

Functional Skills

Mathematics

Level 1 and Level 2



Specification

Functional Skills qualifications
First registration September 2019

Edexcel, BTEC and LCCI qualifications

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1 Introducing Pearson Edexcel Functional Skills qualifications

What are Functional Skills qualifications?

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

Functional Skills qualifications are based on Department for Education (DfE) approved subject content and are regulated by Ofqual.

Learners will work towards their qualification in a number of settings, including but not limited to:

- schools and sixth-form colleges
- Pupil Referral Units
- further education providers
- private colleges
- private skills providers
- offender learning establishments
- higher education establishments.

Sizes of Functional Skills qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that learners need to complete to show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with users of the qualifications.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1
Qualification Number (QN)	603/4267/5
Regulation start date	19/03/2019
Operational start date	01/09/2019
Approved age ranges	Pre-16 16–18 19+
Total Qualification Time (TQT)	61 hours
Guided Learning Hours (GLH)	55 hours
Assessment	Externally set, on-demand assessment.
Grading information	The qualification is graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see Section 8 <i>Access and recruitment</i> for more information).
Funding	Qualification eligibility for 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub. 16–19-year-olds on study programmes, all-age apprentices and 19+-year-olds who have not previously attained a GCSE Grade A* to C or Grade 4 in English and mathematics, can all be fully funded to take Functional Skills qualifications.

Qualification title	Pearson Edexcel Functional Skills Qualification in Mathematics at Level 2
Qualification Number (QN)	603/4268/7
Regulation start date	19/03/2019
Operational start date	01/09/2019
Approved age ranges	Pre-16 16–18 19+
Total Qualification Time (TQT)	66 hours
Guided Learning Hours (GLH)	55 hours
Assessment	Externally set, on-demand assessment.
Grading information	The qualification is graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see Section 8 <i>Access and recruitment</i> for more information).
Funding	Qualification eligibility for 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub. 16–19-year-olds on study programmes, all-age apprentices and 19+-year-olds who have not previously attained a GCSE Grade A* to C or Grade 4 in English and mathematics, can all be fully funded to take Functional Skills qualifications.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner’s final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com.

3 Qualification purpose

Qualifications purpose

The Pearson Edexcel Functional Skills Qualifications in Mathematics at Level 1 and Level 2 are for learners who want to develop understanding and skills in mathematics.

The qualifications give learners the opportunity to:

- demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level, and
- apply mathematical thinking to solve simple problems in familiar situations.

Qualifications aims and outcomes

Functional Skills mathematics qualifications at these levels should:

- indicate that students can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity;
- introduce students to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life; and
- enable students to develop an appreciation of the role played by mathematics in the world of work and in life generally.

Relationship with previous qualifications

The final registration date for legacy Functional Skills qualifications is 31 August 2019, with a final certification date of 31 August 2020. All registrations from 1 September 2019 must be made for the new 2019 qualifications. No late registrations will be permitted. To ensure that sufficient teaching and learning has taken place, centres must consider the needs of their learners when deciding when to make registrations and entries for the assessments.

Legacy qualifications	New 2019 qualifications
Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1 QN 500/8906/7	Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1 QN 603/4267/5
Pearson Edexcel Functional Skills Qualification in Mathematics at Level 2 QN 500/8907/9	Pearson Edexcel Functional Skills Qualification in Mathematics at Level 2 QN 603/4268/7

Progression opportunities

Learners who achieve the Pearson Edexcel Functional Skills Qualification in Mathematics at Levels 1 and 2 can progress to:

- further mandatory mathematical study, such as GCSE
- the workplace
- further vocational study.

4 Qualification structures

Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1

Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

The Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1 consists of one externally assessed assessment.

Each assessment comprises two sections – a non-calculator section (calculator prohibited) and a calculator section (calculator permitted).

The assessments are available as paper-based and onscreen, on-demand assessment.

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	25 minutes	14	25%
Section B: Calculator	1 hour 30 minutes	42	75%
Content areas			
Using numbers and the number system – whole numbers, fractions, decimals and percentages			
Using common measures, shapes and space			
Handling information and data			

Section A and Section B are presented as separate question and answer booklets, and must be taken in the same examination session.

Pearson Edexcel Functional Skills Qualification in Mathematics at Level 2

Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

The Pearson Edexcel Functional Skills Qualification in Mathematics at Level 2 consists of one externally assessed assessment.

Each assessment comprises two sections – a non-calculator section (calculator prohibited) and a calculator section (calculator permitted).

