 2018)

This qualification specification covers the following qualifications:

Qualification Title	Qualification Number
Gateway Qualifications Functional Skills Qualification in English at Entry 1	601/7851/6
Gateway Qualifications Functional Skills Qualification in English at Entry 2	601/7852/8
Gateway Qualifications Functional Skills Qualification in English at Entry 3	601/7853/X

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Functional Skills Centre Handbook and the Controlled Assessment Guidance for Functional Skills in English and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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1. Qualification Information

1.1 About the qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

1.2 Purpose

Functional skills are designed to equip learners with the skills to operate confidently, effectively and independently in life, learning and work. They have been designed in response to employers' perceptions that many learners are not achieving a firm enough grounding in the basics.

The purpose of the Gateway Qualifications Functional Skills in English at Entry Levels 1, 2 and 3 aim to ensure that each individual is able to communicate effectively and develop skills in:

- speaking, listening and communication
- reading
- writing

For each component (reading, writing and speaking, listening and communication) realistic contexts have been designed so that learners develop the functionality they need. Learners must pass each component at their chosen level in order to achieve the award for Functional Skills English.

1.3 Objective

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

Entry 1

- **Speaking, Listening and Communication** – participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation.
- **Reading** – Read and understand short, simple texts that explain or recount information.
- **Writing** – Write short, simple sentences.

Entry 2

- **Speaking, Listening and Communication** – participate in discussions/exchanges about familiar topics making active contributions, with one or more people in familiar situations.

- **Reading** – Read and understand short, simple texts that explain or recount information.
- **Writing** – Write short texts with some awareness of the intended audience.

Entry 3

- **Speaking, Listening and Communication** – respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges.
- **Reading** – Read and understand the purpose and content of straightforward texts that explain, inform and recount information.
- **Writing** – Write texts with some adaptation to the intended audience.

1.4 Key Facts

Qualification Title	Total Qualification Time	Guided Learning Hours
Gateway Qualifications Functional Skills Qualification in English at Entry 1	48	45
Gateway Qualifications Functional Skills Qualification in English at Entry 2	50	45
Gateway Qualifications Functional Skills Qualification in English at Entry 3	50	45

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.5 Geographical Coverage

This qualification has been approved by Ofqual to be offered in England.

1.6 Progression Opportunities

Learners achieving a Functional Skill in English at Entry 1, Entry 2 or Entry 3 will be able to progress to the next level.

1.7 Links with other qualifications

Functional Skills in English at Entry Level 1, 2 and 3, and Levels 1 and 2, can be offered as stand-alone qualifications for Key Stage 3, 4 and post-16 learners.

Functional Skills are a component of Apprenticeship programmes.

1.8 Relationship with other frameworks

The Gateway Qualifications Functional Skills qualifications in English are based on the Functional Skills Criteria for English and have links with the Adult Core Curriculum for English.

2 Learner Entry Requirements

2.1 Age

The approved age range for these qualifications is: pre-16; 16-18; 19+

2.2 Prior Qualifications or Units

There is no requirement for learners to have achieved prior qualifications or units.

2.3 Prior Skills/Knowledge/Understanding

Learners should be able to evidence English skills at the level below their chosen entry point to these qualifications.

2.4 Restrictions

There are no restrictions to entry.

3 Achieving the Qualification

3.1 Qualification Achievement

Functional Skills English qualifications contain three components:

- Reading
- Writing
- Speaking, listening and communication.

In order for a learner to be awarded the full qualification they must successfully achieve each of the three components.

Learners can receive a formal statement of results indicating the achievement of the individual components.

Functional Skills English assessment components from other Awarding Organisations

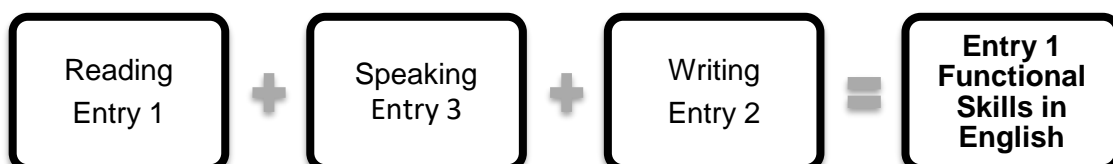
Where learners have previously achieved individual Functional Skills English assessment components with other awarding organisations, but **not** a full Functional Skills English qualification, it is possible for Gateway Qualifications to recognise these achievements.

