

#FunSkills2019

Functional Skills Reform monthly updates

Webinar 06: Sneak Preview – 06 February 2019

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Welcome to webinar 6 – **sneak preview**



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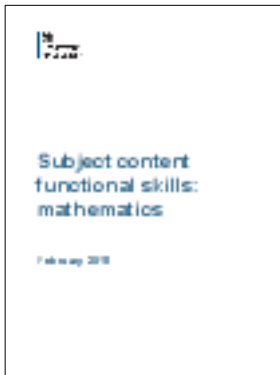
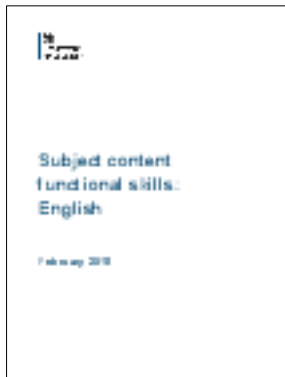
Questions

Please post your questions during the webinar. We might not be able to answer them live, but if not we'll add to the FAQs.

The new subject and regulatory documents

Subject Content

- published by **DfE**
- sets out the purpose, learning aims and outcomes learners need to achieve
- **essential** reading for tutors.



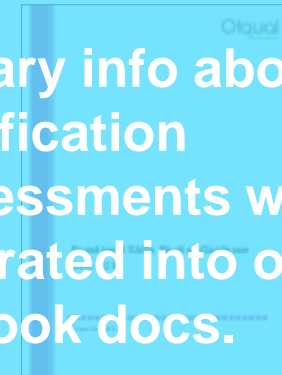
Conditions and Requirements

- published by **Ofqual**
- sets out regulatory rules and requirements awarding organisations must meet if they intend to offer reformed Functional Skills qualifications



Statutory Guidance

- published by **Ofqual**
- helps awarding organisations understand how to comply with Conditions and Requirements.



The regulatory documents are intended for AOs, rather than providers/practitioners.

All necessary info about qualification specs/assessments will be incorporated into our handbook docs.

Scope of study – English (Level 1)

Speaking, Listening and Communicating

Scope of study

Text: this should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.

1. Identify relevant information and lines of argument in explanations or presentations
2. Make requests and ask relevant questions to obtain specific information in different contexts
3. Respond effectively to detailed questions
4. Communicate information, ideas and opinions clearly and accurately on a range of topics
5. Express opinions and arguments and support them with evidence
6. Follow and understand discussions and make contributions relevant to the situation and the subject
7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection

Reading

Scope of study

Text: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

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

Scope of study – **English** (continued)

Writing

Scope of study

Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.

Spelling, punctuation and grammar

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

Writing composition

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

Scope of study – Mathematics (Level 1)

Level 1 - using numbers and the number system – whole numbers, fractions, decimals and percentages

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
16. Recognise and calculate equivalences between common fractions, percentages and decimals
17. Work with simple ratio and direct proportions



Scope of study – Mathematics (continued)

