Open Awards Entry Level Functional Skills Qualification in

English (Entry 1 – Entry 3)

Entry Level 1: 603/4894/X
Entry Level 2: 603/4895/1
Entry Level 3: 603/4896/3

Contents

Version Control	
v 1.0	New document September 2019
v 1.1	Reviewed March 2023 to update wording. No substantive changes.
v 2.0	May 2025 full review and rebrand. Amended subject content to meet DfE updates (no material changes). SLC requirements for group sizes clarified. Scheduling and results timeframes updated.

About the Qualification

Title	Open Awards Entry Level Functional Skills Qualification in English
Qualification Accreditation Number	Entry Level 1: 603/4894/X Entry Level 2: 603/4895/1 Entry Level 3: 603/4896/3
Sector	14.1 Foundations for Learning and Life
Level	Entry Level One (1) Entry Level Two (2) Entry Level Three (3)
Funding	Please click here for more information
Pricing Information	Please click here for more information
Review Date	31/07/2026

Purpose	Prepare for Further Learning or Training and/or Develop Knowledge and/or Skills in a Subject Area
Sub-Purpose	Develop Knowledge and/or Skills in a Subject Area

Total Qualification Time/Guided Learning	
Total Qualification Time (hours)	55
Guided Learning (hours)	55

Age Range and Restrictions	
Pre-16	✓
16 – 18	✓
18+	✓
Any other restrictions specific to the qualification(s)	None

About Functional Skills Qualifications

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. They provide assessment of learners' underpinning knowledge as well as their ability to apply this in different contexts. They also provide a foundation for progression into employment or further technical education and develop skills for everyday life. In some contexts, Functional Skills qualifications also play a part in the Government's accountability systems.

A key aim for Functional Skills English qualifications is that they should enable the learner to develop confidence and fluency in, and a positive attitude towards, English.

Learners are required to demonstrate their competence in English by using it in real-world situations as well as to demonstrate a sound grasp of basic English knowledge and skills.

Purpose of Functional Skills English for Entry Levels: a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply this knowledge and these skills in familiar situations. Achievement of these qualifications can provide the basis for further study at Levels 1 and 2.

Achievement of the Qualification

To achieve the qualification, learners must successfully pass all three assessment components at the relevant Entry Level:

- One externally set, internally marked and externally quality assured assessment in reading.
- One externally set, internally marked and externally quality assured assessment in writing.
- One internally set, internally marked and externally quality assured assessment (comprising of two sub-tasks) in speaking, listening and communicating (SLC).

A learner is awarded 'pass' or 'fail' for each component. If a learner does not achieve a 'pass' result in any of the components, they will be issued with a 'fail' result for that component.

A learner must achieve a 'pass' result in all three components in order to achieve a 'pass' result for the qualification.

Learners who have met the pass threshold for all three components of the relevant Entry Level qualification in Functional Skills English will be issued with a certificate, notifying them of their 'pass' result and will be awarded with the relevant Open Awards Entry Level Functional Skills Qualification in English.

The three components can be achieved separately over time. However, certification will not take place until all three components have been achieved at the relevant Entry Level. Each component contributes equally to the achievement of the qualification. A learner is able to carry forward a 'pass' result for any of the single components from a previous attempt at the same level, either with Open Awards or any other awarding organisation. Please see the 'Assessment Methods' section below for more information.

Any Specified Entry Requirements

There are no restrictions on learner entry to these qualifications. However, it is recommended that learners undertake a comprehensive initial diagnostic assessment to ensure that they are following an appropriate learning programme leading to a summative assessment.

Assessment Method Summary

Achievement of our English qualifications is through successful completion of three individual component task-based assessments at the relevant Entry Level (1-3):

Reading
- Externally set by Open Awards
- Internally marked and quality assured by the provider
- Externally quality assured by Open Awards

Writing
- Externally set by Open Awards
- Internally marked and quality assured by the provider
- Externally quality assured by Open Awards

Speaking, Listening and Communicating
- Internally set assessment
- Internally assessed and quality assured by the provider
- Externally quality assured by Open Awards

Sample assessments are available on the Portal and can be accessed by the Assessment Administrator contact at your provider. Sample assessments cover both paper-based (Entry 1-3) and on-screen modes of delivery (Entry 3 only).

Providers must ensure that learners have utilised the sample assessments in advance of sitting an on-screen assessment to ensure they are familiar with the assessment platform and potential question types.

The assessment tasks are based on real-life contexts. Contexts may be based on:
- Work and education
- Community, citizenship and environment
- Family, home and social issues

The amount of time allocated for the assessment is outlined below:

	Total Time	Breakdown
Entry Level 1	**95 minutes**	**Reading:** 40 minutes, 12 marks available **Writing:** 40 minutes, 30 marks available **Speaking, Listening and Communicating:** 15 minutes (criterion based)
Entry Level 2	**110 minutes**	**Reading:** 45 minutes, 16 marks available **Writing:** 45 minutes, 34 marks available **Speaking, Listening and Communicating:** 20 minutes (criterion based)
Entry Level 3	**125 minutes**	**Reading:** 45 minutes, 18 marks available **Writing:** 50 minutes, 36 marks available **Speaking, Listening and Communicating:** 30 minutes (criterion based)

All assessments must be taken under controlled assessment conditions. Further guidance can be found in Open Awards' Instructions for Conducting Controlled Assessments or Open Awards' Instructions for Conducting Controlled Assessments Remotely available via the Portal.

The assessment is available as a paper-based mode of delivery only for Entry Levels One (1) and Two (2).

The assessment is available as a paper-based or on-screen mode of delivery for Entry Level Three (3).

All assessments must be scheduled using Open Awards' XAMS Assessment Platform with at least two hours' notice.

Once scheduled, paper- based assessments will be made available (2 weeks in advance) for providers to download and print.

Assessments must be sat on the day they are scheduled for.

On-screen assessments will be available for the learner to access 12 hours either side of the scheduled date/ time.

Providers must mark the assessments in the XAMS Assessment Platform. Centre marking is subject to internal quality assurance and completed paper-based assessment scripts must be uploaded to the provider's SharePoint folder for external quality assurance activities and retained for six (6) months. Results will not be confirmed until external quality assurance has taken place.

The use of other electronic devices, including phones, smart glasses and smart-watches are not allowed at any time during the assessment.

