



Training  
QualificationsUK

Qualification Specification

# TQUK Functional Skills suite of Qualifications (RQF)

TQUK Functional Skills Qualification in English at Level 1 (610/2626/8)

TQUK Functional Skills Qualification in English at Level 2 (610/2625/6)

Version 1.6

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# Summary of changes

The following table provides a log of the changes that have been made to the document since the previous version.

Version number	Description of change
V1.3	Updates made to the generic information Update made to the assessment results section for clarification
V1.4	Amends made to reflect DfE updates (no material change)
V1.5	Update to the assessment controls section
V1.6	Typographical errors corrected on page 9 Revision to the notice period required for paper-based assessments

# Introduction

## Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

## Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

## Qualification Specifications

Each Functional Skills qualification that TQUK offers is supported by a specification document that includes all the information required by a Centre to deliver a qualification. In this instance, the qualifications covered within this Specification document are:

- TQUK Functional Skills Qualification in English at Level 1 (610/2626/8)
- TQUK Functional Skills Qualification in English at Level 2 (610/2625/6)

Information in this specification document includes the qualification purpose, the assessment strategy and EQA arrangements relevant to the above qualifications. Further supporting documents are also identified in this specification. These include documents to support the administration and operation of externally set, internally delivered assessments.

Details of TQUK's procedures and policies can be found on our website.

If you have any further questions, please contact TQUK.

## Use of TQUK logo, name and qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

# Section 1: About the qualifications

## TQUK Functional Skills Qualifications in English at Level 1

QAN	GLH	TQT	Sector	Review date
610/2626/8	55	60	14.1	01/06/2024

## TQUK Functional Skills Qualifications in English at Level 2

QAN	GLH	TQT	Sector	Review date
610/2625/6	55	60	14.1	01/06/2024

## Introduction to the qualifications

The TQUK Functional Skills qualifications in English at Level 1 and Level 2 are qualifications regulated by Ofqual.

Functional Skills qualifications are designed to provide reliable evidence of a Learner's achievements against demanding content that is relevant to the workplace. They also provide a foundation for progression into employment or further technical education and develop skills for everyday life.

The TQUK Functional Skills qualifications in English at Level 1 and Level 2 enable each 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.

## Purpose of each qualification

The purpose of all Functional Skills qualifications in English for Level 1 and Level 2 is to provide a qualification for work, study and life.

The achievement of each qualification demonstrates 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.



## Learning aims and outcomes: Levels 1 and 2

Learners at Levels 1 and 2 should be able to:

- speak, listen, communicate, and read and write clearly, accurately and confidently, with effectiveness and an increasing level of independence
- listen, understand and make relevant contributions to discussions with others in a range of contexts
- apply their understanding of language to adapt their delivery and content to suit the purpose and audience
- 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
- use these Functional Skills autonomously, applying them to a range of formal and informal contexts, both in the workplace and in real life.

## Subject content of each qualification

The Department for Education (DfE) have specified the subject content which should underpin all Functional Skills qualifications, including the learning aims and outcomes that learners must achieve. For a full understanding of the subject content for the TQUK Functional Skills qualifications in English at Level 1 and Level 2, visit the appendix to this document. Alternatively, the full document is available on the government [website](#).

## Entry requirements for each qualification

There are no set age requirements for taking Functional Skills assessments but do consider learner maturity and their readiness for assessment when entering them for these tests. Formative assessments should guide your choice regarding the appropriate level at which to enrol learners.



## Progression

Learners who achieve the TQUK Functional Skills Qualification in English at Level 1 could progress to:

- GCSE English Language
- further study for general or vocational qualifications at a suitable level
- further study at Level 2 (for example, the TQUK Functional Skills Qualification in English at Level 2).

Learners who achieve the TQUK Functional Skills Qualification in English at Level 2 could progress to:

- GCSE English Language
- further study for general or vocational qualifications at a suitable level.

Successful Learners may be able to apply for (or supplement various job roles) upon completion of either qualification.

## Structure

The TQUK Functional Skills qualifications in English at Level 1 and Level 2 do not follow the typical qualification structure of other regulated qualifications. There are no regulated units in these qualifications. In order to pass each qualification, Learners will need to meet the requirements outlined in the assessment strategy before the qualification certificate can be awarded (as a 'Pass' or 'Fail'). Assessment components, weighting and the wider assessment process are outlined in 'Section 2: Assessment'.

