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Qualification Specification

Highfield Functional Skills Qualification in English at Level 1 and Highfield Functional Skills Qualification in English at Level 2

Qualification Number (Level 1): 601/7673/8

Qualification Number (Level 2): 601/7674/X

Version 2.2 April 2018

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Version Updates

V2.0	May 2017	Branding changed from HABC to Highfield Qualifications
V2.1	December 2017	TQT added (see Key Facts)
V2.2	April 2018	Paper-based examinations will be sent to your centre upon registering learners. Subsequently, the requirement to return unused paper-based examinations to Highfield within 2 weeks of the examination scheduled date has been removed
V2.2	April 2018	On screen examinations may be taken at any time within 90 days of the date for which the examination is scheduled.

Highfield Functional Skills Qualifications in English at Level 1 and Level 2

Introduction

This qualification specification is designed to outline all you need to know to offer Highfield Functional Skills Qualification in English at Level 1 and/or Highfield Functional Skills Qualification in English at Level 2 in your Centre. Staff involved in the delivery and assessment of these qualifications must have access to, and understand the requirements in, this document. If you have any further questions, please contact your Highfield account manager.

The specification should be used in conjunction with the following documents, which are available to download from our website:

- *Highfield Qualifications' Functional Skills Qualifications Handbook*
- *Highfield Qualifications' Centre Support Pack for Speaking, Listening and Communication*
- *Highfield Qualifications' Speaking, Listening and Communication Assessment Record at Level 1*
- *Highfield Qualifications' Speaking, Listening and Communication Assessment Record at Level 2*

Qualification Overview

The Highfield functional skills qualifications in English at level 1 and level 2 have been accredited by the regulators of England (Ofqual).

These qualifications are designed for learners who wish to develop their skills in English to help them gain the most from work, education and everyday life. The assessments require learners to apply skills-based and problem-solving techniques in realistic settings as determined by a set of skills standards. The qualifications support progression to further study (e.g. GCSE) and are suitable for delivery in a wide range of learning environments either as stand-alone qualifications or as part of a larger programme of study.

Each qualification is internally and externally assessed and consists of THREE mandatory components:

- Reading (externally assessed);
- Writing (externally assessed); and
- Speaking, Listening and Communication (internally assessed).

The qualification outcome is pass or fail.

Key facts

	Level 1	Level 2
Qualification Number	601/7673/8	601/7674/X
Guided Learning Hours	45	45
Total Qualification Time	50	55

Entry requirements

There are no formal entry requirements for learners wishing to take these qualifications. Centres are however advised to assess a learner's ICT skills prior to registering them for on-screen assessment. Paper-based assessment should be used for learners with limited ICT skills.

Age Ranges

Functional skills qualifications are open to learners of all ages although they are intended for learners over the age of 14.

Geographical coverage

These qualifications are suitable for delivery in England.

Centre requirements

Approved Centres are required to have a suitable delivery environment in line with *the Highfield Qualifications' Centre Approval Guidelines* and an assessment environment that complies with the *Highfield Qualifications' Examination & Invigilation Regulations*.

Guidance on delivery

Highfield functional skills qualifications in English lend themselves to several different modes of delivery, examples of which are:

- classroom delivery: a learner attends taught sessions with further work given as homework (self-study);
- distance learning (self-study): a learner uses resources (paper-based or e-learning) and completes tasks independently with remote tutor/assessor support;
- embedded learning: functional skills in English can be embedded within other taught programmes ; or
- blended learning: a mixture of 2 or more of the above modes.

The GLH is 45 hours; teaching time depends largely on the mode of delivery and the individual learner's needs.

The course must be developed in accordance with the skills standards and coverage and range prescribed in this specification and allow learners to apply and transfer skills in real-life scenarios.

To effectively deliver and assess this qualification, Centres are recommended not to exceed the ratio of 1 qualified tutor/assessor to 20 learners in any one instance.

Highfield Qualifications recommends that all learners undertake an **initial assessment*** prior to commencing the qualification. Learners who undertake an initial assessment should work towards achieving the qualification at least one level above that at which they are initially assessed in order to progress their skills.

