Functional Skills English Conditions and Requirements

June 2018

Contents

Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which sets out our regulatory requirements for awarding organisations offering functional skills qualifications in English.

General Conditions of Recognition
For all awarding organisations and all qualifications

Functional Skills English Conditions and Requirements
For all Functional Skills qualifications in English

Requirements set out in this document

This document sets out the Subject Level Conditions and Requirements for functional skills qualifications in English. These conditions and requirements come into effect at 00.01am on Friday 29 June 2018 and apply to the following functional skills qualifications in English –

■ Qualifications awarded to all learners registered on or after 1 September 2019.

■ All qualifications awarded on or after 1 September 2020.

For clarity, these conditions and requirements do not apply to a functional skills qualification in English awarded to a learner registered before 1 September 2019, so long as that award takes place before 1 September 2020. Awarding organisations will therefore have a 12 month transition period within which to award legacy qualifications to learners registered before 1 September 2019, and to allow those learners to retake assessments as necessary.

All learners registered for a functional skills qualification in English on or after 1 September 2019 who have demonstrated the requisite level of attainment must be awarded a qualification which complies with these conditions and requirements.

With respect to all functional skills qualifications in English, awarding organisations must also comply with:

- our *General Conditions of Recognition*,[1] which apply to all awarding organisations and qualifications, and

- all relevant Regulatory Documents.[2]

Summary of requirements

Subject Level Conditions
Condition FSE1 - Compliance with content requirements
Condition FSE2 - Assessment Strategies
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Requirements in relation to Functional Skills qualifications in English
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[1] www.gov.uk/government/publications/general-conditions-of-recognition

[2] www.gov.uk/guidance/regulatory-document-list

Subject Level Conditions

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Functional Skills English Subject Level Conditions

Condition FSE1   **Compliance with content requirements**

FSE1.1   In respect of each functional skills qualification in English which it makes available, or proposes to make available, an awarding organisation must –

(a)   comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled 'Subject content functional skills: English',[3] document reference DFE-00047-2018,

(b)   have regard to any recommendations or guidelines relating to that qualification set out in that document, and

(c)   interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

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[3] www.gov.uk/government/publications/functional-skills-subject-content-english

Condition FSE2   **Assessment Strategies**

FSE2.1   In respect of each functional skills qualification in English which it makes available, or proposes to make available, an awarding organisation must –

(a) establish and maintain an assessment strategy for that qualification,

(b) ensure that the assessment strategy complies with any requirements which may be published by Ofqual and revised from time to time, and

(c) have regard to any guidance in relation to assessment strategies which may be published by Ofqual and revised from time to time.

FSE2.2   In particular, an awarding organisation must ensure that the assessment strategy for a functional skills qualification in English sets out how the awarding organisation intends to secure, on an ongoing basis, compliance with its Conditions of Recognition in respect of the assessments for that qualification.

FSE2.3   An awarding organisation must ensure that all assessments for a functional skills qualification in English which it makes available, or proposes to make available, are designed, set, delivered and marked in compliance with its assessment strategy for that qualification.

FSE2.4   An awarding organisation must –

(a) keep under review its assessment strategy for a functional skills qualification in English, and revise it where necessary, so as to satisfy itself that the assessment strategy meets at all times the requirements of Conditions FSE2.1 and FSE2.2,

(b) review that assessment strategy promptly upon receiving a request from Ofqual to do so, and subsequently ensure that its assessment strategy complies with any requirements that Ofqual has communicated to it in writing, and

(c) promptly notify Ofqual of any revisions made by it to that assessment strategy.

FSE2.5   An awarding organisation must –

(a) upon receiving a request from Ofqual to do so, demonstrate to Ofqual's satisfaction that it has complied with its assessment strategy for a functional skills qualification in English in respect of

any particular assessment for that qualification, or provide an explanation to Ofqual as to why it has not so complied, and

(b) give effect to any recommendation that Ofqual may make in respect of its compliance with its assessment strategy.

Condition FSE3   Technical Evaluation

FSE3.1   Before first making available a functional skills qualification in English an awarding organisation must –

      (a) promptly notify Ofqual that it proposes to make the qualification available,

      (b) comply with the terms of any written notice served by Ofqual requiring the awarding organisation to provide Ofqual with information, and

      (c) either –

         (i) comply with any requirements specified to it by Ofqual in relation to the qualification, or

        (ii) have received written confirmation from Ofqual that it has no such requirements.