The assessments are available as paper-based and onscreen, on-demand assessment.

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	25 minutes	16	25%
Section B: Calculator	1 hour 30 minutes	48	75%
Content areas			
Using numbers and the number system – whole numbers, fractions, decimals and percentages			
Using common measures, shapes and space			
Handling information and data			

Section A and Section B are presented as separate question and answer booklets, and must be taken in the same examination session.

5 Subject content

Qualification format

Each qualification has the following information.

Qualification title

This is the formal title of the qualification, it will appear on the learner's certificate.

Level

All qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Content area description

This summarises the purpose of the qualification and the learning that the qualification offers.

Subject content

The subject content sets out what a learner will know, understand or be able to do as the result of a process of learning.

Qualification title: Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1

1. Content area: using numbers and the number system – whole numbers, fractions, decimals and percentages

Content area description:

Learners at Level 1 are expected to be able to count in steps of various sizes, including negative numbers; and read, write and understand positive whole numbers to one million. They can order and compare whole numbers of any size, and fractions, ratios and decimals, and recognise the effect of multiplying and dividing by powers of 10, 100 and 1000. They can identify, compare and extend a range of numerical and spatial patterns, use, understand and calculate with fractions, decimals and percentages and calculate simple interest. See below for specific content on numbers and the number system.

Content	
1	Read, write, order and compare large numbers (up to one million)
2	Recognise and use positive and negative numbers
3	Multiply and divide whole numbers and decimals by 10, 100, 1000
4	Use multiplication facts and make connections with division facts
5	Use simple formulae expressed in words for one or two-step operations
6	Calculate the squares of one-digit and two-digit numbers
7	Follow the order of precedence of operators
8	Read, write, order and compare common fractions and mixed numbers
9	Find fractions of whole number quantities or measurements
10	Read, write, order and compare decimals up to three decimal places
11	Add, subtract, multiply and divide decimals up to two decimal places
12	Approximate by rounding to a whole number or to one or two decimal places
13	Read, write, order and compare percentages in whole numbers
14	Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof
15	Estimate answers to calculations using fractions and decimals

Content <i>continued</i>	
16	Recognise and calculate equivalences between common fractions, percentages and decimals
17	Work with simple ratio and direct proportions

2. Content area: using common measures, shape and space

Content area description:

Learners at Level 1 are expected to be able to work out simple relationships between common units of measurement to define quantities, also involving mathematical terms for position and direction. They can apply and use calculations with common measures including money, time, length, weight and capacity. They can visualise, draw and describe 2-D and 3-D shapes and use properties of 2-D shapes in calculations. See below for specific content on common measures, shape and space.

Content	
18	Calculate simple interest in multiples of 5% on amounts of money
19	Calculate discounts in multiples of 5% on amounts of money
20	Convert between units of length, weight, capacity, money and time, in the same system
21	Recognise and make use of simple scales on maps and drawings
22	Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles
23	Calculate the volumes of cubes and cuboids
24	Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles
25	Interpret plans, elevations and nets of simple 3-D shapes
26	Use angles when describing position and direction, and measure angles in degrees

3. Content area: handling information and data

Content area description:

Learners at Level 1 are expected to be able to select, construct and interpret a range of statistical diagrams in various contexts; select and use methods and forms to present and describe outcomes. They can extract and interpret information from tables, diagrams, charts and graphs; apply simple statistics and recognise features of charts to summarise and compare sets of data; recognise and use the probability scale and interpret probabilities. See below for specific content on information and data.

Content	
27	Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs
28	Group discrete data and represent grouped data graphically
29	Find the mean and range of a set of quantities
30	Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events
31	Use equally likely outcomes to find the probabilities of simple events and express them as fractions

Solving mathematical problems and decision making

Learners at Level 1 are expected to be able to use the knowledge and skills listed above to recognise and obtain a solution or solutions to a straightforward problem. A straightforward problem is one that requires learners to either work through one step or process or to work through more than one connected step or process.

Individual problems are based on the knowledge and/or skills in the mathematical content areas (number and the number system; common measures, shape and space; information and data). At Level 1 it is expected that learners will be able to address individual problems, some of which draw on a combination of any two of the mathematical content areas and require learners to make connections between those areas.

Assessment weighting

Learners at Level 1 are required to demonstrate their understanding of underpinning skills and their ability to apply mathematical thinking to solve problems, as set out below.