It is also recommended that, after the completion of an initial assessment, learners undertake a **diagnostic assessment*** at the start of the qualification (note: this is a mandatory requirement for SFA-funded qualifications). The outcome of the diagnostic assessment should be used to inform the programme of delivery.

Wherever possible, the programme of delivery should be adapted in accordance with learners' needs and/or local circumstances.

See **Appendix 2** for Highfield's Recommended Delivery Programme.

* Highfield is pleased to offer its approved functional skills Centres complimentary access to **ForSkills**, an online teaching and learning platform for English and maths. Please contact your account manager for details.

Guidance on Internal Assessment

This section provides guidance relating to the assessment of the **Speaking, Listening and Communication** (SLC) component, which is internally set, marked and verified (i.e. these roles are carried out by the Centre). This section should be read in conjunction with the *Highfield Qualifications' Centre Support Pack for Speaking, Listening and Communication*, which all tutors/assessors/IQAs must read and understand prior to assessing learners.

In summary, upon taking the assessment:

- Tutors/assessors must complete a *Highfield Qualifications' Speaking, Listening and Communication Assessment Record* for **each** learner at the appropriate level;
- Centres must undertake internal verification as per the Centre's own quality assurance strategy;
- Centres must store the assessment record appropriately (for example this may be within a dedicated SLC folder, learner portfolio or e-portfolio);
- Centres must inform Highfield of the completion of the assessment by submitting a Notification of Completion (NOC) via Highfield Central or by contacting your account manager.

Upon receiving the NOC, Highfield will:

- arrange an external quality support (EQS) visit in line with the *Highfield Qualifications' Quality Assurance Strategy* or request a remote sample of assessment records; then
- decide the outcome (approved or requires improvement);
 - approved: EQS will support the Centre towards direct claim status (DCS);
 - requires improvement: a further EQS support visit will be arranged and/or further verification will take place.

Centres obtaining DCS for SLC will continue to be monitored by Highfield in line with the *Highfield Qualifications' Quality Assurance Strategy* and the *Highfield Qualifications' Monitoring Procedures for Centres*.

See **Appendix 3** for a visual representation of this process.

Guidance on External Assessment

This section provides guidance relating to the assessment of the Reading and Writing components, which are externally set, marked and moderated (i.e. these roles are carried out by Highfield) and should be read in conjunction with the *Highfield Qualifications' Functional Skills Qualifications Handbook*.

Learners must successfully complete **1 assessment** for **each** component.

Highfield Qualifications' on-demand paper-based and on-screen assessments for functional skills allow Centres the flexibility to set a date of assessment at a time convenient to both the Centre and the learner.

Centres are responsible for scheduling functional skills assessments and must inform Highfield of the intended assessment date prior to the assessment taking place. Centres can schedule assessments back-to-back and hold several sittings on the same day. Centres must inform Highfield of the date of scheduled assessments as these may be subject to external quality assurance visits from Highfield - see the *Highfield Qualifications' Examination and Invigilation Regulations (Functional Skills)*.

See the *Highfield Qualifications' Functional Skills Qualifications Handbook* for full instructions relating to on-screen and paper-based assessments.

All externally set assessments must be invigilated in line with *Highfield Qualifications' Examination & Invigilation Regulations (Functional Skills)*. Where possible, invigilators should not have delivered the qualifications to the learners they are invigilating.

On screen Assessment

On screen assessments are scheduled via Highfield Central. Once scheduled, learners have 90 days from the examination date in which to complete their examination.

Centres must install SecureClient to enable on screen assessment. Assessments can be accessed online or offline.

Online: assessments are accessed by a unique keycode and invigilator pin* which is generated upon scheduling the assessment. Assessments will automatically upload to Highfield upon completion of the assessment.

Offline: assessments will be available to download 24 hours prior to the scheduled assessment time and are accessed by a unique keycode and invigilator pin*, which is generated after scheduling the assessment. Once an assessment has been completed, Centres must connect to the internet to upload the assessment to Highfield within 2 working days of the assessment taking place.

*The keycode and invigilator pin are available in the invigilator screen of Highfield Surpass:

<https://habc.surpass.com/Login>

Paper-based assessment

Paper-based assessments are dispatched by Highfield and will be sent to centres upon purchasing registrations. All orders for paper-based assessments must be received by Highfield at least five working days before the examination.