Exemptions of components may be permissible as a last resort for learners with disabilities, please refer to Section 5.9 [Access to qualifications for learners with disabilities or specific needs](#). Learners can only be exempted from 2 out of 3 components.

3.2 Achievement at different levels

Achievement of the components can be achieved at any of the five levels (Entry 1, Entry 2, Entry 3, Level 1 or Level 2), although where learners have achievements at more than one level (known as a spiky profile) they will be entitled to certification at the level of the lowest component achieved.

For example:



4 Assessment Specification

Gateway Qualifications Functional Skills qualification in English at Entry 1

Skills standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for 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
<p>1. Speaking, Listening and Communication</p> <ul style="list-style-type: none"> Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation. 	<p>1.1. Understand the main points of short explanations</p> <p>1.2. Understand and follow instructions</p> <p>1.3. Respond appropriately to comments and requests</p> <p>1.4. Make contributions to be understood</p> <p>1.5. Ask simple questions to obtain specific information.</p>
<p>2. Reading</p> <ul style="list-style-type: none"> Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation. 	<p>2.1. Read and understand simple regular words and sentences</p> <p>2.2. Understand short texts on familiar topics and experiences</p>
<p>3. Writing</p> <ul style="list-style-type: none"> Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation. 	<p>3.1. Use written words and phrases to present information</p> <p>3.2. Construct simple sentences using full stops</p> <p>3.3. Spell correctly some personal or very familiar words</p>

Assessment Structure Entry 1

	Reading	Writing	Speaking, Listening and Communication
Method of assessment	Externally set tasks and internally marked. Choice of task will enable centres to contextualise for learners.	Externally set tasks and internally marked Centres will be able to contextualise the tasks for their learners.	Internally set and internally marked Gateway Qualifications will provide guidance for centres on devising activities to meet the skill standard.
Assessment time	45 minutes – This may be split over more than one session	45 minutes - This may be split over more than one session	15-20 minutes – the two activities could be split over two sessions
Task/questions	6 tasks will be set by Gateway Qualifications. Learners will be required to complete 2 tasks. Each task will comprise two short linked reading texts with different formats and purposes Questions on texts will include short answer, multiple choice, sentence completion.	6 tasks will be set by Gateway Qualifications. Learners will be required to complete two short contrasting tasks with different context, format and purpose.	Learners must complete two activities based on a simple discussion/exchange with one other person, to include following simple instructions Learners must achieve all the entry 1 criteria across the two activities at least once.
Marks available	16	12	n/a
Availability of Tasks	On demand	On demand	On demand
Additional information	<p>Dictionaries and bilingual dictionaries allowed.</p> <p>Learners may handwrite or word process their responses for the writing component, however the spellcheck must be switched off.</p> <p>Each component can be banked individually before claiming final certification.</p>		

Gateway Qualifications Functional Skills qualification in English at Entry 2

Skills standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for 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
<p>1. Speaking, Listening and Communication</p> <ul style="list-style-type: none"> Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations 	<p>1.1. Identify the main points of short explanations and instructions</p> <p>1.2. Make appropriate contributions that are clearly understood</p> <p>1.3. Express simply feelings or opinions and understand those expressed by others</p> <p>1.4. Communicate information so that the meaning is clear</p> <p>1.5. Ask and respond to straightforward questions</p> <p>1.6. Follow the gist of discussions</p>
<p>2. Reading</p> <ul style="list-style-type: none"> Read and understand short, simple texts that explain or recount information 	<p>2.1. Understand the main events in chronological texts</p> <p>2.2. Read and understand simple instructions and directions</p> <p>2.3. Read and understand high frequency words and words with common spelling patterns</p>
<p>3. Writing</p> <ul style="list-style-type: none"> Write short texts with some awareness of the intended audience 	<p>3.1. Use written words and phrases to record and present information</p> <p>3.2. Construct compound sentences using common conjunctions</p> <p>3.3. Punctuate correctly, using upper and lower case, full stops and question marks</p> <p>3.4. Spell correctly all high frequency words and words with common spelling patterns.</p>