When taking the assessment for the Writing component, learners will not be allowed access to external aids in relation to spelling, punctuation and grammar including dictionaries and spelling and grammar checking software. The use of other electronic devices, including phones, smart glasses and smart-watches are not allowed at any time during the assessment.

The speaking, listening and communicating component is assessed practically through two tasks. These tasks are devised by the provider using the set Open Awards assessment structure available on the Portal. The results of the assessment must be entered into the XAMS system by the provider for processing.

There is a standard Record of Learner Achievement and Assessor Sheet for the SLC assessment components which should always be used. This clearly states how skills are observed and recorded, and when to award a Pass or Fail grade.

The provider must upload the Record of Learner Achievement and Assessment Sheets (ROLAs) and assessment recordings to their allocated SharePoint folder.

The provider must also upload recordings which must be audio-visual of the assessment to their allocated Sharepoint folder.

The SLC component has a minimum group size of three learners. When booking SLC assessment on the XAMS system learners sitting the same assessment at the same date and time must be booked on the same schedule.

If a learner has completed one or two English components for the reformed Functional Skills Qualifications with another awarding organisation then this achievement can be acknowledged by Open Awards. Please complete the Recognition of Prior Learning Request (RPL) Form available on our Portal or contact us for more information.

Reasonable adjustments and special considerations may be required for individual learners to enable them to undertake assessments fairly. Please see our Reasonable Adjustments and Special Considerations Policy available on the Portal for details on how to apply for and implement these measures.

British Sign Language, as well as Sign Supported English, can be used as a reasonable adjustment for the Speaking, Listening and Communicating component. Please contact the Quality Assurance team on quality@openawards.org.uk for more information.

Learning Aims and Outcomes

A qualification at Entry Levels 1 to 3 indicates that a student is able to:

- speak, listen, communicate, read and write with increasing clarity, accuracy and effectiveness at each level

- listen, understand and respond to verbal communication in a range of familiar contexts

- acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts

- read with accuracy straightforward texts encountered both in everyday life and at work, and develop confidence to read more widely

- write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar

- apply these Functional Skills to informal and some formal contexts in familiar situations, with some direction and guidance

Subject Content – Entry Level 1

Speaking, Listening and Communicating (Entry 1)

The Scope of Study (SoS) for Speaking, Listening and Communicating, including the SoS references from the DfE Subject Content is included below:

SoS1	Say the names of the letters of the alphabet
SoS2	Identify and extract the main information from short statements and explanations
SoS3	Follow single-step instructions, asking for them to be repeated if necessary
SoS4	Make requests and ask straightforward questions using appropriate terms and registers
SoS5	Respond to questions about specific information
SoS6	Make clear statements about basic information, and communicate their feelings and opinions on straightforward topics
SoS7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic

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

Simple:

- Narratives
- Information
- Instructions

Short:

- Statements
- Explanations
- Discussions
- Questions
- Exchanges

The SLC assessment is made up of three sub-tasks:

- Task 1 (2 minutes): the learner says the names of the letters of the alphabet.
- Task 2 (3 minutes): the learner follows single-step instructions.
- Task 3 (10 minutes): the learner participates in simple discussions or exchanges
    - asking and responding to questions
    - making requests
    - making statements
    - communicating feelings and opinions.

At this level, learners can complete their SLC assessment as a 1-1 activity with their tutor or as part of a small group (3-5 learners).

The learner must achieve a pass on each scope of study to pass the assessment.

For SLC, there is no boundary mark. A 'Pass' is awarded to learners who meet the Pass criteria (outlined below).

	The criteria for a Pass Performance descriptor

Pass	• Learners generally demonstrate the requirements for the level
	  - consistently,
	  - effectively, and
	  - to an appropriate degree for that level.
	
	• Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

The assessment criteria that learners are required to meet in order to demonstrate this performance (described by the pass descriptor) are listed under the SoS above and set out in the 'Record of Learner Achievement and Assessment Record Sheet'. Each SoS must be achieved in order for a 'Pass' to be awarded for this component.

Reading (Entry 1)

The Scope of Study (SoS) for Reading, including the SoS references from the DfE Subject Content is included below:

SoS8	Read correctly words designated for Entry Level 1 (see appendix)
SoS19	Read simple sentences containing one clause
SoS10	Understand a short piece of text on a simple subject

Learners should be able to apply their reading skills to short and simple texts that:
- Inform
- Describe
- Narrate

Learners are required to achieve a controlled assessment to pass the Reading Component. The assessment for the Reading component will include a representative sample of the words from the list included in the DfE subject content (provided below).

Writing (Entry 1)

The SoS for Writing, including the SoS references from the DfE Subject Content is included below:

Spelling, punctuation and grammar (SPaG)

SoS11	Punctuate simple sentences with a capital letter and a full stop
SoS12	Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
SoS13	Use lower-case letters when there is no reason to use capital letters
SoS14	Write the letters of the alphabet in sequence and in both upper and lower case
SoS15	Spell correctly words designated for Entry Level 1 (see appendix)

Please note that 66% of the total marks available for the Writing component will be allocated to SPaG. Please see the sample mark schemes for more information.

Writing Composition

SoS16	Communicate information in words, phrases and simple sentences

Learners should be able to apply their writing skills to short and simple texts such as:
- Message
- Notes

Please note that for the Writing component, learners must not have access to external aids in relation to spelling, punctuation and grammar. This includes dictionaries, spelling, and grammar checking software.

Learners are required to achieve a controlled assessment to pass the Writing Component. The controlled assessment will include a given spelling test, made up of a representative sample of the word included in the DfE subject content (provided below).

Further guidance on different writing composition formats is provided in 'Teaching Guidance' section below.

Subject Content – Entry Level 2

Speaking, Listening and Communicating (Entry 2)

The Scope of Study (SoS) for Speaking, Listening and Communicating, including the SoS references from the DfE Subject Content is included below:

SoS1	Identify and extract the main information and detail from short explanations
SoS2	Make requests and ask clear questions appropriately in different contexts
SoS3	Respond appropriately to straightforward questions
SoS4	Follow the gist of discussions
SoS5	Clearly express straightforward information and communicate feelings and
SoS6	Make appropriate contributions to simple group discussions with others about straightforward topics

Learners should be able to apply their speaking, listening and communicating skills in the following contexts at Entry Level 2:

Short:
- Narratives
- Explanations
- Discussions

Straightforward:
- Information
- Instructions

The SLC assessment is made up of two sub-tasks:

- Task 1 (10 minutes): one to one or group activity
- Task 2 (10 minutes): group discussion

The 'group' must include at least three and no more than five learners to allow all the opportunity to speak and to provide an audience for each other. If three learners are not available, other group members could be a work colleague, staff member or a similar appropriate person, but **must not** be the Assessor. The use of alternative group members (aside from learners being assessed) should be the exception rather than the rule.