FSE3.2   For the purposes of Condition FSE3.1(b), a notice given by Ofqual may –

      (a) specify the time within which the information is to be provided,

      (b) specify a form in which the information is to be provided, and

      (c) require an awarding organisation to provide information which is already in its possession or which has to be created or obtained by it.

FSE3.3   Where Ofqual specifies requirements in relation to a qualification under Condition FSE3.1(c), it may specify that the awarding organisation may make that qualification available before those requirements are complied with.

Condition FSE4   Assessment

FSE4.1   In respect of each functional skills qualification in English which an awarding organisation makes available, or proposes to make available, Condition H2 does not apply to any assessment of a Learner's ability to speak, listen and communicate.

FSE4.2   An awarding organisation must ensure that in respect of each assessment for a functional skills qualification in English which it makes available, or proposes to make available, it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Condition FSE5   **Specified levels of attainment**

FSE5.1   An awarding organisation must ensure that the specification for each functional skills qualification in English which it makes available, or proposes to make available, sets out specified levels of attainment which comply with any requirements which may be published by Ofqual and revised from time to time.

FSE5.2   In respect of each functional skills qualification in English which it makes available, an awarding organisation must comply with any requirements, and have regard to any guidance, which may be published by Ofqual and revised from time to time in relation to –

     (a) the promotion of consistency between the measurement of Learners' levels of attainment in that qualification and similar qualifications made available by other awarding organisations, and

     (b) the setting of specified levels of attainment.

FSE5.3   In setting the specified levels of attainment for a functional skills qualification in English which it makes available, an awarding organisation must have regard to an appropriate range of qualitative and quantitative evidence.

FSE5.4   In respect of each functional skills qualification in English which it makes available, the range of evidence to which an awarding organisation has regard for the purposes of Condition FSE5.3 will only be appropriate if it includes evidence of –

     (a) the Level of Demand of the assessments for that qualification,

     (b) at Levels 1 and 2, the level of attainment demonstrated in those assessments by –

       (i) an appropriately representative sample of Learners taking that qualification, or

       (ii) individuals (whether Learners or otherwise) as part of robust technical pre-testing of those assessments,

     (c) at the entry levels, the level of attainment, where available, demonstrated in those assessments by –

       (i) an appropriately representative sample of Learners taking that qualification, or

> (ii) individuals (whether Learners or otherwise) as part of robust technical pre-testing of those assessments,

(d) where available, the level of attainment demonstrated by Learners taking that qualification in a –

> (i) prior assessment (which was not for that qualification), whether or not that assessment was for a regulated qualification, or

> (ii) prior qualification, whether or not that qualification was a regulated qualification, and

(e) following the first time that a Component designed in line with these Subject Level Conditions is awarded, the level of attainment demonstrated by Learners who have previously been awarded that Component.

FSE5.5   An awarding organisation must maintain a record of –

(a) the evidence to which it has had regard in setting the specified levels of attainment for each functional skills qualification in English which it makes available, and

(b) its rationale for the selection of and weight given to that evidence.

Condition FSE6   **Interpretation and Definitions**

FSE6.1   The rules of interpretation and definitions outlined in General Condition J1 shall apply to the Subject Level Conditions for functional skills qualifications in English.

FSE6.2   Except in the circumstances described in Condition FSE6.3, the requirements imposed by the Subject Level Conditions for functional skills qualifications in English apply in addition to the requirements imposed by the General Conditions of Recognition.

FSE6.3   To the extent that there is any inconsistency between a requirement of such a Subject Level Condition and a requirement of a General Condition of Recognition, such that an awarding organisation could not comply with both such requirements, the awarding organisation must comply with the requirement of the Subject Level Condition and is not obliged to comply with the requirement of the General Condition of Recognition.

Condition FSE6   **Interpretation and Definitions**

Requirements for Functional Skills qualifications in English

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Assessment requirements

Condition FSE4.2 allows us to specify requirements and guidance in relation to the assessment of functional skills qualifications in English.

We set out our requirements for the purposes of Condition FSE4.2 below.

The relevant knowledge, skills and learning for the qualification is set out in the Department for Education's 'Subject content functional skills: English',[4] document reference DFE-00047-2018 (the 'Content Document'), with which an awarding organisation must comply under Condition FSE1.1.