Assessment Structure Entry 2

	Reading	Writing	Speaking, Listening and Communication
Method of assessment	Externally set tasks and internally marked. Choice of task will enable centres to contextualise for learners	Externally set tasks and internally marked Centres will be able to contextualise the tasks for their learners.	Internally set and internally marked Gateway Qualifications will provide guidance for centres on devising activities to meet the skill standard
Assessment time	45 minutes This may be split over more than one session	45 minutes This may be split over more than one session	15-20 minutes
Task/questions	6 tasks will be set by Gateway Qualifications. Learners will be required to complete 2 tasks. Each task will comprise two short linked reading texts with different formats and purposes Questions on texts will include short answer, multiple choice, sentence completion.	6 tasks will be set by Gateway Qualifications. Learners will be required to complete two short contrasting writing tasks with different context, format and purpose.	Two activities based on a discussion/ exchange with at least one other person. Learners must achieve all the entry 2 criteria across the two activities at least once
Marks available	20	18	n/a
Availability of Tasks	On demand	On demand	On demand
Additional information	<p>Dictionaries and bilingual dictionaries allowed.</p> <p>Learners may handwrite or word process their responses for the writing component, however the spellcheck must be switched off.</p> <p>Each component can be banked individually before claiming final certification.</p>		

Gateway Qualifications Functional Skills qualification in English at Entry 3

Skills standards and coverage and range

To pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for 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
<p>1. Speaking, Listening and Communication</p> <ul style="list-style-type: none"> Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges 	<p>1.1. Follow the main points of discussion 1.2. Use techniques to clarify and confirm understanding 1.3. Give own point of view and respond appropriately to others' point of view 1.4. Use appropriate language in formal discussions/exchanges 1.5. Make relevant contributions, allowing for and responding to others' input</p>
<p>2. Reading</p> <ul style="list-style-type: none"> Read and understand the purpose and content of straightforward texts that explain, inform and recount information 	<p>2.1. Understand the main points of text 2.2. Obtain specific information through detailed reading 2.3. Use organisational features to locate information 2.4. Read and understand texts in different formats using strategies/techniques appropriate to the task</p>
<p>3. Writing</p> <ul style="list-style-type: none"> Write texts with some adaptation to the intended audience 	<p>3.1. Plan, draft and organise writing 3.2. Sequence writing logically and clearly 3.3. Use basic grammar including appropriate verb-tense and subject-verb agreement 3.4. Check work for accuracy, including spelling</p>

Assessment Structure Entry 3

	Reading	Writing	Speaking, Listening and Communication
Method of assessment	Externally set tasks and internally marked. Choice of task will enable centres to contextualise for learners	Externally set tasks and internally marked Centres will be able to contextualise the tasks for their learners	Internally set and internally marked Gateway Qualifications will provide guidance for centres on devising activities to meet the skill standard.
Assessment time	45 minutes This may be split over more than one session	45 minutes This may be split over more than one session	15-20 minutes
Task/questions	6 tasks will be set by Gateway Qualifications. Learners will be required to complete 2 tasks. Each task will comprise two short linked reading texts with different formats and purposes Questions on texts will include short answer, multiple choice, sentence completion.	6 tasks will be set by Gateway Qualifications. Learners will be required to complete two short contrasting writing tasks with different context, format and purpose	Learners must complete two activities: 1 Take full part in a familiar formal discussion/ exchange. 2 Take full part in a familiar informal discussion/ exchange. Learners must achieve all the entry 3 criteria across the two activities at least once.
Marks	24	24	n/a
Availability of Tasks	On demand	On demand	On demand
Additional information	<p>Dictionaries and bilingual dictionaries allowed.</p> <p>Learners may handwrite or word process their responses for the writing component, however the spellcheck must be switched off.</p> <p>Each component can be banked individually before claiming final certification.</p>		

5 Assessment Arrangements

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook. Centres must also refer to the Controlled Assessment Guidance Functional Skills in English: Speaking, Listening and Communication which details the requirements for the conduct of this component.

5.1 Assessment

At Entry level assessment should take place when the learner is ready, i.e. practical activities and practice might take place many times before the tutor deems the learner capable of completing a task satisfactorily, and is ready to be assessed. Therefore sufficient time should be built in the learning programme to allow learners to progress at their own rate. Should a learner not achieve the required standard for a task, further teaching and learning should take place for before an additional opportunity to complete a task successfully is organised.

At this level learners will require much supported practice in order to ensure that they are sufficiently competent to meet the requirements of the mark scheme.