## Guided Learning Hours (GLH)

These hours are made up of all contact time, guidance or supervision of a Learner by a Lecturer, Supervisor, Tutor, Trainer or other appropriate provider of education or training.

The GLH for **each** qualification is **55 hours**. This is set by the regulator, Ofqual.

## Directed study requirements

Learners are expected to study and reinforce aspects of the learning programme away from the classroom. For both qualifications, this additional time is expected to be approximately **five hours** over the cycle of the training and assessment programme. The majority of the directed study hours would be dedicated to preparing for the assessment.

## Total Qualification Time (TQT)

Total Qualification Time is comprised of GLH and an estimate of the number of hours a Learner is likely to spend in preparation, study or any other learning. This includes assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor.

The TQT for each qualification is **60 hours**.

## Funding information

Qualification eligibility can be found on the Education and Skills Funding Agency (ESFA) funding hub [here](#). 16-19-year-old Learners on study programmes, all-age apprentices and 19-year-olds and above who have not previously attained a GCSE Grade A\* to C or Grade 4 in English and Mathematics can be fully funded to take TQUK Functional Skills qualifications. Be sure to check the funding hub regularly for current and accurate information on funding eligibility.

## How to deliver Functional Skills qualifications

To offer any TQUK qualification, each Centre must be recognised by TQUK and must meet the qualification approval criteria.

Qualification approval must be confirmed prior to any assessment of Learners taking place.

The TQUK Centre recognition process requires a Centre to have in place a number of policies and procedures to protect both the Learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a Centre's quality systems.

Centres must seek approval for each qualification they wish to offer. The approval process requires Centres to demonstrate that they have the resources, including staff, to deliver and quality assure the qualification.

## Qualification documents

The TQUK Functional Skills qualifications in English at Level 1 and Level 2 are supported by a number of documents, including a Functional Skills FAQs, the 'SLC Pack' and mock assessments. These documents can be found on the Functional Skills section of the TQUK website.

# Section 2: Assessment

## Assessment strategy

The high-level assessment strategy for both qualifications is included below. Each aspect of the assessment strategy table is explored in detail in this document and further reinforced in the Functional Skills FAQs. Centres should read both documents to develop a full end-to-end understanding of assessment delivery arrangements.

### TQUK Functional Skills Qualifications in English at Level 1

Component	Type	Grading	Marking	Weighting	Duration
Speaking, Listening and Communicating	Internal (marked by Centre)	Pass/Fail at component level	No boundary mark	Equally weighted	20–30 minutes
Reading	External (marked by Awarding Organisation)	Pass/Fail at component level	Numerically marked by the AO		60 minutes
Writing		Pass/Fail at component level			60 minutes

### TQUK Functional Skills Qualifications in English at Level 2

Component	Type	Grading	Marking	Weighting	Duration
Speaking, Listening and Communicating	Internal (marked by Centre)	Pass/Fail at component level	No boundary mark	Equally weighted	20–30 minutes
Reading	External (marked by Awarding Organisation)	Pass/Fail at component level	Numerically marked by the AO		60 minutes
Writing		Pass/Fail at component level			60 minutes

In order to achieve a **qualification certificate** at the level the Learner registers for, a Learner must 'Pass' all three assessment components **at that same level** (e.g., all at Level 1 or all at Level 2).

TQUK is required to allow a component result to be carried forward from a previous attempt at the same level from any Awarding Organisation. A form to be completed and submitted is available in the *Functional Skills FAQs*.

## Assessment components

The Functional Skills qualifications in English assess three components:

- Speaking, Listening and Communicating (SLC)
- Reading (a single component assessment)
- Writing (a single component assessment).

SLC within Functional Skills qualifications in English is defined as non-written communication, normally conducted face-to-face. The term 'speaking, listening and communicating' as used by these standards is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to Learners with speech and/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 the use of sign language (e.g. British Sign Language (BSL), 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).

'Reading' within Functional Skills qualifications in English is defined as the independent decoding and understanding of written language and text in a purposeful context.

'Writing' within Functional Skills qualifications in English is defined as the independent construction of written text to communicate in a purposeful context.

A learner must 'Pass' all three assessment components.

A Learner will only achieve the qualification at a Pass grade if all three assessment components are passed.

If a Learner fails to achieve a Pass in all three assessment components, they will receive a 'Fail' grade.