Where alternative group members are utilised, clear instructions must be provided in line with Open Awards published guidance, and the alternative approach must be subject to IQA and standardisation (and evidence made available on request).

This approach must be declared on the assessment record, invigilation report and IQA report and will be subject to EQA activities and ongoing monitoring. Please note, learners should be booked on the same SLC schedule on the XAMS system where they are sitting the assessment at the same date and time.

The learner must achieve a pass on each scope of study to pass the assessment.

For SLC, there is no boundary mark. A 'Pass' is awarded to learners who meet the Pass criteria (outlined below).

	The criteria for a Pass Performance descriptor

Pass	• Learners generally demonstrate the requirements for the level
	  - consistently,
	  - effectively, and
	  - to an appropriate degree for that level.
	
	• Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

The assessment criteria that learners are required to meet in order to demonstrate this performance (described by the pass descriptor) are listed under the SoS above and set out in the 'Record of Learner Achievement and Assessment Record Sheet'. Each SoS must be achieved in order for a 'Pass' to be awarded for this component.

Reading (Entry 2)

The Scope of Study (SoS) for Reading, including the SoS references from the DfE Subject Content is included below:

SoS7	Read correctly words designated for Entry Level 2 (see appendix)
SoS8	Understand the main points in texts
SoS9	Understand organisational markers in short, straightforward texts
SoS10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, a spell-checker)
SoS11	Read and understand sentences with more than one clause
SoS12	Use illustrations, images and captions to locate information

Learners should be able to apply their reading skills to short and straightforward texts that:

- Instruct
- Inform
- Describe
- Narrate

Learners are required to achieve a controlled assessment to pass the Reading Component. The assessment for the Reading component will include a representative sample of the words from the list included in the DfE subject content (provided below).

Writing (Entry 2)

The SoS for Writing, including the SoS references from the DfE Subject Content is included below:

Spelling, punctuation and grammar (SPaG)

SoS13	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)
SoS14	Form regular plurals
SoS15	Use the first and second letters to sequence words in alphabetical order
SoS16	Spell correctly words designated for Entry Level 2 (see appendix)

Please note that 66% of the total marks available for the Writing component will be allocated to SPaG. Please see the sample mark schemes for more information.

Writing Composition

SoS17	Communicate information using words and phrases appropriate to the purpose and audience
SoS18	Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)
SoS19	Write in compound sentences, using common conjunctions (e.g. 'or', 'and', 'but') to connect clauses
SoS20	Use adjectives and simple linking words in the appropriate way

Learners should be able to apply their writing skills to short and straightforward texts such as:

- Letters
- Emails
- Simple narratives

Please note that for the Writing component, learners must not have access to external aids in relation to spelling, punctuation and grammar. This includes dictionaries, spelling, and grammar checking software.

Learners are required to achieve a controlled assessment to pass the Writing Component. The controlled assessment will include a given spelling test, made up of a representative sample of the word included in the DfE subject content (provided below).

Further guidance on different writing composition formats is provided in 'Teaching Guidance' section below.

Subject Content − Entry Level 3

Speaking, Listening and Communicating (Entry 3)

The Scope of Study (SoS) for Speaking, Listening and Communicating, including the SoS references from the DfE Subject Content is included below:

SoS1	Identify and extract relevant information and detail in straightforward explanations
SoS2	Make requests and ask concise questions using appropriate language in different contexts
SoS3	Communicate information and opinions clearly on a range of topics
SoS4	Respond appropriately to questions on a range of straightforward topics
SoS5	Follow and understand the main points of discussions
SoS6	Make relevant contributions to group discussions about straightforward topics
SoS7	Listen to and respond appropriately to other points of view, respecting the conventions of turn-taking

Learners should be able to apply their speaking, listening and communicating skills in the following contexts at Entry Level 3:

Straightforward:
- Narratives
- Accounts
- Explanations
- Instructions
- Discussions
- Information
- Descriptions

The SLC assessment is made up of two sub-tasks:
- Task 1 (15 minutes): one-to-one or group activity.
- Task 2 (15 minutes): group discussion.

The 'group' must include at least three and no more than five learners to allow all the opportunity to speak and to provide an audience for each other. If three learners are not available, other group members could be a work colleague, staff member or a similar appropriate person, but **must not** be the Assessor. The use of alternative group members (aside from learners being assessed) should be the exception rather than the rule.

Where alternative group members are utilised, clear instructions must be provided in line with Open Awards published guidance, and the alternative approach must be subject to IQA and standardisation (and evidence made available on request).

This approach must be declared on the assessment record, invigilation report and IQA report and will be subject to EQA activities and ongoing monitoring. Please notem learners should be booked on the same SLC schedule on the XAMS system where they are sitting the assessment at the same date and time.

A learner must achieve a pass on each SoS to pass the assessment.

For SLC, there is no boundary mark. A 'Pass' is awarded to learners who meet the Pass criteria (outlined below).

	The criteria for a Pass Performance descriptor

Pass	• Learners generally demonstrate the requirements for the level
	   - consistently,
	   - effectively, and
	   - to an appropriate degree for that level.
	
	• Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

The assessment criteria that learners are required to meet in order to demonstrate this performance (described by the pass descriptor) are listed under the SoS above and set out in the 'Record of Learner Achievement and Assessment Record Sheet'. Each SoS must be achieved in order for a 'Pass' to be awarded for this component.

Reading (Entry 3)

The Scope of Study (SoS) for Reading, including the SoS references from the DfE Subject Content is included below:

SoS8	Read correctly words designated for Entry Level 3 (see appendix)
SoS9	Identify, understand and extract the main points and ideas in and from
SoS10	Identify the different purposes of straightforward texts
SoS11	Use effective strategies to find the meaning of words (e.g. a dictionary, working out the meaning from the context, using their knowledge of different word types)
SoS12	Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs, links)

Learners should be able to apply their reading skills to straightforward texts that:
- Instruct
- Describe
- Narrate
- Explain

Learners are required to achieve a controlled assessment to pass the Reading Component. The assessment for the Reading component will include a representative sample of the words from the list included in the DfE subject content (provided below).