Qualification Components

Each functional skills qualification in English must be made up of the following three Components –

(a)   A Component designed to assess a Learner's knowledge, skills and understanding with respect to reading (the 'Reading Component'),

(b)   A Component designed to assess a Learner's knowledge, skills and understanding with respect to writing (the 'Writing Component'), and

(c)   A Component designed to assess a Learner's knowledge, skills and understanding with respect to speaking, listening and communicating (the 'SLC Component').

The Reading Component

The knowledge, skills and understanding to be assessed in the Reading Component are set out in the Content Document as follows –

(a)   Entry level 1 – pp. 6, 20 – 25.

(b)   Entry level 2 – pp. 8, 20 – 28.

(c)   Entry level 3 – pp. 10, 20 – 31.

(d)   Level 1 – pp. 13 – 14.

(e)   Level 2 – pp. 15 – 16.

An awarding organisation must ensure that the Reading Component is assessed using a single assessment.

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[4] www.gov.uk/government/publications/functional-skills-subject-content-english

Entry level

In respect of the assessment at each entry level for the Reading Component, an awarding organisation must ensure that –

(a)   each assessment assesses a Learner's ability to read a representative sample of the words and types of words required in relation to the relevant entry level by the Appendix to the Content Document, and

(b)   all words and types of words are assessed with respect to each entry level over as few iterations of the assessments for the Reading Component as possible.

In complying with the requirements at (a) and (b) above, an awarding organisation must take all reasonable steps to ensure that assessments at each entry level are comparable and are not predictable.

The Writing Component

The knowledge, skills and understanding to be assessed in the Writing Component are set out in the Content Document as follows –

(a)   Entry level 1 – pp. 6 – 7, 23 – 25.

(b)   Entry level 2 – pp. 8 – 9, 23 – 28.

(c)   Entry level 3 – pp. 10 – 11, 23 – 31.

(d)   Level 1 – p. 14.

(e)   Level 2 – p. 16.

An awarding organisation must ensure that the Writing Component is assessed using –

(a)   at levels 1 and 2, a single assessment, and

(b)   at entry level, either –

      (i) a single assessment, with separate sections for each of the Spelling Task (as outlined below) and the written composition, or

      (ii) two assessments, one comprising the Spelling Task and the other the written composition.

An awarding organisation must ensure that, of the total marks available for the assessment(s) for the Writing Component, the following proportions of marks are made available in respect of the demonstration of accurate spelling, punctuation and grammar –

(a)   at entry level, 50 – 70%, and

(b)   at levels 1 and 2, 40 – 45%.

An awarding organisation must take reasonable steps to ensure that no Learner has access to an external aid in relation to spelling, punctuation and grammar when taking an assessment for the Writing Component. Such external aids include dictionaries and spelling and grammar checking software.

Spelling at entry level

An awarding organisation must ensure that the assessment(s) for the Writing Component at entry level assess the spelling of the following number of words from the Appendix to the Content Document (the 'Spelling Task') –

(a)   At entry level 1, a total of ten words comprising a representative sample of the words in Table 2 and types of words outlined on p. 25.

(b)   At entry level 2, a total of ten words comprising a representative sample of the words in Table 3 and types of words outlined on pp. 27 – 28.

(c)   At entry level 3, a total of ten words comprising a representative sample of the words in Table 4 and types of words outlined on pp. 30 – 31.

In respect of the Spelling Task, an awarding organisation must –

(a)   ensure that all words and types of words listed in the Content Document with respect to each entry level are assessed over as few iterations of the assessment(s) for the Writing Component as possible, and

(b)   take all reasonable steps to ensure that at each entry level the Spelling Task is comparable over time and is not predictable.

As outlined above, where an awarding organisation is using a single assessment for the Writing Component at entry level, the Spelling Task must be a separate section within that assessment. Where two assessments are used, the Spelling Task must comprise one of those assessments.

In respect of the total marks available at entry level for the demonstration of accurate spelling, punctuation and grammar, an awarding organisation must ensure that –

(a) 50% are made available through the Spelling Task, and

(b) 50% are made available through the assessment of written composition, which will include assessment of accurate spelling, punctuation and grammar.

The SLC Component

The knowledge, skills and understanding to be assessed in the SLC Component are set out in the Content Document as follows –

(a)   Entry level 1 – p. 6.