5.2 Initial Assessment and Induction

An initial assessment of each learner should be made before the start of their programme to identify:

- their current English language capabilities and areas for development
- any English language qualifications/units they may have completed previously
- the Functional Skills levels they should work towards

We recommend that centres provide an induction programme so the learner fully understands the requirements of the Functional Skills qualification(s) they work towards, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

5.3 Features of assessment

Gateway Qualifications Functional Skills at Entry level qualifications comprise of externally set papers for each of the components of Reading, Writing and Speaking, Listening and Communication that are internally assessed, internally quality assured and externally quality assured.

5.4 Guidelines for assessment

All component tasks are written to differentiate between levels in line with national standards.

Good practice has highlighted the importance of feedback for the learner. Feedback should focus on the learner's achievements as well as guidance on how to improve skills required in a task response. When resitting a task, learners must submit a different task to the one originally completed.

5.5 Storing the component tasks

The component tasks must be kept secure and should not be used as part of the teaching and learning process.

5.6 Assessment taking – Controlled Conditions

All assessments must be taken under controlled conditions. This means that the learner must be supervised at all times during the assessment.

Learners must be provided with a suitably quiet, undisturbed location, with adequate heating and lighting. 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, materials should not provide a prepared answer to the task.

There is a choice of tasks for reading. Learners must complete two tasks. They may complete any two of the six tasks provided to enable centres to choose tasks appropriate for their learners. Centres must not change the reading tasks; this includes the texts and questions. The two tasks do not need to be completed in the same session.

There is a choice of tasks for writing. Learners must complete two tasks. They may complete any two of the six tasks provided to enable centres to choose tasks appropriate for their learners. Centres may adapt the writing tasks to meet the needs of their learners. The tasks have been designed in a way that enables centres to adapt them to meet local needs. This means that centres may adapt the context of a task. For example, centres may change locations, names and type of events but not the purpose or audience of a task. Where centres adapt a task, they must use the mark scheme provided by Gateway Qualifications. The two tasks do not need to be completed in the same session.

If the assessment takes place over more than one session, learners' 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 sheets and assessment evidence must be retained at the end of the controlled assessment 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 appropriate access regulations detailed in the specification.

Assessors may read/explain the rubrics on the tasks but not the texts or questions. Assessors must not interpret the words for learners.

Before learners begin the controlled assessment tasks, tutors should help learners become familiar with the various words and phrases used on the papers.

Centres will need to retain samples of learners' work as part of their internal quality management process

Learners may have access to:

- a dictionary.

Learners may handwrite or word process their responses for the writing component, however the spellcheck must be switched off.

The centre must ensure that:

- learners complete their work independently; interaction with other learners does not occur unless it is specifically related to the task being undertaken.

Centres may adapt the scenario used in an assessment paper, adjusting the contextual detail in the tasks and supporting files as required. For example, a centre might decide that creating a flyer for a farm open day was not appropriate for their learners and change the context to producing a flyer for an open day at a local nursery; this would mean altering the text and images in the supporting data file. Where centres adapt a paper, they must use the mark scheme provided by Gateway Qualifications.

5.7 Authentication

Learners' work must be authenticated by the centre.

5.8 Re-sitting an Assessment

Learners may re-sit any of the components. There is no minimum time between assessment attempts; although where learners have been unsuccessful in a particular skill area they will need adequate opportunity for further practice in the relevant skill.

Learners are **not** allowed to make another attempt at the same assessment task.

5.9 Access to qualifications for learners with disabilities or specific needs

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners is set out in the Gateway Qualifications Reasonable Adjustment and Special Considerations Policy.

English - Reading

The Reading component requires learners to independently decode and understand written language and text in a purposeful context in the medium of English. 'Text' is defined as including words that are written, printed, onscreen or in Braille.

Learners must be able to decode and indicate their understanding of texts independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the subject criteria.

For example, it would be acceptable for learners to use screen reading technology if this is how they would normally read written documents and they are able to do so to the standard required by the assessment. It would not be acceptable for candidates to be supported by a human reader.

The table below indicates the permitted range of adjustments that might be considered.

Access Arrangement	Permitted?
Additional time	Yes
Human reader	No
Computer/screen reader (assistive technology)	Yes
Oral Language Modifier	No
Sign Language Interpreter	No
Human scribe	Yes
Voice recognition technology (assistive technology)	Yes
Transcript	Yes

Practical assistant	Yes
Modified materials (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes
External device to load personal settings	Yes Permitted as a reasonable adjustment provided that this does not compromise the assessment or give the candidate any advantage not available to other candidates.

An exemption may be permissible, as a last resort, from the reading component for learners with disabilities who cannot use assistive technology.