Writing (Entry 3)

The SoS for Writing, including the SoS references from the DfE Subject Content is included below:

Spelling, punctuation and grammar (SPaG)

SoS13	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)
SoS14	Form irregular plurals
SoS15	Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)
SoS16	Use the first, second and third letters in a word to sequence words in alphabetical order
SoS17	Spell correctly words designated for Entry Level 3 (see appendix)

Please note that 66% of the total marks available for the Writing component will be allocated to SPaG. Please see the sample mark schemes for more information.

Writing Composition

SoS18	Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)
SoS19	Write text of an appropriate level of detail and of appropriate length (including where this is specified)
SoS20	Use an appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points
SoS21	Write in compound sentences and paragraphs where appropriate
SoS22	Use language appropriate to the purpose and audience

Learners should be able to apply their writing skills to straightforward texts such as:

- Narratives
- Instructions
- Explanations
- Reports

Please note that for the Writing component, learners must not have access to external aids in relation to spelling, punctuation and grammar. This includes dictionaries, spelling, and grammar checking software.

Learners are required to achieve a controlled assessment to pass the Writing Component. The controlled assessment will include a given spelling test, made up of a representative sample of the word included in the DfE subject content (provided below).

Further guidance on different writing composition formats is provided in 'Teaching Guidance' section below.

Interpretation of lists within the subject content (eg / ie)
Where the Subject Content includes an item or list of items with the term 'e.g.' or 'for example', the items listed are to be interpreted as illustrative examples of the content statement which precedes them.

Where the Subject Content includes a statement with 'including', the statement indicates a specific expectation within the broader scope of study statement that precedes it. As such, the content in the specific expectation should be taught and will be assessed.

Glossary for use with this Subject Content[1]

Appropriate	Describes a text, word or style that is suitably phrased for its intended audience and form. 'Appropriate' accepts that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is more concerned with the right grammatical formulation of an expression.
Basic information	Includes factual information such as personal details, and everyday situations such as directions, weather etc.
Context	The purpose and audience for which spoken or written language is used.
Formal	Formal language tends to be characterised by more elaborate grammatical structures and sophisticated language, and is typically used to convey a more serious tone (e.g. receive rather than get, gratuity rather than tip).
Format	The way in which a text is arranged or presented, e.g. as a book, leaflet, essay, film/animation, audiotape, or the way in which it is structured, e.g. the use made of headings, subheadings, diagrams/photographs with captions.
Gist	The main point or idea of a text. Reading for gist is thus reading for identification of the main points only.
Common words	Words that occur frequently; someone who is unable to read or spell these words will therefore be at a disadvantage. A number of attempts have been made (notably by Dolch) to identify those words that students most need to acquire in order to advance in their learning.
Linking words	Words used to link sentences and to show the relationship between information or ideas. Linking words can be used to show a sequence (e.g. first, next, finally), results (e.g. therefore, so) and addition (e.g. and, also).
Medium	The way in which language is transmitted from one person, or an agency, to another. The three basic media of language are phonic (speech), graphic (writing) and signing (sign 18 language for the hearing impaired). The term is also used to denote the means of communication (e.g. television, telephone, film, radio, computer, press).
Narrative	Describes text that re-tells events, often in chronological sequence.
Organisational features	Refers to those visual aspects of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other sub-headings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc. Reading This is decoding and establishing the meaning of written text.

[1] DfE – Subject content functional skills: English. February 2018. Pp17-19

Registers	A variety of language selected for use in a specific social situation. In particular, the register differentiates formal from informal use of language.
Regular	A term used to describe words, typically verbs and nouns, that conform to general rules. It is possible to predict the plural form of a regular noun, or the simple past and past participle forms of a regular verb; it is not possible to do so with irregular nouns and verbs.
Sentence	In writing, sentences are marked by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end. A simple sentence consists of a single clause with a single subject. A compound sentence consists of more than one subject or more than one independent clause. A complex sentence consists of a main clause and one or more subordinate clauses (e.g. Although it was late, I wasn't tired).
Short	Denotes words, sentences and texts of such a length as to be accessible to students and to enable them to experience 19 a sense of achievement at having successfully decoded them. Short and long are terms which are also applied to vowel sounds. A short text is typically used to communicate everyday or functional information such as in notices, announcements, instructions, messages and invitations.
Simple	When applied to narratives, words or sentences, this means a basic, uncomplicated structure. A simple sentence structure, for example, follows the standard pattern of subject, verb and, optionally, object; a simple narrative will follow a chronological sequence and be told from one viewpoint only.
Specialist words	Specialist words are those that have a specific meaning within a certain context, such as words related to a specific job or work environment, a pastime or hobby, or a certain area of study.
Straightforward	Describes subjects and materials that students often meet in their work, studies or other activities. Straightforward content is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts consist of more than one subject or more than one independent clause (i.e. compound sentence), and students will be familiar with the vocabulary. Straightforward texts are more demanding than simple texts containing simple sentence structure. The vocabulary of straightforward texts will typically consist of a range of familiar and common words, and some specialist words.
Style	Style can be defined as the selection of certain linguistic features in relation to context (audience and purpose), e.g. formal or informal, non-specialist or technical. All language users have the opportunity to make linguistic choices that will determine the style of a piece of writing or an utterance.

Expectations for Word Reading Entry Levels 1-3

Learners are expected to read words which consist of the letter-sound correspondences in the following table. The words in brackets are examples of words to illustrate these correspondences. They are not specific words to be learned.

Learners are not expected to spell all these words correctly. The words they are expected to read and spell correctly are detailed in the next section.

A representative sample of these words will be included in the externally set Reading assessment.