(b)   Entry level 2 – pp. 8 – 9.

(c)   Entry level 3 – pp. 10 – 11.

(d)   Level 1 – p. 14.

(e)   Level 2 – p. 16.

An awarding organisation must ensure that the SLC Component is assessed using more than one task. Those tasks may be contained in a single assessment or in more than one assessment.

In relation to the assessment(s) for the SLC Component, an awarding organisation must ensure that the criteria used by Assessors to determine whether each Learner will be awarded a Pass are those set out in Table 1 below.

Table 1: 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.

Under Condition H1.1, an awarding organisation must have in place arrangements to ensure that, as far as possible, the criteria set out in Table 1 are –

(a)   understood by Assessors and accurately applied, and

(b)   applied consistently by Assessors, regardless of the identity of the Assessor, Learner or Centre.

In order to facilitate compliance with Condition H1.1, an awarding organisation must produce exemplars in respect of each level which illustrate the difference between the standard expected of Learners in assessments for the SLC Component who would –

(a)   meet the criteria for a Pass, and

(b)   fail to meet the criteria for a Pass.

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The number and range of exemplars produced by an awarding organisation must –

(a) reflect the full range of knowledge, skills and understanding for the SLC Component at the relevant level,

(b) reflect all of the different tasks that may be used to assess such knowledge, skills and understanding, and

(c) provide a representative indication of the different levels and types of performance that would meet the criteria for a Pass, or fail to meet the criteria for a Pass.

Overall assessment time

An awarding organisation must design and set the assessments for a functional skills qualification in English on the basis that the total amount of time spent by each Learner in taking those assessments shall be –

(a) at entry level –

    (i) no less than an hour and 30 minutes, and

    (ii) no more than two hours, and

(b) at levels 1 and 2 –

    (i) no less than two hours, and

    (ii) no more than three hours.

Setting assessments

Reading Component and Writing Component

An awarding organisation must set all assessments for the Reading Component and the Writing Component.

Adaptations at entry level

An awarding organisation may permit a Centre to adapt questions or tasks in assessments for the Reading Component and/or Writing Component at entry level for the purpose of making those assessments more accessible to Learners.

Where an awarding organisation permits a Centre to adapt questions or tasks, such adaptations must relate only to the context presented by that question or task. An awarding organisation must not permit a Centre to amend –

(a) the knowledge, skills or understanding that a Learner is required to demonstrate in the question or task,

(b) the Level of Demand of the question or task, or

(c)   any specified conditions under which the assessment must be completed, including in particular the time within which the assessment must be completed (unless any such amendment is part of a Reasonable Adjustment or for the purposes of Special Consideration).

SLC Component

The assessments for the SLC Component must be set –

(a) by the awarding organisation,

(b) by a Centre, or

(c) through a combination of (a) or (b).

An awarding organisation must ensure that where a Centre sets any assessment, or part of an assessment, it does so within parameters specified by the awarding organisation to ensure that the assessment is fit for purpose and meets our requirements for the SLC Component.

Marking of assessments

Evidence generated by a Learner in an assessment for the Reading and Writing Components at levels 1 and 2 must be marked by the awarding organisation or a person connected to the awarding organisation.

Evidence generated by a Learner in any assessment at entry level, or in an assessment for the SLC Component at levels 1 and 2, may be marked –

(a)   by the awarding organisation or a person connected to the awarding organisation,

(b)   by a Centre, or

(c)   through a combination of (a) and (b).

In any event, the awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

(a)   it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking the assessments (and to Moderation and monitoring where appropriate), and

(b)   where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Guidance for Centres

Under Condition G9.2(a) an awarding organisation must ensure that every assessment for a qualification which it makes available is fit for purpose on delivery.

Under Condition C2.5 an awarding organisation must provide effective guidance to a Centre in respect of the parts of the delivery of a qualification that the Centre undertakes.

Under Condition H1.1 an awarding organisation must ensure that the criteria against which Learners' performance will be differentiated are applied accurately and consistently by all Assessors.

Taking these obligations together, and without prejudice to any other action that they might require, an awarding organisation must provide effective guidance to Centres in respect of the setting, adaptation, delivery and marking by Centres, as relevant, of assessments for a functional skills qualification in English which it makes available, or proposes to make available.