		Assessment weighting
Underpinning skills	Learners at Level 1 are expected to be able to do maths when not as part of a problem.	25%
Problem solving	Learners at Level 1 are expected to be able to: <ol style="list-style-type: none">1. read, understand and use mathematical information and mathematical terms used at this level;2. recognise and obtain a solution or solutions to a straightforward problem3. use knowledge and understanding to a required level of accuracy;4. analyse and interpret answers in the context of the original problem;5. check the sense, and reasonableness, of answers; and6. present results with appropriate explanation and interpretation demonstrating simple reasoning to support the process and show consistency with the evidence presented.	75%

Qualification title: Pearson Edexcel Functional Skills Qualification in Mathematics at Level 2

1. Content area: using numbers and the number system – whole numbers, fractions, decimals and percentages

Content area description:

Learners at Level 2 are expected to be able to use numbers of any size; read, write and make use of positive and negative integers of any size; use, order and compare integers, fractions, decimals, percentages and ratios as well as recognise the value of a digit in any whole or decimal number. They can use numerical and spatial patterns for a purpose and calculate with, and convert between, numbers written as fractions, decimals, percentages and ratios. See below for specific content on numbers and the number system.

Content	
1	Read, write, order and compare positive and negative numbers of any size
2	Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation
3	Evaluate expressions and make substitutions in given formulae in words and symbols
4	Identify and know the equivalence between fractions, decimals and percentages
5	Work out percentages of amounts and express one amount as a percentage of another
6	Calculate percentage change (any size increase and decrease), and original value after percentage change
7	Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers
8	Express one number as a fraction of another
9	Order, approximate and compare decimals
10	Add, subtract, multiply and divide decimals up to three decimal places
11	Understand and calculate using ratios, direct proportion and inverse proportion
12	Follow the order of precedence of operators, including indices

2. Content area: using common measures, shape and space

Content area description:

Learners at Level 2 are expected to be able to handle relationships between measurements of various kinds, use angles and coordinates when involving position and direction and make use of geometric properties in calculations with 2-D and 3-D shapes and understand the relationships between them. See below for specific content on measures, shape and space.

Content	
13	Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting
14	Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph
15	Calculate using compound measures including speed, density and rates of pay
16	Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles)
17	Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders)
18	Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements
19	Use coordinates in 2-D, positive and negative, to specify the positions of points
20	Understand and use common 2-D representations of 3-D objects
21	Draw 3-D shapes to include plans and elevations
22	Calculate values of angles and/or coordinates with 2-D and 3-D shapes

3. Content area: handling information and data

Content area description:

Learners at Level 2 are expected to be able to construct, interpret and evaluate a range of statistical diagrams. They can calculate and interpret probabilities. They can calculate, analyse, compare and interpret appropriate data sets, tables, diagrams and statistical measures such as common averages (mean, median, mode) and spread (range), and use statistics to compare sets of data. They can identify patterns and trends from data as well as recognise simple correlation. See below for specific content on information and data.

Content	
23	Calculate the median and mode of a set of quantities
24	Estimate the mean of a grouped frequency distribution from discrete data
25	Use the mean, median, mode and range to compare two sets of data
26	Work out the probability of combined events including the use of diagrams and tables, including two-way tables
27	Express probabilities as fractions, decimals and percentages
28	Draw and interpret scatter diagrams and recognise positive and negative correlation

Solving mathematical problems and decision making

Learners at Level 2 are expected to be able to use the knowledge and skills listed above to recognise and obtain a solution or solutions to a complex problem. A complex problem is one which requires a multistep process, typically requiring planning and working through at least two connected steps or processes.

Individual problems are based on a combination of the knowledge and/or skills from the mathematical content areas (number and the number system; measures, shape and space; information and data). At Level 2 it is expected that learners will be able to address individual problems, some of which draw on a combination of all three mathematical areas and require learners to make connections between those areas.

Assessment weighting

Learners at Level 2 are required to demonstrate their understanding of underpinning skills and their ability to apply mathematical thinking to solve problems, as set out below.

		Assessment weighting
Underpinning skills	Learners at Level 2 are expected to be able to do maths when not as part of a problem.	25%
Problem solving	Learners at Level 2 are expected to be able to: <ol style="list-style-type: none">1. read, understand, and use mathematical information and mathematical terms;2a. identify suitable operations and calculations to generate results;2b. recognise and obtain a solution or solutions to a complex problem3. use knowledge and understanding to a required level of accuracy;4. analyse and interpret answers in the context of the original problem;5. check the sense and reasonableness of answers; and6. present and explain results clearly and accurately demonstrating reasoning to support the process and show consistency with the evidence presented.	75%

6 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the subject specialists delivering and assessing the units. Centres must contact vocationalqualitystandards@pearson.com for advice on collaborative delivery.