## Assessment coverage and weighting

Functional Skills qualifications in English must require Learners to demonstrate their ability in relation to the skills standards. Assessment must cover all of the skill standards, and all awarding organisations are responsible for determining the extent to which assessment provides opportunities for Learners to apply the indicative coverage and range or equivalent content.

In designing and setting the assessment components for the TQUK Functional Skills qualifications in English at Level 1 and Level 2, TQUK are required to commit to pre-standardised arrangements in terms of assessment coverage and weighting. Essentially, this involves identifying how many questions, items or marks are allocated to a particular category. Each mark scheme document produced by TQUK will clearly identify these distributions, which are included in Appendix 1 and Appendix 2.

At Level 1, the Reading Paper will always:

- cover all subject content statements
- consist of 20 marks
- consist of 15 questions
- will include two reading documents
- have a combined reading source word count between 650 and 850 words

At Level 2, the Reading paper will always:

- cover all subject content statements
- consist of 30 marks
- consist of 10 questions
- will include three reading documents
- have a combined reading source word count between 850 and 1200 words

At both levels, Spelling, punctuation and grammar will not be assessed. Responses do not need to be provided in complete sentences. This is also true when inviting candidates to include quotes in their responses: these can be partial or full quotes provided the key points are included.

At Level 1, the Writing paper will always:

- assess 100% of the subject content
- consist of 2 activities
- require candidates to write at least 150 words, per response, which will be included on the activity itself
- require candidates to write for two different types of document
- include activities which cover both formal and informal audiences and different purposes
- **not** reward learners for the planning of responses.

At Level 2, the Writing paper will always:

- assess 100% of the subject content
- consist of 2 activities
- require candidates to write at least 250 words per response, which will be included on the activity itself
- require candidates to write for two different types of document
- include activities which cover both formal and informal audiences and different purposes
- **not** reward learners for the planning of responses.

## Assessment controls

At all levels, the SLC assessment component must be internally assessed and should be one controlled assessment component which is verified and awarded as a single entity. The controlled assessment component must require Learners to complete two SLC activities to ensure coverage of the skill standards.

TQUK will provide SLC assessments that cover the different requirements of the skill standards relevant to the SLC assessment component, Centres can either use these assessments or choose from the following options:

- adapt the SLC assessments provided by the awarding organisation within clearly defined parameters set by the Awarding Organisation, including provision for the regular replacement of activities
- design their own activities according to clearly defined parameters set by the awarding organisation, including provision for the regular replacement of activities.

The other two assessment components (Reading and Writing) will be provided to the Centre and marked by the awarding organisation. All three assessment components must be completed under formal exam conditions.

During the assessment of the **Reading component** Learners are able to bring into the assessment environment a dictionary.

During the assessment of the **Writing Component** Learners must not have access to external aids in relation to spelling, punctuation and grammar, including dictionaries and spelling and grammar checking software. Such features are not available to the Learner when deploying TQUK's online assessment platform.

## Assessment timings

TQUK have allocated timings to all assessment components. This can be found in the table on page 11 of this specification document.

## Assessment booking

Learners must be registered for the qualification prior to being scheduled for a Functional Skills assessment. All externally-marked assessment attempts can be scheduled in the Verve system after Learner registration. For online assessment, the Centre can set their own dates/time for assessments provided this is suitable for the Learner(s).

For paper-based assessments we require ten working days' notice.

Further information can be found in the Functional Skills FAQs.

## Assessment delivery

For Functional Skills qualifications in English at Level 1 and Level 2, Centres are required to read and abide by the assessment delivery conditions identified in the Functional Skills FAQs. This document outlines our commitment to Centres in terms of the preparation for, delivery and marking of assessment, as well as the Centre's obligations in the appropriate administration and operation of the required assessment strategy.

The conditions identified in the Functional Skills FAQs outline all requirements with regard to both face-to-face and remote assessment delivery.



## Assessment invigilation

As identified, assessment may take place remotely using TQUK's online assessment platform. The Centre must use all supporting resources offered by TQUK to provide full details about the requirements for and expectations of remote invigilation to the Learner to ensure they are appropriately prepared. To further support your Learners, we recommend you and your learners read and review the following exam system guidance documents:

- [Secure Browser](#)
- [Accessible Browser](#)
- [Invigilator Guidance](#)

TQUK have compiled the FAQs to make it as easy as possible for you and your Learners to understand how to use this platform and to minimise unnecessary burden during the assessment platform.