Letter/s-sound correspondences	
Letters	**Sounds**
p (pan), pp (supper)	/p/
t (tap), tt (letter)	/t/
3 c (cat), k (key), ck (duck)	/k/
ch (chip), tch (fetch)	/tʃ/
f (fish), ff (coffee), ph (photo)	/f/
th (thin)	/θ/
s (sun), ss (dress), c (city)	/s/
sh (ship)	/ʃ/
h (hat)	/h/
r (run), rr (cherry), wr (write)	/r/
l (lip), ll (bell)	/l/
b (boy), bb (rabbit)	/b/
d (dog), dd (ladder)	/d/
g (go), gg (bigger)	/g/
j (jet), g (gem), ge (large), dge (bridge)	/dʒ/
v (vet), ve (have)	/v/
th (then)	/ð/

z (zip), zz (fizz), s (his), se (cheese), ze (sneeze)	/z/
m (man), mm (hammer)	/m/
n (nut), nn (dinner), kn (knee)	/n/
ng (ring), n (sink)	/ŋ/
w (wet), wh (wheel)	/w/
y (yes)	/j/
ee (feet), ea (beach), e (me), y (pony), e-e (these), ey (key), ie (chief)	/iː/
i (big) y (gym)	/ɪ/
e (egg), ea (head)	/e/
a (mat)	/æ/
u (but)	/ʌ/
o (on), a (want)	/ɒ/
oo (book), u (put)	/ʊ/
oo (moon), ue (clue), u-e (flute), ew (flew), ou (soup)	/uː/
ai (rain), ay (play), a (baby), a-e (ape), ey (they)	/eɪ/
igh (light), i (mind), y (fly), ie (pie), i-e (kite)	/aɪ/
ou (out), ow (down)	/aʊ/
oa (boat), ow (snow), o (go), oe (toe), o-e (bone)	/əʊ/
oi (coin), oy (boy)	/ɔɪ/
aw (law), au (sauce), al (talk)	/ɔː/
or (fork)7, oor (door), ore (store)	/ɔː/ or /ɔːr/
er (person), ur (burn), ir (bird), or after 'w' (work)	/ɜː/ or /ɜːr/

ar (far), a (fast)	/aːr/ or /aː/
air (hair), are (square), ear (bear)	/ɛə/ or/ɛər/
ear (near)	/ɪə/or /ɪər/
a (zebra)	/ə/
qu (queen)	/kw/
x (box)	/ks/
u (unit), ue (due), u-e (tune), ew (few)	/juː/
-le (little), -il (pencil), -al (metal), -el (tunnel)	/əl/

Expectations for both reading and spelling (Entry Level 1)

Learners are expected to both read **and** spell correctly all the words listed in the following table. They are **not** examples and will be included in the spelling test section of the Writing Component assessment.

Letter/s-sound correspondences	
Letters	**Sounds**
can, act, look, back, school	/k/
off	/f/
miss, cross, house	/s/
who	/h/
write, wrote, wrong	/r/
will, well, tell, still, hello	/l/
get, give	/g/
change, large	/dʒ/
have, give, live, of	/v/
is, his, as, has, Wednesday	/z/
come, some	/m/
know, done, one, gone	/n/
think	/ŋ/
when, which, what, while, white	/w/
see, seem, feel, meet, week, eat, real, be, he, me, we, she, even, every,	/iː/
enjoy	/ɪ/
head, any, many, anyone, thank, said, again, says	/e/
come, done, some, other, brother, money, Monday, does	/ʌ/
was, want, what, because	/ɒ/

put, push, pull would, could, should, full, look, good	/ʊ/
do, to, into, who, too, you, group, two, room	/uː/
day, say, way, made, make, take, came, same, late, they	/eɪ/
high, right, might, find, mind, child, Friday, by, my, myself, reply, like, time, life, while, I, write	/aɪ/
out, about, without, around, now, how, down	/aʊ/
own, follow, so, no, go, old, over, open, most, only, both, told, hold, don't, close, show	/əʊ/
boy	/ɔɪ/
saw, draw, walk, all, call, small, also, water	/ɔː/
or, for, morning, door, floor, poor, more, before, warm, four, your	/ɔː/ or /ɔːr/
her, person, Thursday, Saturday, girl, first, work, word, world, were	/ɜː/ or /ɜːr/
fast, last, past, plant, path, ask, after	/æ/ or /aː/
are, our	/aː/
or	/aːr/
air, where, there, their	/ɛə/ or/ɛər/
near, here, dear, year	/ɪə/or /ɪər/
the, between, until, today, together, number, other, after, never, under	/ə/
Tuesday, use, new, few	/juː/
little	/əl/
one, someone, anyone	/wʌ/

In addition, students are expected to both read and spell correctly the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell correctly.

- all common words with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (e.g., it, nut, and, stop, rush, thing, himself)

- common two syllable words where /iː/ at the end is spelled with 'y' (e.g., twenty)

- common one or two syllable words with ay and oy, knowing that ay and oy usually correspond to /eɪ/ and /ɔɪ/ at the end of words (e.g., day, runway, boy)

- **-ed** for the past tense, when the root word remains unchanged (e.g., wanted, opened, jumped)

- the following contractions:

  - Mr, Mrs
  - n't (e.g., didn't)
  - 'll (e.g., I'll)
  - 're (e.g., we're)
  - 's (e.g., it's13)

Expectations for both reading and spelling (Entry Level 2)

Learners are expected to both read **and** spell correctly all the words listed for Reading and Spelling for Entry Level 1 **and** the words listed in the following table. They are **not** examples and will be included in the spelling test section of the Writing Component assessment.

Letter/s-sound correspondences	
Letters	**Sounds**
letter, better	/t/
differ, different, difficult,	/f/
address, promise, city, circle, decide, notice, since, sentence, once, answer	/s/
sure, sugar, pressure, machine, special	/ʃ/
Whole	/h/
arrive, carry	/r/
add, address	/d/
guard, guide	/g/
age, page, strange	/dʒ/
Breathe	/ð/
position, possess, potatoes, cause	/z/
Imagine	/n/
mean, people, believe, complete, extreme, everything, everybody	/iː/
busy, business, minute, build, women, pretty	/ɪ/
friend, anything	/e/
won, son, among, young, touch, double, trouble, country , something, month	/ʌ/
watch, knowledge	/ɒ/

Woman	/ʊ/
move, blue, blew, truly, fruit, group, through	/uː/
eight, eighteen, eighty, weigh, weight, daily, great, break, obey, straight	/eɪ/
find, behind, quiet, quite, eye, height	/aɪ/
thought, caught, naughty, cause, always	/ɔː/
forward(s), forty, fourteen, quarter, therefore	/ɔː/ or /ɔːr/
perhaps, thirteen, thirty, surprise, year, early, heard, learn, earth	/ɜː/ or /ɜːr/
remember, grammar, calendar, surname, pressure, forward	/ə/ or /ɜːr/
Half	/aː/ or /æ/
care, bear, bare	/ɛə/ or /ɛər/
our, hour	/aʊə/ or /aʊr/
seven, decide, address, arrive, important, probably, woman, second, difficult	/ə/
idea, material	/ɪə/
six, next	/ks/
music, beautiful, computer	/juː/
possible, example, animal	/əl/

In addition, students are expected to both read and spell correctly the words described below. Words in brackets are examples. Words in bold are not examples; they are specific words that students are expected to both read and spell correctly.