Level 1 - using common measures, shape and space

- 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

Level 1 - handling information and data

- 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

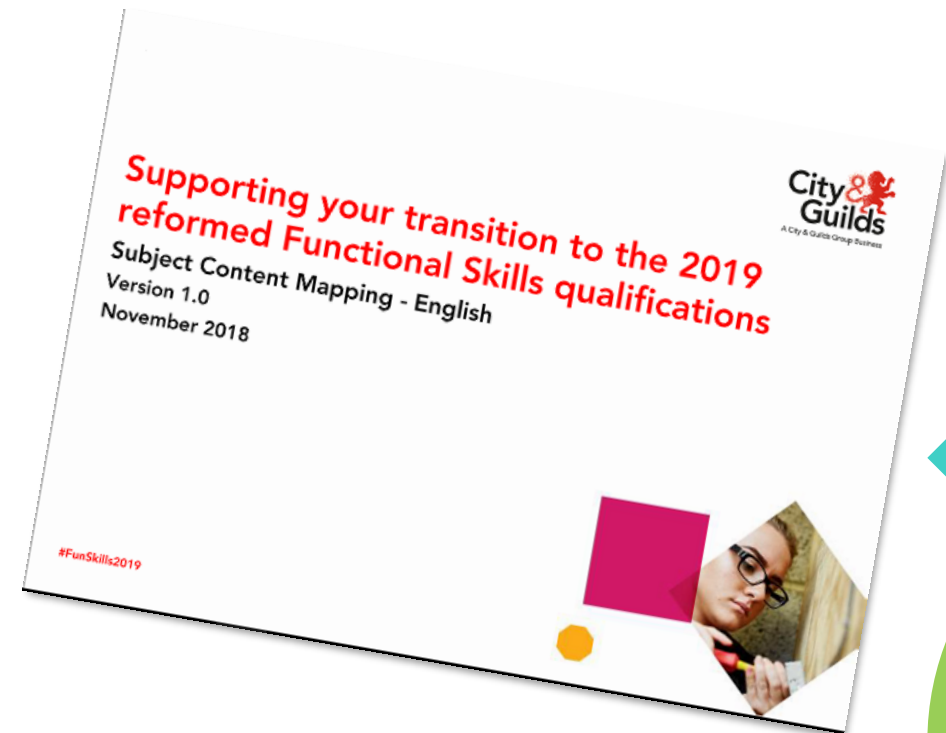
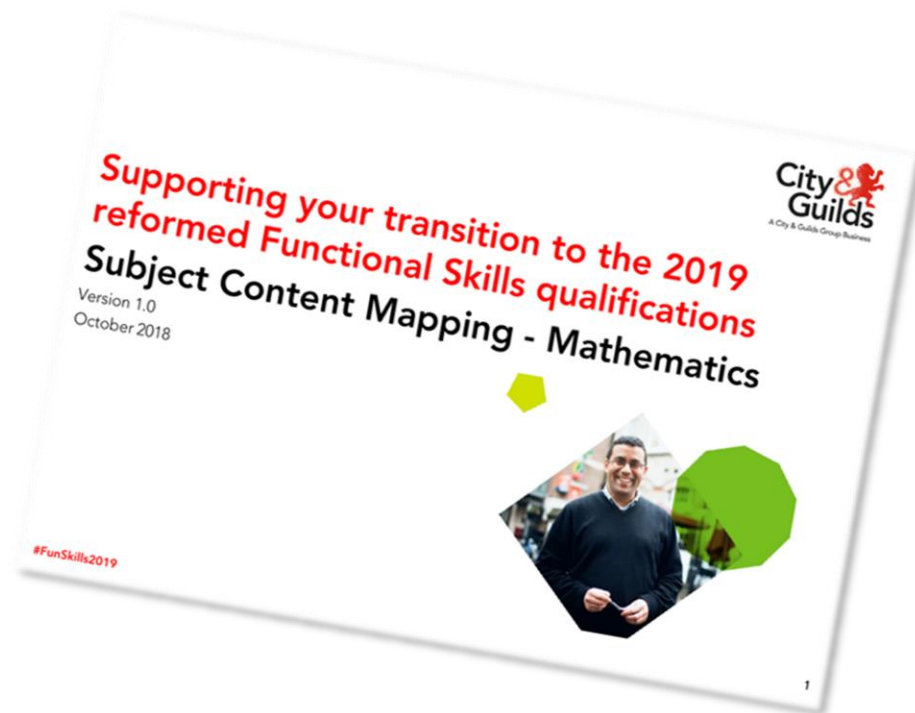


Scope of study – **Mathematics** (continued)

Level 1 - solving mathematical problems and decision making
Students at Level 1 are expected to be able to:
<ul style="list-style-type: none">• Read, understand and use mathematical information and mathematical terms used at this level;• Address individual problems as described above;• Use knowledge and understanding to a required level of accuracy;• Analyse and interpret answers in the context of the original problem;• Check the sense, and reasonableness, of answers; and• Present results with appropriate explanation and interpretation demonstrating simple reasoning to support the process and show consistency with the evidence presented.
The context of individual problems at this level will require some comprehension in order for the student to be able independently to identify and carry out an appropriate mathematical approach.