Learners are encouraged to contact TQUK, both at the beginning and at the end of the examination if they have experienced difficulties or require assistance. Learners can email and phone TQUK, dealing directly with the Assessment Team when issues are experienced during office hours.

The conditions for the appropriate invigilation of face-to-face and remote assessment are identified in the Functional Skills FAQs.

## Invigilation ratios

TQUK does not specify set numbers of learners per invigilator for remote invigilation. Centres should follow the guidance of Joint Council for Qualifications (JCQ). Guidance can be found on the JCQ webpage [ICE - Instruction for Conducting Examinations](#), in the document titled '*Instructions for Conducting Functional Skills assessments (English and Mathematics)*' and specifically referenced in '*Section 24 General environment/layout of the assessment room*'.

## Assessment marking

The following assessment components will be marked by the Centre:

- Speaking, Listening and Communicating (SLC).

The following assessment components will be marked by the awarding organisation:

- Reading
- Writing

At each level, each activity within the **Writing** component will be accompanied by a word count range. This will not change across activities or papers. TQUK believe this is appropriate as we are avoiding formats which may not lend themselves to a substantial amount of text, such as posters or adverts.

At Level 1, the word count range is least 150 words per activity.

At Level 2, the word count range is confirmed is at least 250 words per activity.

Responses significantly shorter than the word count limit identified will be penalised. Responses that are longer or significantly longer than the indicated word count will not be penalised.

Please note, the planning and drafting of responses within the Writing component at both Level 1 and Level 2 will not be considered for marking.

## Assessment attempts

The price charged per Learner can be found on the TQUK website. This will also identify the number of assessment attempts available to the Learner based on the option selected.

There is an additional cost to using TQUK's online remote invigilation platform, Saras. This is also identified on the website.

Should a Learner fail to achieve a 'Pass' in all three components within their initial registration period, the Learner will be able to re-register to for further assessment attempts on any previously failed external assessment components.

Learners are not limited in the number of times that they may be re-assessed on a single external assessment component. However, where a Learner continues to fail an assessment attempt, the Centre should ensure the Learner is being entered at the appropriate level.

## Assessment standardisation

Centres are required to contribute to national standardisation as requested by the awarding organisation. Internal standardisation involves ensuring that, where there is more than one tutor delivering a particular Functional Skills qualification, standardisation of delivery takes place. This will be reviewed by the External Quality Assurer.

## Assessment results

Results will be available to Centres via the TQUK Verve Management suite (Reg and Cert).

We will aim to release results for both paper-based and online assessment within 6 working days. For paper-based assessments this is 6 working days from receiving exam papers, accounting for delivery. For online assessments, learners will receive an email notification once results are released.

To ensure the integrity and consistency of our assessments, we regularly update our bank of live papers. Any papers which are retired will be used for mock assessments. When new papers are launched, we conduct a standard setting and validation process called 'Awarding'. As we use actual learner responses and data to establish a pass threshold, we have to ensure we have sufficient responses and data to do this. Therefore, we temporarily extend our standard six-day result turnaround during the Awarding process.

To assist you in organising assessments and planning results releases, we have provided a schedule for introducing new papers throughout the year. Every result from a newly introduced paper will have a predetermined release date, offering clarity on when to expect learner results. If a result isn't provided within six working days, it will be delivered by the designated date.

Further details and timeframes are available in the Functional Skills Key Dates document available on our website.

# Section 3: Course Delivery

## Pre-course Information

All Learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the nature of the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

## Initial assessment

Centres should ensure that any Learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a Teacher/Tutor on the level of the Learner's current knowledge and skills, and any additional specific support requirement the Learner may need.

The initial assessment can be undertaken by a Teacher/Tutor in any form suitable for the qualification to be undertaken by the Learner(s). It is the Centre's responsibility to create and make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

## Identification/authentication

It is a Centre's responsibility to confirm the identity of a Learner as part of its registration process.

The following are examples which would be considered appropriate proof of a Learner's Identity:

- a signed UK photo card driving licence
- a valid passport (of any nationality)
- other photographic ID cards, eg employee ID card (must be the current employer), student ID card, travel card
- UK biometric residence permit.

This identification should also be used to authenticate the identity of the Learner during the assessment.

Further information is provided in the Functional Skills FAQs.