Writing

The Writing component requires learners to convey information via text in the medium of English. 'Text' is defined as words that are written, printed, onscreen or in Braille, and which are presented in a way that is accessible for the intended audience.

Learners must be able to construct text independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the assessment criteria.

For example, it would be acceptable for learners to use voice recognition technology if this is how they would normally produce written documents and are able to operate this equipment to the level of accuracy required by the assessment criteria. It would not be acceptable for learners to be supported by a human scribe.

The table below indicates the permitted range of adjustments that might be considered.

Access Arrangement	Permitted?
Additional time	Yes
Human reader	Yes
Computer/screen reader (assistive technology)	Yes
Oral Language Modifier	Yes
Sign Language Interpreter	No
Human scribe	No
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes
Modified materials (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes

External device to load personal settings	Yes Permitted as a reasonable adjustment provided that this does not compromise the assessment or give the candidate any advantage not available to other candidates.
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An exemption may be permissible, as a last resort, from the writing component for learners with disabilities who cannot use assistive technology.

English – Speaking, Listening and Communication

This component requires learners to obtain and convey information via non-written communication in the medium of English. The term ‘speaking, listening and communication’, as covered by the subject criteria for Functional Skills, is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to candidates with speech or hearing impairment.

Therefore, for some disabled candidates, the term can be interpreted as meaning communication, discussion and presentation. This means that the following would be acceptable, the use of sign language — e.g. British Sign Language (BSL) and 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 Communication where BSL is the candidate’s normal way of communicating in the contexts described by the standards. No other languages are permitted as alternatives to English.

The table below indicates the permitted range of adjustments that might be considered.

Access Arrangement	Permitted?
Additional time	Yes
Human reader	Yes
Computer/screen reader (assistive technology)	Yes
Oral Language Modifier	Yes
Sign Language Interpreter	No
Human scribe	Yes
Voice recognition technology (assistive technology)	Yes
Augmentative speech equipment	Yes
Transcript	Yes
Practical assistant	Yes
Modified materials (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes
External device to load personal setting	Yes

An exemption may be permissible, as a last resort, from the speaking, listening and communication component for learners with disabilities who have no means of communication.

5.10 Additional Requirements/Guidance

There are no additional rules or guidance regarding learner entry requirements.

5.11 Recruiting Learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

6 Quality Assurance

6.1 Centre Staffing Requirements

Tutors/Assessors delivering the Gateway Qualifications Functional Skills qualifications must hold a recognised teaching qualification or be occupationally competent in English, or achieved the qualification themselves at Level 2.

Internal Quality Assurers in addition to being Functional Skills Tutors/Assessors will need to hold a recognised internal quality assurance/verification qualification or be working towards one.

Please refer to the Functional Skills Centre Handbook for further information.

6.2 Internal Quality Assurance

Internal quality assurance is the process through which internal assessment is monitored by the centre, through sampling and evaluating its assessment practice, to make sure that it meets required standards and through which adjustments to results can be made where required to ensure consistency and fairness.

It involves two key processes – monitoring assessment practice and standardising assessment judgements – and is carried out by one or more Internal Quality Assurer.

Centres will need to develop a suitable quality assurance strategy which will depend on the size and extent of the qualifications delivered. Centres will need to set out their internal quality assurance systems within a plan. It is advisable to schedule internal quality assurance when the qualification delivery is being planned.

Please refer to the Functional Skills Centre Handbook for further information.

6.3 Standards Verification

As part of the quality assurance process, centres are subject to standards verification during course delivery. A Functional Skills Standards Verifier will be allocated to your centre who will then contact you to arrange a suitable time to visit. The Standards Verifier is responsible for the standards verification of internally marked Functional Skills assessments and ensuring that your internal quality assurance systems meet the key quality standards set out by Gateway Qualifications.

Observing assessment of Speaking, Listening & Communication (all levels)

Observation of assessments, by Gateway Qualifications' standards verifiers, of Speaking, Listening & Communication at all levels is a vital part of the quality assurance process.

Centre will be required to notify Gateway Qualifications of times and dates and cohort details of when assessments are due to take place. Gateway Qualifications will either undertake a scheduled or unannounced visit.

Centres must make learner assessments available for observation. Failing to provide access to learner assessments may result in the cancellation of the visit which could then delay certification claims.

Please refer to the Functional Skills Centre Handbook for further information.

7 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

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