Paper-based assessments are scheduled via Highfield Central. Papers will be dispatched to centres by secure post. Each paper is individually wrapped and must only be opened by the learner when instructed to do so by the invigilator at the start of the assessment. The learner must sign the declaration on the front of the assessment paper to confirm they removed the secure-wrapping themselves.

All paper-based assessments must be stored securely within the Centre as per the *Highfield Qualifications' Dispatch of Examinations & Assessment Materials Policy*.

Once an assessment has been completed, Centres must return assessment papers to Highfield within 2 working days of the assessment taking place.

Guidance on Results Notification and Certification

To achieve the Highfield Functional Skills Qualification in English at Level 1 and the Highfield Functional Skills Qualification in English at Level 2 learners must successfully pass **all** 3 mandatory components.

Speaking, Listening and Communication: Centres must inform Highfield of a learner's achievement of this component by submitting a notification of completion (NOC) via Highfield Central or their Highfield account manager.

Reading and Writing: Highfield Qualifications has designed its marking schedule to ensure that Centres can be assured of a reliable service with the focus on minimising the wait for results. Highfield will inform Centres of the results via Highfield Central.

If unsuccessful, learners may re-sit the assessment. Centres must select the re-sit option when scheduling a re-sit. Please note that there is a charge for each additional assessment taken. There is no limit to the number of attempts a learner may take, but Centres should provide appropriate support to prepare learners for the assessment.

After successfully completing all 3 components, a certificate will be issued.

Nominated Tutor/Assessor requirements

Highfield Qualifications recommends nominated tutors/assessors for this qualification hold, as a minimum, a Level 2 qualification in English along with a suitable training/teaching qualification:

Suitable subject area qualifications may include:

- Level 2 Functional Skills Qualification in English;
- GCSE English (grade C or above); and/or
- A-Level English, or above.

Suitable teaching qualifications include:

- Level 3 PTLLS, or above;
- Level 3 Award in Education and Training, or above;
- Diploma or Certificate in Education;
- Bachelors or Masters Degree in Education;
- City and Guilds Teachers Certificate or equivalent;
- Level 3 or 4 NVQ in training and/or development; and/or
- Proof of at least 30 hours of training in any subject.

See also 'Guidance on Delivery' section.

Internal Quality Assurance (IQA) requirements

The Speaking, Listening and Communication component is internally quality assured (i.e. this role is carried out by the approved Centre).

The nominated internal quality assurance (IQA) person must have up-to-date working knowledge of best practice in assessment and quality assurance. It is recommended that the nominated IQA holds subject-specific qualifications as specified in the 'Nominated Tutor Requirements' section. It is not a requirement that IQAs of this qualification hold a formal quality assurance qualification, however it is recognised as good practice.

Highfield will support approved Centres with quality assurance and conduct engagement visits to ensure and verify the effective and efficient delivery and assessment of qualifications. External Quality Support (EQS) visits from Highfield will take place until Direct Claim Status (DCS) is achieved. Once DCS is achieved, Highfield will continue to support Centres in line with *Highfield Qualifications' Monitoring Procedures for Centres*.

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to *Highfield Qualifications' Reasonable Adjustments Policy* for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

After successfully completing the Highfield Functional Skills Qualification in English at Level 1:

- Highfield Functional Skills Qualification in English at Level 2
- GCSE English

After successfully completing the Highfield Functional Skills Qualification in English at Level 2:

- GCSE English

Useful websites

- www.highfieldabc.com
- <https://www.gov.uk/government/collections/functional-skills-qualifications-requirements>

Please contact your Highfield account manager for access to the following sites:

On-screen assessment

<https://habc.surpass.com/Login>

English resources (incl. initial assessment)

<http://skills.highfieldabc.com>

Recommended training materials

Level 1:

- O'Toole, A. & Shepard M. (2012) *Functional Skills Handbook for English Level 1*, Highfield International;
- O'Toole, A. & Shepard M. (2012) *A Question of Functional Skills Workbook for English Level 1*, Highfield International.