## Centre Resources

The Centre should have in place a **delivery model** which is aligned to the Subject Content, the Guided Learning Hours and Total Qualification Time for the qualification(s) being delivered, adapting where necessary to meet the needs of either a Learner or cohort of Learners.

All Centres are required to have in place a safe and appropriate assessment environment for the delivery of both online and paper-based assessments.

## Learner registration

Once approved to offer a qualification, the Centre must register Learners before any assessment can take place. The registration of Learners for assessments can take place at any point after registering the Learner to the qualification.

Recognised Centres must follow TQUK's procedures for registering Learners. For short courses, TQUK offers the option of registering for a course and booking several places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

## Tutor, Assessor, and Internal Quality Assurer requirements

The Centre is required to **supply and maintain** a qualification workforce of an appropriate size and competence to effectively deliver each Functional Skills qualification.

### Tutors

Tutors could hold a recognised teaching qualification, be occupationally competent in their chosen qualification subject area or have achieved the qualification at Level 2.

### Assessors

Assessors should be suitably experienced to perform the role of Assessor for the Speaking Listening and Communicating internal assessment component. Although not a mandatory requirement, it is best practice for nominated Assessors to hold one or some of the following:

- D32/D33/A1/TAQA unit(s)
- Level 3 Award in Education and Training.

### Internal Quality Assurers

Internal Quality Assurers could hold a recognised internal quality assurance/verification qualification or be working towards one. The following are suitable examples:

- D34 qualification
- V1 qualification
- Internal Verifier Award
- Internal Verification of Credit Based Learning: Continuing Professional Development for Practitioners Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF).

### **Assessment Invigilators**

The Invigilator is responsible for conducting an assessment session under formal assessment conditions.

No tutor of a Functional Skills qualification can be involved in the administration of the assessment materials for level 1 and 2 exams, regardless of the level they teach. Administration includes invigilation, but also initial receipt, secure storage, movement, or preparation of confidential material for external assessments before, during, or after an external assessment.

### **External Quality Assurance**

External Quality Assurance will be undertaken by TQUK to ensure that Centres are satisfying requirements associated with their TQUK recognised Centre status and formal written agreement. This will consist of physical activities and remote reviews.

## **Useful websites**

[Office of Qualifications and Examinations Regulation](#)

[Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

[Education & Skills Funding Agency for public funding information for 14+ Learners in England](#)

[Learning Aim Reference Service \(LARS\)](#)

# Appendix 1: TQUK Functional Skills in English at Level 1 Assessment Weighting and Coverage

Please note, weighting does not refer to the value of the assessment component within the qualification, or its contribution to overall grading decisions. Instead, weighting refers to the number of marks associated with particular coverage points within an assessment component.

Component	Coverage	Weighting
<b>Speaking, listening and communicating</b> 1. Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.	a) Make relevant and extended contributions to discussions, allowing for and responding to others' input b) Prepare for and contribute to the formal discussion of ideas and opinions c) Make different kinds of contributions to discussions d) Present information/points of view clearly and in appropriate language.	Not applicable
<b>Reading</b> 2. Read and understand a range of straightforward texts.	a) Identify the main points and ideas and how they are presented in a variety of texts b) Read and understand texts in detail c) Utilise information contained in texts d) Identify suitable responses to texts e) In more than one type of text.	Not applicable
<b>Writing</b> 3. Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	a) Write clearly and coherently, including an appropriate level of detail b) Present information in a logical sequence c) Use language, format and structure suitable for purpose and audience.	Composition will account for 55–60% of marks
	d) Use correct grammar, including correct and consistent use of tense e) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear; f) In more than one type of text.	SPAG will account for 40-45% of marks in this component 40–45% of marks

## Appendix 2: TQUK Functional Skills in English at Level 2 Assessment Weighting and Coverage

Please note, weighting does not refer to the value of the assessment component within the qualification, or its contribution to overall grading decisions. Instead, weighting refers to the number of marks associated with particular coverage points within an assessment component.