- words with prefixes where the root word remains unchanged (e.g., unsure, disappoint, mistake, return, subject, interact, supermarket, autograph)

- words with prefixes where in-, changes to il-, im-, ir-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., illegal, immoral, impossible, irregular)

- words with suffixes where the root word remains unchanged (e.g., payment, witness, careful, careless, partly)

- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., hoping, liked, safer)

- words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y' (e.g., chopped, winner, getting, sunny)

- words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel (e.g., ladies, replied, happier, happiest), but not before '–ing' to avoid 'ii' (e.g., replying)

- Words with suffixes ending in '-tion' (e.g., mention, question, position, action)

- common words with letters corresponding to sounds that are often not pronounced (e.g., February, library, often, every, everything, interest, ordinary)

- the following homophones:

  - there, their, they're
  - here, hear
  - one, won
  - to, too, two

Expectations for both reading and spelling (Entry Level 3)

Learners are expected to both read **and** spell correctly all the words listed for reading and spelling for Entry Levels 1 and 2 **and** the words in the following table. They are **not** examples and will be included in the spelling test section of the writing component assessment.

Letter/s-sound correspondences	
Letters	**Sounds**
appear, opposite, apply	/p/
doubt, debt, attach, minute	/t/
scheme, occasion, according	/k/
picture, actual	/tʃ/
rough, tough, cough, enough	/f/
listen, fasten, whistle, criticise, receive, purpose, increase, recent, provider, exercise, medicine, experience	/s/
especially, appreciate	/ʃ/
guarantee	/g/
knowledge, college	/dʒ/
ease, criticise, position, cause	/z/
measure, treasure, pleasure	/ʒ/
committee, bomb, thumb, crumb, climb, condemn, column, autumn	/m/
knot, knee, knife, knowledge	/n/
committee, achieve	/iː/
average, equip, bargain	/ɪ/
curiosity, qualify, qualification	/ɒ/
Island	/aɪ/
though, although	/əʊ/

bought, brought, ought, therefore	/ɔː/
sugar, popular, particular, regular, provider	/ə/ or /ɜːr/
competition, correspond, determined, develop, frequently, explanation, dictionary, definite, thorough, borough, describe, experiment, purpose, opposite, suppose, famous, various, certain	/ə/
experience	/ɪə/
excellent	/ks/
communicate, community, education	/juː/
available	/əl/

In addition, learners are expected to both read and spell correctly the words described below. Words in brackets are examples. Words in bold are not examples; they are specific words that learners are expected to both read and spell correctly.

- common words with the following suffixes or endings

  - -ion (e.g., competition, discussion)
  - -ian (e.g., electrician, politician)
  - -cious, -tious (e.g., suspicious, cautious)
  - -cial, -tial (e.g., artificial, essential)
  - -ation, -ant, -ance (e.g., observation, observant, observance)
  - -ent, -ency (e.g., frequent, frequency)
  - -able, -ably (e.g., comfortable, comfortably)
  - -able, -ably, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (e.g., changeable, noticeably)
  - -ible', '-ibly (e.g., possible, possibly)

- common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one (e.g., re-enter, co-operate)

- common words with letters representing sounds that are often not pronounced (e.g., desperate, separate, history, category, natural, business, favourite, government, environment)

- the following words that are homophones or near-homophones:
  - who's, whose
  - accept, except
  - berry, bury
  - brake, break
  - fair, fare
  - groan, grown
  - heel, he'll
  - knot, not
  - mail, male
  - meat, meet
  - missed, mist
  - peace, piece
  - plain, plane
  - scene, seen
  - weather, whether
  - farther, father
  - guessed, guest
  - led, lead
  - past, passed
  - aloud, allowed
  - desert, dessert
  - steal, steel

For more information, please see the DfE's Subject Content: Functional Skills English (February 2018) Document available here.

Delivering this Qualification

Becoming a Provider

To deliver this qualification you must be a recognised Open Awards Provider. For more information, head to our website or contact the team on 0151 494 2072.

How to Deliver

To request to deliver this qualification, please login to the Portal and then click on 'Tracking' and 'Initiate a Workflow'. You will then need to select 'Apply to Deliver Functional Skills'.

For support with this process, please see the following document in the Portal 'Provider Portal Guidance – Qualification Approval' or contact the team on customerservices@openawards.org.uk or 0151 494 2072.

Registering Learners

Once you are ready to deliver this qualification, you will need to register your learners in line with the timescales below:

Short courses (15 weeks or less) within 25 working days of the course start date. Long courses (over 15 weeks) within 60 working days of the course start date.

You will need to register your learners via the Portal.

Please ensure all learner details are provided to avoid delays to your learner registrations being processed. Learner Registrations Forms can be submitted by the Provider Admin Contact. If an end-date for the course is not provided, the Functional Skills registration will last for a period of two years.

Once your learners are registered, you will be able to schedule assessments via the XAMS assessment platform.

Identification and Learner Authenticity Identification Requirements

Providers must have systems in place to ensure that an individual completing an assessment is the person they are claiming to be.

It is a provider's responsibility to confirm the identity of a learner as part of its registration process. You may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Providers are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. Open Awards' Quality Assurance team will check this record during quality assurance monitoring activities.

The following are permitted proof of a learner's Identity:

- a valid passport (any nationality);
- signed UK photo card driving licence;
- valid warrant card issued by HM Forces or the Police;
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card; OR
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Scheduling Assessments

Learners must be registered in accordance with Open Awards policy prior to scheduling learners for a Functional Skills assessment.

Once the learner has been registered, their assessments can be scheduled via the XAMS assessment platform.

Assessments can be sat on any day and providers can set their own dates/ times for assessments.

Providers can schedule up to two (2) hours before the set assessment date/time.

On-screen assessments will be available for the learner to sit at any time on the scheduled date via the XAMS assessment platform (i.e., 12 hours before or after the scheduled time).