Monitoring of SLC assessments

In respect of each functional skills qualification in English which it makes available, an awarding organisation must have in place clear and effective arrangements to monitor the delivery and, where relevant, the marking by Centres of assessments for the SLC Component.

An awarding organisation should use its monitoring activities as part of the means by which it ensures that –

(a)   assessments for the SLC Component remain fit for purpose upon delivery (as required by Condition G9.2(a)),

(b)   the criteria set out above against which Learners' performance is differentiated are being accurately and consistently applied by Assessors (as required by Condition H1.1), and

(c)   Learners' results for the SLC Component reflect the level of attainment demonstrated by those Learners in the assessment(s) for the SLC Component (as required by Condition H5.1).

As part of those arrangements, an awarding organisation must, at a minimum –

(a)   undertake annual scrutiny of the marking of assessments for the SLC Component by each Centre that undertakes such marking, and

(b)   at least every three years, review each Centre's processes and controls for –

(i)   ensuring it undertakes the delivery – and, where relevant, the setting and/or marking – of assessments for the SLC Component consistently, appropriately, and in line with the guidance to Centres required above, and

(ii)   the standardisation of marking between assessors at that Centre.

Where a Centre sets, delivers and/or marks assessments across more than one level, an awarding organisation must ensure that, through the monitoring it undertakes, it is able to obtain reasonable assurance that all levels are being delivered and, where relevant, set and/or marked, in accordance with the relevant Conditions.

Standard setting requirements

Condition FSE5.1 allows us to specify requirements and guidance in relation to the specified levels of attainment that must be used for functional skills qualifications in English.

Condition FSE5.2(b) allows us to specify requirements and guidance in relation to how those specified levels of attainment are set.

We set out our requirements for the purposes of Conditions FSE5.1 and FSE5.2(b) below.

Specified level of attainment in functional skills qualifications in English

In relation to both the qualification as a whole and each Component of a functional skills qualification in English, an awarding organisation must ensure that there shall be a single specified level of attainment – 'Pass'.

Setting the specified level of attainment – Reading and Writing Components

An awarding organisation must set a single boundary mark for a Pass for each version of the Reading Component and the Writing Component that it permits a Learner to take.

This means that, where the Writing Component at any of the entry levels comprises two assessments, an awarding organisation –

    (a) must set a single boundary mark which is then applied to a Learner's combined mark from both assessments,

    (b) must set such a boundary mark for each combination of different versions of the assessments that it permits a Learner to take, and

    (c) must not set a boundary mark for either of the individual assessments.

An awarding organisation must set boundary marks for the Reading Component and the Writing Component in such a way as to secure suitable qualification level standards.

Where a number of alternative versions of the same Component are used simultaneously, this includes securing the maintenance of standards across those alternative versions.

Setting the specified level of attainment – SLC Component

No boundary mark is to be set for the assessment or assessments for the SLC Component. A Learner who has met the criteria for a Pass must simply be issued that result.

Issuing results

In relation to each Component, an awarding organisation must ensure that a Learner is issued a result of 'Fail' where he or she does not meet the criteria to be awarded a Pass.

Requirement to pass all three Components

A Learner must achieve a Pass in all three Components at the same level to achieve a ass at qualification level.

For clarity, a Learner cannot aggregate results from Components at different levels in order to be awarded the qualification.

Carrying forward Component marks

So long as the requirements in Condition E10.1 are met, an awarding organisation must permit a Learner to carry forward his or her result for a Component from a previous attempt at a functional skills qualification in English at the same level awarded in line with these Subject Level Conditions by that awarding organisation or a different awarding organisation. This includes circumstances in which a Learner has not previously attempted all three Components.

Assessment strategy requirements

Condition FSE2.1(a) requires an awarding organisation to establish and maintain an assessment strategy for each functional skills qualification in English which it makes available or proposes to make available. Condition FSE2.2 requires an awarding organisation to ensure that the assessment strategy for a functional skills qualification in English sets out how the awarding organisation intends to secure, on an ongoing basis, compliance with its Conditions of Recognition in respect of the assessments for that qualification.

Condition FSE2.1(b) requires an awarding organisation to have regard to any requirements in relation to assessment strategies published by Ofqual. We set out our requirements for the purposes of Condition FSE2.1(b) below.

General requirements

An assessment strategy for a functional skills qualification in English must provide a comprehensive picture of the steps and approach an awarding organisation will take to secure compliance with its Conditions of Recognition in relation to the design, delivery and marking of assessments for, and the award of, that qualification.