Component	Coverage	Weighting
<b>Speaking, listening and communicating</b> 1. Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.	a) Consider complex information and give a relevant, cogent response in appropriate language; b) Present information and ideas clearly and persuasively to others; c) Adapt contributions to suit audience, purpose and situation; d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.	Not applicable
<b>Reading</b> 2. Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	a) Select and use different types of texts to obtain and utilise relevant information; b) Read and summarise, succinctly, information/ideas from different sources; c) Identify the purposes of texts and comment on how meaning is conveyed; d) Detect point of view, implicit meaning and/or bias; e) Analyse texts in relation to audience needs and consider suitable responses; f) In three or more texts.	Not applicable
<b>Writing</b> 3. Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.	a) Present information/ideas concisely, logically and persuasively b) Present information on complex subjects clearly and concisely c) Use a range of writing styles for different purposes d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively.	Composition will account for 55–60% of marks
	e) Punctuate written text using commas, apostrophes and inverted commas accurately f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.	SPAG will account for 40–45% of marks in this component 40–45% of marks



## Appendix 3: TQUK Functional Skills in English at Level 1 Subject Content and Scope of Study

### Speaking, Listening and Communicating

Texts should include:

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

all of varying lengths

Learners should be able to:

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 subject
7	Use appropriate phrases and registers, and adapt contributions to take account of purpose, audience and medium
8	Respect the turn-taking rights of others during discussions, using the appropriate language for interjections

## Reading

Texts should include straightforward examples, on a range of topics and of varying lengths, that:

- instruct
- describe
- explain
- persuade

Learners should be able to:

9	Identify and understand the main points, ideas and details in texts
10	Compare information, ideas and opinions in different texts
11	Identify meanings in texts, and distinguish between fact and opinion
12	Recognise that language and other textual features can be varied to suit different audiences and purposes
13	Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
14	Understand organisational and structural features, and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs)
15	Infer from images meanings not explicit in the accompanying text
16	Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory, persuasive)
17	Read and understand a range of specialist words in context
18	Use their knowledge of punctuation to aid understanding of straightforward texts

# Writing

Texts should include straightforward texts of varying lengths, such as:

- narratives
- instructions
- explanations
- reports

## Spelling, punctuation and grammar

Learners should be able to:

19	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
20	Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
21	Spell words used most often in work, study and daily life, including specialist words

## Writing composition

Learners should be able to:

22	Communicate information, ideas and opinions clearly, coherently and accurately
23	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of the purpose and audience
24	Use format, structure and language appropriate for the audience and purpose
25	Write consistently and accurately in complex sentences, using paragraphs where appropriate

## Appendix 4: TQUK Functional Skills in English at Level 2 Subject Content and Scope of Study

### Speaking, Listening and Communicating

Texts should include extended examples of varying lengths, such as:

- narratives
- information (which may be on technical, concrete or abstract topics)
- discussions
- detailed explanations
- detailed presentations

Learners should be able to:

1	Identify relevant information from extended explanations or presentations
2	Follow narratives and lines of argument
3	Respond effectively to detailed or extended questions and feedback
4	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
5	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
6	Express opinions and arguments, and support them with relevant and persuasive evidence
7	Use language that is effective, accurate and appropriate to the context and situation
8	Make relevant and constructive contributions to move a discussion forward
9	Adapt their contributions to suit the audience, purpose and medium
10	Interject and redirect a discussion using appropriate language and register

## Reading

Texts should include a range of straightforward and complex examples, on a range of topics and of varying lengths, that:

- instruct
- describe
- explain
- persuade

Learners should be able to:

11	Identify different contexts when the main points are sufficient and when it is important to have specific details
12	Compare information, ideas and opinions in different texts, including how they are conveyed
13	Identify implicit and inferred meaning
14	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
15	Use a range of reference materials and appropriate resources (e.g. glossaries, legends or keys) for different purposes, including to find the meanings of words in straightforward and complex sources
16	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
17	Analyse texts of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
18	Follow an argument, identifying different points of view and distinguishing fact from opinion
19	Identify different styles of writing and the writer's voice

# Writing

Texts should include straightforward and complex examples of varying lengths, such as:

- articles
- narratives
- explanations
- reports

## Spelling, punctuation and grammar

Learners should be able to:

20	Punctuate correctly, using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes, quotation marks)
21	Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)
22	Spell words used in work, study and daily life, including a range of specialist words

## Writing composition

Learners should be able to:

23	Communicate information, ideas and opinions clearly, coherently and effectively
24	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of the purpose and audience
25	Organise writing for different purposes using the appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
26	Convey clear meaning and establish cohesion using organisational markers effectively
27	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words) suited to the audience and purpose
28	Construct complex sentences consistently and accurately, using paragraphs where appropriate