Paper-based assessments will be made available for the provider to download from the XAMS system from 2 weeks before the assessment is due to take place.

Once a paper-based assessment has been sat, providers are required to scan and upload them to their Open Awards SharePoint folder to support external quality assurance. Original copies must be kept secure at all times and retained for six (6) months. This includes any papers that have not been sat by a learner for any reason.

Please see our XAMS User Guidance on the Portal for further information.

Once scheduled, you cannot change the date or time of the assessment. Assessments must be sat on the day that has been scheduled. Providers can, however, withdraw the learner from the scheduled assessment and re-schedule within the timescales outlined above.

Adapting Assessments

Contexts in the English Reading and Writing assessments can be adapted by providers. No amendments to the knowledge, skills, understanding or level of demand are permitted. All adaptations need to be approved in advance by Open Awards Quality Assurance team. Further information is provided in **Guidance for Adapting Functional Skills Assessments.**

Marking Assessments

All external assessments are marked by the Centre and externally quality assured by Open Awards. Standardisation and marker monitoring activities are carried out regularly to ensure quality of marking.

Centre markers should use the provided mark schemes and accompanying guidance to mark the completed assessments. Any queries that arise should be directed to the provider's Quality and Standards Adviser (QASA) in the first instance.

Assessments are marked on-screen in the XAMS Assessment Platform and subject to internal quality assurance.

Once assessments have been marked and results entered in the XAMS assessment platform, paper-based assessments must be uploaded to the provider's Open Awards SharePoint folder to support external quality assurance activities.

Please note, results will not be confirmed until the marked scripts have been externally quality assured by Open Awards. Learners should not be given a result until it has been confirmed by Open Awards.

Centre markers and Internal Quality Assurers (IQA) are required to complete training with Open Awards before their first marking activity takes place, and to attend annual training and standardisation.

Internal Speaking, Listening and Communicating assessments are assessed and internally verified by the provider and externally quality assured by Open Awards. There is a standard Record of Learner Achievement and Assessor Sheet for the English Speaking Listening and Communicating Entry Level assessment components which should always be used. This clearly states how skills are observed and recorded, and when to award a Pass or Fail grade.

The recommended grade for SLC must be entered into the XAMS assessment platform and evidence uploaded to the provider's Open Awards SharePoint folder for external quality assurance.

SLC results will be confirmed in the XAMS assessment platform once external quality assurance activities have been completed. Providers must not communicate the expected result to learners before Open Awards has confirmed the result.

Quality Assurance and Standardisation

Delivery of this qualification must be done in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes. Please see our website for more information.

Provider Staff Requirements

Providers are responsible for ensuring that their staff are occupationally competent and have access to appropriate training and support. They are also responsible for promptly notifying Open Awards of staff changes.

To deliver our Functional Skills qualifications, Open Awards expect that you have appropriate staff in place to fulfil the following essential roles:

- Tutor/ teacher
- Marker
- Internal Quality Assurer
- Invigilator
- Assessment administrator

These roles must be covered by a minimum of 2 separate individuals to avoid potential or actual conflicts of interest.

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

A Functional Skills subject tutor must not be involved in the invigilation of that subject, even if they have not taught those candidates (i.e., a Functional Skills English tutor must not invigilate any Functional Skills English assessment, regardless of the level they teach).

For more information, please see our Conflicts of Interest Policy available on the Portal.

In addition, it is Open Awards expectation that staff at providers meet the following minimum requirement:

- Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area, as a minimum at a level above that being taught
- For the role of the administrator, providers must ensure that the confidentiality and security of assessments is maintained at all times.
- Although not mandatory, best practice would be for Assessors to hold the relevant D32/D33/A1/AQA unit(s) and Level 3 Award in Education and Training. Likewise, best practice would be for Internal Verifiers to hold the relevant D34/V1/IQA unit(s)

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

For the roles of Marker and Assessor, staff will be required to complete Open Awards' internal training and ongoing standardisation.

For the role of Invigilator, staff will be required to complete Open Awards' online training before the first assessment, with a refresher annually.

Please visit our website for more information on upcoming training and events.

External Assessment

Assessment of Entry Level Functional Skills in English is through three internally marked assessments:

- Reading (externally set, internally marked)
- Writing (externally set, internally marked)
- Speaking, Listening and Communicating (internally set and assessed).

Practice assessments are provided in both modes of delivery where applicable (on-screen or paper-based), and providers should ensure learners have access to these in advance of sitting their assessment to familiarise themselves with the format.

Providers must ensure that assessments are carried out in controlled conditions to minimise the potential for plagiarism and to ensure security of the assessment materials. In order to ensure these conditions are enforced, external assessments must be delivered in accordance with our policy, Instructions for Conducting Controlled Assessments or Instructions for Conducting Controlled Assessments Remotely, available on the Portal.

Open Awards permits remote invigilation of on-screen Functional Skills assessments (Entry 3 – Level 2). Providers must apply in advance of the first assessment via the Portal if they intend to administer assessments remotely. Open Awards also provides a remote invigilation service. Open Awards invigilated assessments can be scheduled via the XAMS assessment platform by choosing this option from the drop-down. Prices associated with utilising Open Awards' invigilators are published in our Pricing Information on the Open Awards website.

Invigilator reports must be completed for every assessment and retained in line with Open Awards' Instructions for Conducting Controlled Assessments (Remotely) and made available to Open Awards external quality assurance team on request.

Providers must ensure that there are no conflicts of interest between the invigilator and learners by checking in advance of the assessment. The invigilator(s) **must not** be the same Functional Skills tutor used for the delivery of the relevant Functional Skills course the learner, or group of learners, is undertaking the assessment for. The only exception to this is where it is required as a reasonable adjustment for a learner with specific support needs. In this case, a request for a reasonable adjustment should be made to Open Awards in advance of the assessment.

Internal Assessment (SLC)

The Speaking, Listening and Communicating component is assessed internally in line with set requirements using Open Awards' approved assessment structure.

Providers must ensure that these assessments are carried out in controlled conditions in accordance with our policy: Instructions for Conducting Controlled Assessments or Instructions for Conducting Controlled Assessments Remotely, available on the Portal.

Providers **must** provide the assessment criteria to their learners in advance of the SLC assessment. The criteria can be distributed as a handout to learners (shown as an appendix in the SLC assessment materials for the assessor) or providers can choose to display the criteria on a notice board.