Level 2:

- O'Toole, A. & Shepard M. (2016) *Functional Skills Handbook for English Level 2*, Highfield International;
- O'Toole, A. & Shepard M. (2016) *A Question of Functional Skills Workbook for English Level 2*, Highfield International.

Qualification structure

Highfield Functional Skills Qualification in English at Level 1

Learners must complete 1 mandatory unit that is made up of 3 components. All 3 components must be achieved to complete the qualification.

Component 1	Speaking, Listening and Communication	33.3% of the qualification
<p>Internally assessed.</p> <p>The Centre records the assessment outcome on the level 1 <i>Highfield Qualifications' Speaking, Listening and Communication Assessment Record</i>, which is subject to moderation by Highfield.</p> <p>Direct claim status is achievable.</p> <p>Learners must complete 2 tasks:</p> <ol style="list-style-type: none"> 1. Informal discussion on an unfamiliar subject (10 minutes) 2. Formal discussion on a familiar subject (20 minutes) <p>The assessment will cover all of the Speaking, Listening and Communication skills standards at level 1.</p> <ol style="list-style-type: none"> 1. Learners must complete all level 1 criteria at least once across the 2 tasks. 		

Component 2	Reading	33.3% of the qualification
<p>Externally assessed.</p> <p>Learners must complete 1 assessment that is set, marked and moderated by Highfield Qualifications.</p> <p>Duration of assessment: 1 hour.</p> <p>The assessment will cover all of the reading skills standards at level 1.</p> <p>Learners must answer a series of questions using 2 texts based on a single real-life context.</p> <p>Learners may use a dictionary.</p>		

Component 3	Writing	33.3% of the qualification
<p>Externally assessed.</p> <p>Learners must complete 1 assessment that is set, marked and moderated by Highfield Qualifications.</p> <p>Duration of assessment: 1 hour.</p> <p>The assessment will cover all the writing skills standards at level 1.</p> <p>Learners must complete 2 writing tasks based on real-life contexts.</p> <p>Learners may use a dictionary.</p>		

The qualification outcome is pass or fail.

Highfield Functional Skills Qualification in English at Level 2

Learners must complete 1 mandatory unit that is made up of 3 components. All 3 components must be achieved to complete the qualification.

Component 1	Speaking, Listening and Communication	33.3% of the qualification
<p>Internally assessed.</p> <p>The Centre records the assessment outcome on the level 2 <i>Highfield Qualifications' Speaking, Listening and Communication Assessment Record</i>, which is subject to moderation by Highfield.</p> <p>Direct claim status is achievable.</p> <p>Learners must complete 2 tasks:</p> <ol style="list-style-type: none"> 1. A discussion on an unfamiliar subject (20 minutes) 2. A presentation on a familiar subject (10 minutes) <p>The assessment will cover all of the Speaking, Listening and Communication skills standards at level 2. Learners must complete all level 2 criteria at least once across the 2 tasks.</p>		

Component 2	Reading	33.3% of the qualification
<p>Externally assessed.</p> <p>Learners must complete 1 assessment that is set, marked and moderated by Highfield Qualifications.</p> <p>Duration of assessment: 1 hour.</p> <p>The assessment will cover all of the reading skills standards at level 2.</p> <p>Learners must answer a series of questions using 2 texts based on a single real-life context.</p> <p>Learners may use a dictionary.</p>		

Component 3	Writing	33.3% of the qualification
<p>Externally assessed.</p> <p>Learners must complete 1 assessment that is set, marked and moderated by Highfield Qualifications.</p> <p>Duration of assessment: 1 hour.</p> <p>The assessment will cover all the writing skills standards at level 2.</p> <p>Learners must complete 2 writing tasks based on real-life contexts.</p> <p>Learners may use a dictionary.</p>		

The qualification outcome is pass or fail.

Unit Specification

Highfield Functional Skills Qualification in English at Level 1

Learners must demonstrate that they have met the skills standard for each component through assessment. The coverage and range determine the standard required to achieve the qualification.

Skill Standard	Coverage and Range	
<i>The learner will</i>	<i>The learner can</i>	
Speaking, Listening and Communication		
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.	
Reading		
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.	
Writing		
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;	55–60% of assessment
	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.	40–45% of assessment

Highfield Functional Skills Qualification in English at Level 2

Learners must demonstrate that they have met the skills standard for each component through assessment. The coverage and range determine the standard required to achieve the qualification.