An assessment strategy must present a logical and coherent narrative that includes clear and concise evidence demonstrating how an awarding organisation will seek to ensure that the qualification, and the assessments for it, are fit for purpose. In particular, it must include information and evidence to show how the awarding organisation promotes and acts on feedback between the different stages of the qualification development cycle so as to continuously improve the assessments for that qualification.

Detailed requirements

We set out below our detailed requirements on the specific information and evidence an awarding organisation must include in its assessment strategy. The amount of information and evidence that can be included may vary across the areas identified, depending on the relevant point in the qualification development cycle to which a particular item pertains and the extent to which Ofqual has determined the regulatory approach in relation to a particular issue.

These detailed requirements are intended to indicate the minimum items that an assessment strategy must include. They are not intended to provide a template specifying the form that it must take, since the optimal structure and content of an assessment strategy will depend on the approach that is being proposed by the awarding organisation.

SECTION 1: ASSESSMENT DESIGN & APPROACH	EXAMPLES OF RELEVANT CONDITIONS
Overall assessment time For each level, the overall assessment time from within the permitted range, and a rationale for this.	Condition FSE4.2 Condition E4.2 Conditions G9.1 – G9.2
Individual assessment times For each level, the assessment time for each individual Component, and for each assessment where more than one assessment is used in a Component, and a rationale for these times (for example in terms of covering the required subject content effectively, and balancing reliability and manageability).	Condition FSE4.2 Condition D1 Condition E4.2 Condition G1 Conditions G9.1 – G9.2
Number of marks per Component For each level, the number of marks for each individual Component, and for each assessment where more than one assessment is used in a Component, and a rationale for those numbers of marks (for example in terms of covering the required subject content effectively, and balancing reliability and manageability).	Condition FSE4.2 Condition D1 Condition E4.2 Condition G1
Weighting for spelling, punctuation and grammar For each level, the weighting allocated (within the permitted range) for the assessment of Learners' spelling, punctuation and grammar, and the rationale for that weighting.	Condition FSE4.2 Condition D1 Condition E4.2 Condition G1
Assessment structure For each level, details of how assessments will be structured, for example: ■ number of tasks and assessments in the SLC Component, and ■ number of sections in the Reading Component and Writing Component.	Condition FSE4.2 Condition D1 Condition E4.2 Condition G1
Coverage of subject content Approach to coverage of the subject content, including: ■ coverage of the content statements, and	Condition FSE1.1 Condition FSE4.2 Condition D1 Condition E4.2

■ sampling of the content outlined in the Appendix to the Content Document in line with Ofqual's requirements.	Condition G1
Item types and mark schemes For each level: ■ details of the range and balance of item types to be used (e.g. multiple-choice, short answer, extended response, etc.) and how these will support valid assessment of the subject content at the appropriate level, ■ approach to mark scheme design, including for different item types, and an explanation of how resulting mark schemes will support reliable application, and ■ a sample of example items and associated mark schemes, representing the range to be used in assessments, with commentaries explaining the approaches taken.	Condition FSE1.1 Condition FSE4.2 Condition D1 Condition E4.2 Condition G1 Condition H1.1
Availability of assessments Approach to availability of assessments, including: ■ number of assessments to be available, ■ type of assessment (e.g. online and/or paper-based), ■ nature of opportunities (e.g. on-demand or sessions), ■ duration for which assessments will be available, and ■ approach to Learners taking an assessment again. In light of the approach to assessment availability, any specific risks that have been identified, how these will be mitigated, and how particular challenges will be addressed, including: ■ ensuring comparability of assessments, ■ minimising predictability of assessments, and ■ ensuring security of assessments.	Condition D1 Condition E4.2 Condition G1 Conditions G9.1 – G9.2 Condition H2 Condition H3