There are various approaches to delivering a successful Functional Skills qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- giving potential learners initial advice and guidance
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process
- keeping in regular contact with learners to keep them engaged and motivated, and ensuring that there are open lines of communication between learners, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of learners through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources
- drawing up an assessment plan that aligns the content with the learning process and the acquisition of knowledge and skills, and which indicates how and when the qualification will be assessed
- if taken as part of an Apprenticeship, discussing and agreeing with learners and employers suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on learners' performance and progress.

7 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements given below are in place before offering the qualifications.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications, for example IT, learning materials, teaching rooms, scientific calculators (see *Annexe A*).
- There must be systems in place to ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 8 Access and recruitment*. For full details on the Equality Act 2010, please visit www.legislation.gov.uk.
- All documents are available on our website: qualifications.pearson.com.

8 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification so that they can be sure that it meets their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality and diversity policy* document (available on our website) requires all learners to have equal opportunity to access our qualifications and assessments, and ensures that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in on our website.

9 Assessment

Learners must achieve the assessment requirements stated in *Section 4 Qualification Structures* to achieve a Pass. Sample assessments are available on our website.

Language of assessment

Assessments for these qualifications are in English only.

A learner taking these qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Access to augmentative speech equipment is permissible where it reflects the learner's normal way of working.

Further information on the use of language in qualifications is available in our document *Use of languages in qualifications policy*, available on our website.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website.

Dealing with malpractice

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or which may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information on what malpractice is and how suspected incidents will be dealt with by the centre. The document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect centres to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct assessments according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation of an incident of suspected malpractice.

Learner malpractice

The Head of Centre is required to report any incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Tutor/centre malpractice

The Head of Centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The Head of Centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team, using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of Centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

10 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel Functional Skills qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel Functional Skills qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the Head or Principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, it could result in the suspension of certification or withdrawal of approval.

11 Entry, awarding and reporting

Learner entry

Details of learner entry requirements and the number of assessment opportunities available can be found in our *UK Information Manual*, which is sent to all examinations officers and also available on our website. The manual is regularly updated.

Awarding and reporting

The awarding and certification of this qualification will comply with the requirements of the Office of the Qualifications and Examinations Regulator (Ofqual). The qualification will be awarded as a Pass or Fail. The result for a learner who fails to reach the minimum standard for a Pass to be awarded will be recorded as a Fail and will not be certificated.

Qualification results

Learners must pass each assessment to be awarded a qualification pass.

Resitting

If learners fail a qualification, they may resit the assessment. To allow for additional teaching and learning time, centres should allow at least two weeks between a failed test and a resit.

12 Further information and useful publications

Key publications

- *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)
- *Equality and diversity policy* (Pearson)
- *Functional Skills Level 1 & 2 - Instructions for the Conduct of Examinations*
- *A guide to recruiting with integrity and enrolling learners onto qualifications* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Suspected Malpractice in Examinations and Assessments* (Joint Council for Qualifications (JCQ))
- *UK Information Manual* (Pearson)
- *Use of languages in qualifications policy* (Pearson).

All of these publications are available on our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

Further information and publications on the delivery and quality assurance of Functional Skills qualifications are available on our website.

To order publications, please go to the resources page of our website.

13 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is given on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Online support: find the answers to your questions in Knowledgebase, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a tutor, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

<http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html>

Annexe A: Using calculators

Learners are permitted to use calculators for the calculator section (section B) of each assessment. The following regulations concerning use of calculators apply.

Calculators must be:

- of a size suitable for use on the desk;
- either battery or solar powered;
- free of lids, cases and covers that include printed instructions or formulae.

Calculators must not:

- be designed or adapted to offer any of these facilities:
 - language translators
 - symbolic algebra manipulation
 - symbolic differentiation or integration
 - communication with other machines or the internet
 - be borrowed from another candidate during an examination for any reason;*
- have retrievable information stored in them - this includes:
 - databanks;
 - dictionaries;
 - mathematical formulae;
 - text.

The learner is responsible for the following:

- the calculator's power supply;
- the calculator's working condition;
- clearing anything stored in the calculator.

Advice: *a supervisor may give a candidate a replacement calculator.

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