Skill Standard	Coverage and Range	
<i>The learner will</i>	<i>The learner can</i>	
Speaking, Listening and Communication		
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;	
Reading		
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.	
Writing		
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. cont...	55–60% of assessment

Skill Standard	Coverage and Range	
<i>The learner will</i>	<i>The learner can</i>	
	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.	40–45% of assessment

Appendix 1: Reasonable Adjustments

Speaking, Listening and Communication

- It is recognised that British Sign Language (BSL) is not a form of English, however, BSL is permitted as an alternative to English for the assessment of this component 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.**
- Access to augmentative speech equipment is permissible where it reflects the learner's normal way of working.
- A human reader is allowed to read the instructions only.
- As a last resort, learners who are disabled under the terms of the Equality Act 2010 and have no accessible means of communication may request an exemption from this component.
- Extra time is allowed dependent on needs*.

Reading

- The use of a word processor with the spell check facility switched on is permitted for **ALL** learners.
- A human reader **cannot** be used to demonstrate the requirements of the standards for the reading component as this does not meet the requirement of independence. Learners who are classed as disabled under the terms of the Equality Act 2010 and use assistive technology as their normal way of reading can demonstrate they are able to independently meet the requirements of the reading standard through the use of screen reader software.
- As a last resort, an exemption from the reading requirement can be requested for learners with disabilities who cannot use assistive technology.
- A human scribe can be used for recording learner responses to reading tasks only.
- Extra time is allowed dependent on needs*.

Writing

- The use of a word processor with the spellcheck facility switched on is permitted for **ALL** learners.
- A human reader is allowed to read the instructions to writing tasks only.
- A human scribe **cannot** be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. Learners who are classed as disabled under the terms of the Equality Act 2010 and use assistive technology as their normal way of producing written texts can demonstrate they are able to independently meet the requirements of the writing standard through the use of a computer and appropriate software. As a last resort, an exemption from the writing requirements can be requested for learners with disabilities who cannot use assistive technology.
- Extra time is allowed dependent on needs*.

* On-screen assessment: Extra time must be selected when scheduling the assessment as this cannot be added once the learner has started the assessment. See *Highfield Qualifications' Functional Skills Qualifications Handbook* for instructions.

Appendix 2: Recommended Delivery Programme

Induction	4hrs
<p>Completion of initial assessment.</p> <p>Introduction to qualification to include:</p> <ul style="list-style-type: none"> • delivery schedule; • internal assessment requirements; and • external assessment requirements. <p>Completion of diagnostic assessment. The outcome is used to agree an individual learning plan with each learner.</p>	
Teaching and Learning	35hrs
<p>The teaching and learning programme must be developed in accordance with the skills standards and coverage and range prescribed in this specification and allow the learners to apply and transfer skills to real-life scenarios. Tutors may also wish to refer to the <i>National Standards for Literacy</i> for further support with the course content.</p> <p>Functional skills in English lends itself to a variety of different teaching and learning methods which can be adapted according to learners' needs.</p> <ul style="list-style-type: none"> • Classroom delivery: learner attends taught sessions with further work given as homework (self-study); • Distance learning (self-study): learner uses resources (paper-based or e-learning) and completes tasks independently with remote tutor/assessor support; • Embedded learning: functional skills in English can be embedded within other taught programmes; or • Blended learning: mixture of two or more of the above modes. <p>Learners should be given the opportunity to:</p> <ul style="list-style-type: none"> • develop and improve their underpinning knowledge; and • apply skills in realistic functional scenarios. 	
Practice Assessment	2hrs
<p>Learners should be given the opportunity to complete practice assessments. The tutor/assessor should monitor the learner's performance and provide appropriate feedback and support.</p> <p>Practice assessments for externally assessed components are available to download from www.highfieldabc.com.</p>	
Internal Assessment	1.5hrs
<p>Learners complete the Speaking, Listening and Communication assessment.</p> <ul style="list-style-type: none"> • Level 1: 2 discussions (1 formal and 1 informal) • Level 2: 1 discussion and 1 presentation <p>The tutor/assessor completes the <i>Highfield Qualifications' Speaking, Listening and Communication Assessment Record</i>. If successful, the Centre informs Highfield of learners' achievement (see the <i>Highfield Qualifications' Centre Support Pack for Speaking, Listening and Communication</i>).</p> <p>If unsuccessful, the tutor/assessor provides feedback and supports learners prior to reassessment.</p>	