SECTION 2: ASSESSMENT DEVELOPMENT & DELIVERY	
Developing assessment materials Process for developing assessment materials, including different stages and personnel involved, how evidence regarding functioning of previous assessments is used, and any differences by assessment type.	Condition FSE1.1 Condition FSE4.2 Condition D1 Condition D3 Condition E4.2 Condition G1 Condition G3 Condition G9.1
Assessment setting arrangements Approach to training individuals who will be responsible for setting assessments and/or items, including ensuring security and mitigating any conflicts of interest.	Condition A4 Conditions A5.1 – A5.3 Condition G1 Condition G4
Assessor standardisation Approach to training and standardising assessors, including details of standardisation procedures and any wider training.	Condition G1.3 Condition H1 Condition H2 Condition H5
Monitoring marking Processes in place to monitor accuracy and consistency of marking and issuing of results, and to take remedial action where necessary.	Condition H1 Condition H2 Condition H5 Condition H6.1(d)
Malpractice & security arrangements How malpractice will be addressed and security of assessments will be ensured, including any differences by assessment type.	Condition A8 Condition G4
SECTION 3: CENTRE ASSESSMENT & MODERATION	
Centre assessment ■ Approach to whether Centre-setting, and/or Centre-adaptation, and/or Centre marking, will be permitted as relevant for the SLC Component (at all levels) and the Reading Component and Writing Component at entry levels.	Condition FSE4.2 Condition C1 Conditions C2.1 – C2.3 Condition D1

■ An explanation of the rationale for this, and how any risks will be managed, for example in relation to authenticity of Learners' work and accuracy of Centres' marking.	Condition E4.2 Condition G1 Condition G3 Condition G9
Guidance and training to centres Approach to the provision of guidance and training to Centres around Centre-set, Centre-adapted, and Centre-marked assessments. In particular to cover: ■ guidance around setting and/or adapting assessments, ■ approach to reviewing Centre-set and/or Centre-adapted assessments, and ■ training in relation to application of assessment criteria for the SLC Component and entry level mark schemes	Condition FSE4.2 Condition C1 Condition C2.5 Condition G9.2 Condition H1.1 Condition H5
Approach to marking ■ The steps taken to identify the risk of any Adverse Effect which may result from the awarding organisation's approach to marking assessments (and to Moderation and monitoring where appropriate). ■ Where such a risk has been identified, the steps taken to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.	Condition FSE4.2 Condition A6 Condition D1 Condition H1 Condition H2 Condition H5
Centre monitoring arrangements Approach to monitoring Centres in relation to assessments for the SLC Component, where relevant. This will include how the awarding organisation's approach to monitoring will ensure that: ■ assessments remain fit for purpose on delivery, ■ the criteria in relation to the SLC Component are being applied accurately and consistently by Assessors, ■ Learners' results reflect the level of attainment they have demonstrated in the assessment(s) for the SLC Component, and	Condition FSE4.2 Condition C1 Condition H1 Condition H5

■ opportunities for malpractice and/or maladministration are minimised. In particular, an explanation of, and the rationale for, the: ■ approach to targeting monitoring, ■ evidence considered as part of monitoring, ■ frequency of any visits, ■ activities undertaken and evidence considered during any visits, and ■ feedback arrangements to inform future Centre assessments	
Moderation of Centre-marked assessments Approach to Moderation for the Reading Component and Writing Component at entry level, where relevant.	Condition C1 Conditions C2.1 and C2.2(j) Condition H2

SECTION 4: STANDARD SETTING & MAINTENANCE	
Approach to ensuring decisions in relation to standard setting follow an appropriate technical methodology and have appropriate scrutiny. ■ An explanation of the technical methodology employed in the process, including the personnel involved and their roles. ■ An explanation of how the decisions from the process are approved within the awarding organisation and the personnel involved in this.	Condition FSE5 Condition D1 Condition H3
Approach to ensuring decisions in relation to standard setting are based on an appropriate range of qualitative and quantitative evidence. ■ Details of the range of evidence used to inform decisions and the weight given to different sources. ■ A rationale for why this approach is optimal, in light of the assessment design/approach and cohort make-up.	Condition FSE5 Condition D1 Condition H3
Approach to ensuring decisions in relation to standard setting promote comparability, over time and between awarding organisations, and are kept under review.	Condition FSE5 Condition D1 Condition H3

■ Details of how comparability between different versions of assessments and different types of assessment (e.g. online vs paper-based) is ensured, both where these are available at the same time and on an ongoing basis. ■ For on-demand assessments, details of how and when remedial action is taken when emerging evidence regarding an existing assessment suggests previous decisions in relation to standard setting may need reconsidering. ■ Details of how evidence generated in line with any requirements set by Ofqual under Condition FSE5.2(a) in relation to inter-awarding organisation comparability will be used to inform decisions on standard setting.	

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