Providers are required to complete and retain a Record of Learner Achievement form which clearly specifies how the learner has met the assessment criteria, all audio visual recordings, and any additional evidence requirements for every learner. Providers are required to upload records of achievement and the audio-visual recordings to their allocated SharePoint folder for external quality assurance.

Providers are required to keep all evidence related to SLC for a minimum of 3 years.

Storing Confidential Materials

Question papers and any other confidential material must be stored securely at the provider's registered address in a safe and secure lockable cupboard/cabinet with restricted access in a secure locked room. The contents of all materials must be treated as strictly confidential and should not be shared with anyone other than those taking or administering the assessment. Copies may not be issued to anyone, including teaching staff. Open Awards must be notified immediately if any known or suspected infringement of these conditions takes place by calling 0151 494 2072 or emailing quality@openawards.org.uk. Should the provider be found responsible for compromising the security of the assessment then we will invoke our Sanctions Policy and the provider may be charged for redevelopment costs.

External Quality Assurance

Providers are allocated a Quality and Standards Advisor (QASA) who will lead the external quality assurance activities.

External quality assurance includes, but is not limited to, the following activity:
- Observations of live assessments
- Annual Functional Skills Risk Rating Review
- Quality compliance visits/activity
- Unannounced visits and spot checks
- Checks of policies and procedures
- Feedback from staff and learners.

In addition, with regards to SLC, the external quality assurance monitoring visit will:
- ensure that assessment and internal verification arrangements are fit for purpose and are being delivered in accordance with the requirements specified for each SLC assessment task
- ensure the provider is taking all reasonable steps to prevent the occurrence of malpractice or maladministration
- confirm that assessments are conducted by appropriately qualified and occupationally expert Assessors
- sample previously conducted Speaking, Listening and Communicating assessment records and interview learners both in progress and having completed
- ensure that provider staff have access to up-to-date versions of:
  - SLC Assessment Tasks & Assessment Documentation
  - Setting Provider Devised SLC Assessment Tasks

Provider Monitoring

Provider monitoring will:
- ensure the Provider is taking all reasonable steps to prevent the occurrence of malpractice or maladministration
- confirm that delivery and assessment is conducted by appropriately qualified and occupationally expert tutors/teachers.

Open Awards adopts a risk-based approach for monitoring all approved Providers, which identifies and justifies the number and frequency of external quality assurance monitoring visits required based on the Provider's performance. The risk-based sampling approach adopted uses a RAG rating matrix and is utilised across the delivery of Functional Skills.

Providers delivering Functional Skills English at Entry Level will receive, as a minimum, an annual review of their Functional Skills Risk Rating. This will include a check of policies, procedures and controls for ensuring the provider undertakes the delivery, invigilation and administration of assessments in line with guidance and policies provided.

Providers are required to schedule all assessments to enable Open Awards to complete observations of on-screen and online assessments, unannounced visits and spot checks.

Further guidance on training and support is available, please speak to your Open Awards' Quality and Standards Advisor.

Unannounced and Short-notice Visits

Open Awards operates a system of unannounced and short-notice visits in order to ensure that providers are complying with the rules set out within this specification and associated policies, around the delivery of assessments. These visits ensure ongoing confidence in the qualification as well as maintaining and improving quality and standards. Such checks will create the opportunity to comment on good practice and to identify areas for improvement.

Guidance on unannounced and short-notice visits is available via the Portal.

Training and support

Guidance and support to providers is available as part of the regular external quality assurance monitoring visit, as well as provided throughout the year via training sessions, workshops and networking events.

Open Awards offers a variety of training and support to Providers. Our online training and support is free of charge and can be accessed on the following link https://oalearn.org.uk. An everlasting coupon (PLUC code) will be issued to each Provider to gain free access to these resources.

Resits

Learners are permitted to resit an external assessment where they are issued a fail result. Resit charges will apply.

Providers are responsible for preparing their learners for the assessment and should ensure that the approach to resits is appropriate. Learners should be discouraged from repeated resits and be provided with further teaching and learning to support successful achievement of the qualifications where learners have not passed the assessment.

Learners can be scheduled for a resit in the XAMS platform within the standard timeframes, provided the necessary further learning has taken place. This is to ensure that learners receive further teaching and learning and that they are fully prepared for the resit.

Please note, providers should not re-schedule an assessment until results have been received and it is confirmed that a learner has failed an assessment attempt.

If a learner has had three (3) attempts and not yet passed, please contact us on 0151 494 2072 or quality@openawards.org.uk to discuss this with the Quality Assurance team before scheduling a fourth attempt.

Enquiries and Appeals

Providers and learners have the right to appeal against the results issued. Providers must ensure that learners are made aware of this.

There are three stages of appeal depending on the nature of the decision at each stage:

- Enquiry (Stage 1)
- Appeal (Stage 2)
- Independent Appeals Review (Stage 3)

Each stage must be completed before progressing to the next stage. More information can be found in Open Awards Policy for Enquiries and Appeals found on our website.

Open Awards offers training and standardisation events that are held throughout the year. Such events will also provide an opportunity to identify and share best practice. Up to date details of training and standardisation events can be found on our website.

Malpractice, Maladministration and Incident Management

Open Awards is committed to ensuring access to fair assessment for all learners and to protecting the integrity of the award of credit and qualifications. Our policy and procedures define malpractice and maladministration, clarifies the roles and responsibilities of Providers, learners and Open Awards, and outlines the procedures that will be followed when there are issues of suspected malpractice or maladministration within a Provider.

The purpose of the policy is to ensure that:
- potential malpractice and maladministration is identified, prevented, corrected and/or mitigated
- any event that could lead to an Adverse Effect is identified, prevented, corrected and/or mitigated.

The full Policy and Procedure can be found on our website here.

Appendices and Links

The following documents can be viewed on the Open Awards [website](#):

1. Complaints Policy
2. Enquiries and Appeals Policyhttp://openawards.org.uk/centres/policies-and-procedures/
3. Academic Misconduct Policy
4. Equality, Diversity and Inclusion Policyhttp://openawards.org.uk/centres/policies-and-procedures/
5. Reasonable Adjustment and Special Considerations Policy
6. Invoicing Policy
7. Privacy Policy
8. Provider Handbook (Regulated Qualifications and Unit Courses)

Further supporting information, including additional practice papers, can be found on [the Portal](#).

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