External Assessment	2.5hrs
<p>Learners complete the following external assessments:</p> <ul style="list-style-type: none"> • Reading; and • Writing. <p>(see the <i>Highfield Qualifications’ Functional Skills Qualifications Handbook</i>)</p> <p>Highfield Qualifications marks and moderates the assessment.</p> <p>If successful, Highfield will inform the Centre and after the achievement of all 3 components certification will take place.</p> <p>If unsuccessful, Highfield will inform the Centre. The Centre arranges reassessment.</p>	
TOTAL GLH	45hrs

Appendix 3: Highfield Functional Skills Quality Assurance Process (L1 and L2)

Registration	
Delivery	
Assessment	
Internal	External
SLC	Reading Writing
Tutor/assessor assesses learner	Centre schedules assessment
Tutor/assessor completes SLC assessment record	Learner takes externally set assessment
Centre IQA verifies assessment record	Highfield marks and moderates assessment
Outcome of assessment: <ul style="list-style-type: none"> ▪ Pass see next step ▪ Fail Centre supports learner and repeats assessment process 	Outcome of assessment: <ul style="list-style-type: none"> ▪ Pass see next step ▪ Fail Centre supports learner and repeats assessment process
Centre notifies Highfield of achievement	
Highfield EQS visits Centre	
Outcome of EQS: <ul style="list-style-type: none"> ▪ Approved - EQS support through to DCS achievement ▪ Requires improvement – Ongoing EQS support until approved outcome achieved 	
English: Certificate issued upon achievement of all 3 components	

Ongoing quality assurance (see the *Highfield Qualifications' Monitoring Procedures for Centres*)

Abbreviations:

SLC: Speaking, Listening and Communication
IQA: Internal quality assurance

DCS: Direct claim status
EQS: External quality support

Appendix 4: Sample Assessment Material

Highfield Functional Skills Qualification in English at Level 1

Full practice examinations can be found on the Highfield website in both on screen or paper-based formats.

Reading

The Occupier
29 Main Street
Highfield
HA43 9TY

15 July

Dear Sir/Madam,

Re: Roadworks on Main Street, Highfield.

Roadworks are due to begin in Highfield on 9 August and will last for 4 weeks. Although there will be some disruption in your area, we are writing to tell you how you can help to limit this.

We will be using heavy machinery to carry out some of the work, so there will be long periods of noise. There will also be dust caused by the digging. During the 4 weeks, we suggest that you keep all windows and doors closed.

Temporary traffic lights will be in place while we repair each side of the road. This may cause delays. If you need to travel into town, you may wish to consider using an alternative route to reduce your travelling time.

There will be an increased park-and-ride service that will help reduce your travelling time by keeping traffic to a minimum. There will be a reduced cost for Main Street residents using this service. Please bring evidence of your address when buying a ticket.

Should you have any queries, please feel free to contact us on 02345 678 910.

We are sorry for any inconvenience caused by these necessary repairs.

Yours faithfully,

Dee Rose



HIGHFIELD
Council

Highfield Council
Highfield House
Highfield
HA45 6JK

What is the main purpose of Text A?

Tick (✓) one box

(1 mark)

A	To describe	
B	To inform	
C	To persuade	
D	To instruct	

The level 1 reading examination contains both multiple-choice and open response questions.

Writing

You work in a workshop of a manufacturing company. It is a busy area with lots of large machinery. Recently a colleague slipped on a wet floor and was injured. You saw the accident and make these notes:



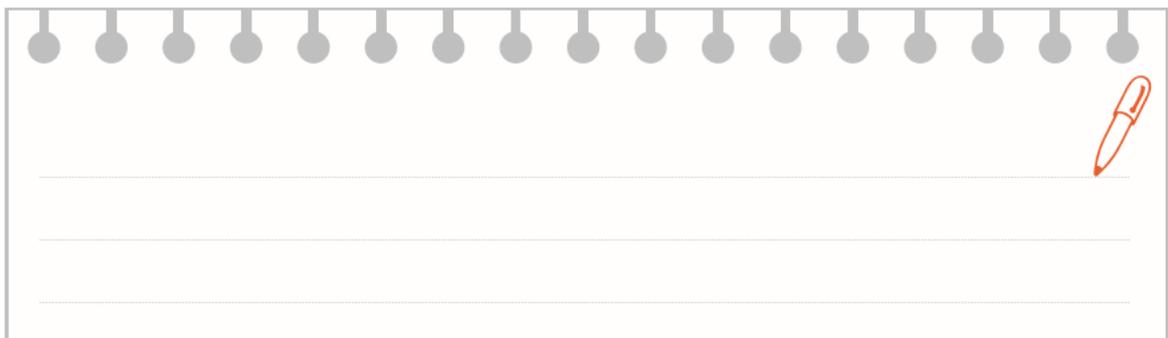
Write a **report** for your manager about the accident.

You should include:

- what happened;
- what you did to help; and
- suggestions to improve safety in the workshop.

You should take approximately **30 minutes** to complete this task.

(20 marks)



A blank notepad with a spiral binding on the left and a pen icon on the right. It has several horizontal lines for writing.

Highfield Functional Skills Qualification in English at Level 2

Reading

LAKESIDE COLLEGE

www.lakesidecollege.uk
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PART-TIME COURSES

APPRENTICESHIP COURSES

STUDENT INFORMATION

CONTACT

SEARCH

Engineering Diploma Level 2

Want to study at a high-achieving college with excellent success rates for engineering qualifications?
Places are still available!

Course overview
 This is a full-time, 2-year course delivered over 20 hours a week (Monday to Friday). The course is taught using a mixture of classroom delivery and practical tasks, which are carried out in our state-of-the-art workshop.

Who is it for?
 This course is aimed at people considering a career in the industry. During the course you will study electrical and mechanical engineering. If you then progress to the Level 3 Engineering Diploma, you will choose to specialise in one of these areas.

Entry requirements
 4 GCSEs at grade C or above (including maths and science) or equivalent.

Initial assessment
 All applicants will take an initial assessment in maths and English and must attend an individual interview to determine their suitability for the course.

Student life
 When you sign up for the course you will be welcomed into college life with its many benefits. Joining our college will allow you to access our state-of-the-art facilities, receive quality teaching and have the opportunity to grow in self-esteem and confidence. Our on-site students' union is available to offer pastoral support, including advice on how to access loans or grants, plus there are a whole range of clubs and activities for you to get involved in. Student union membership also enables you to get fantastic discounts at a variety of stores, events and attractions nationwide. Most of our learners say the college offers a fantastic social life.

Employer links
 During the second year of study, you will undertake 2 six-week work placements, which will give you hands-on experience of the industry. Over the years we have forged strong links with local employers. You will not get paid while you study, but our placement strategy has proved instrumental in securing employment for some of our learners on completing the course. For others, it has fuelled their career aspirations and provided motivation. We have a fully qualified team of careers advisers on-site to help you decide on the next steps after completing the course.

Choose one of our engineering courses today. You will be well supported along the way.

Using Text A, identify **four** benefits of the work placements.

(4 marks)

The level 2 reading examination contains open response questions.

Writing

Guide dogs provide mobility and freedom to blind and partially sighted people.

Did you know:

- there are nearly 4,800 guide dog owners in the UK;
- the training of a guide dog takes 24 months;
- training costs approximately £34,000;
- a guide dog uses selective disobedience to keep their handler safe; and
- there is no funding available for training.

We rely on volunteers to help train the dogs and make a difference.

Please help others to lead full and enriching lives.

Contact us for more information.

www.theguidedogfoundation.org Tel: 06843 552 179



Guide Dogs

Write an **article** for the newspaper encouraging local people to help the Guide Dog Foundation.

You should take approximately **30 minutes** to complete this task.

(24 marks)