Tools to help



Mapping guide - English

	Level 1 – Functional Skills English		
	NEW Functional Skills Content Statements	Current Functional Skills criteria	Adult Literacy Standards
Content – Speaking, Listening & Communicating			
Scope of Study / Skill Standard	Text: this should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths	Take full part in and formal and informal discussions and exchanges that include unfamiliar subjects	Listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context. <u>Speak to communicate</u> information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium. <u>Engage in discussion</u> with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics.
	1. Identify relevant information and lines of argument in explanations or presentations	No equivalent statement	Listen for and identify relevant information from explanations and presentations on a range of straightforward topics AND Listen for and understand explanations, instructions and narrative on different topics in a range of contexts
	2. Make requests and ask relevant questions to obtain specific information in different contexts	No equivalent statement	Make requests and ask questions to obtain information in familiar and unfamiliar contexts
	3. Respond effectively to detailed questions	No equivalent statement	Respond to questions on a range of topics



Mapping guide - Mathematics

Level 1 – Functional Skills Mathematics		
New Functional Skills Content Statements	Current Functional Skills criteria	Adult Numeracy Standards
Content - Number		
1. Read, write, order and compare large numbers (up to one million)	Understand and use whole numbers and understand negative numbers in practical contexts	Read, write, order and compare large numbers
2. Recognise and use positive and negative numbers		Recognise negative numbers in practical contexts e.g. temperature
3. Multiply and divide whole numbers and decimals by 10, 100, 1000	Add, subtract, multiply and divide whole numbers using a range of strategies	Add, subtract, multiply and divide using efficient written methods; multiply and divide whole numbers by 10 and 100; multiply and divide decimals by 10, 100
4. Use multiplication facts and make connections with division facts		Recall multiplication facts up to 10 x 10 and make connections with division facts
5. Use simple formulae expressed in words for one- or two-step operations	Use simple formulae expressed in words for one- or two-step operations	
6. Calculate the squares of one-digit and two-digit numbers		Recognise numerical relationships e.g. multiples and squares
7. Follow the order of precedence of operators		
8. Read, write, order and compare common fractions and mixed numbers	Understand and use equivalences between common fractions, decimals and percentages	Read, write, order and compare common fractions and mixed numbers
9. Find fractions of whole number quantities or measurements		Find parts of whole number quantities or measurements e.g. $\frac{2}{3}$ or $\frac{3}{4}$
10. Read, write, order and compare decimals up to three decimal places		Read, write, order and compare decimals up to three decimal places
11. Add, subtract, multiply and divide decimals up to two decimal places	Add and subtract decimals up to two decimal places	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		Approximate whole numbers by rounding; approximate decimals by rounding to a whole number or two decimal places
13. Read, write, order and compare percentages in whole numbers		Read, write, order and compare simple percentages e.g. 10%, 25%; find simple percentage parts of quantities and measurements



Qualification overview – **English Reading and Writing** (levels 1 and 2)

Some reminders

- Functional Skills qualifications should provide reliable evidence of a student's achievements against demanding content that is relevant to the workplace. They need to provide assessment of students' underpinning knowledge as well as their ability to apply this in different contexts. They also need to provide a foundation for progression into employment or further technical education and develop skills for everyday life.
- A key aim for Functional Skills English specifications is that they should enable the student to develop confidence and fluency in, and a positive attitude towards, English. Students should be able to demonstrate their competence in English by using it in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills.

Purpose of Functional Skills

- A qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply these skills effectively to a range of purposes in the workplace and in other real life situations.



Qualification overview – **English Reading and Writing** (levels 1 and 2)

Definitions

- **Reading**
defined as the independent understanding of written language in specific contexts. This can be demonstrated through the use of texts on screen or on paper.
 - Dictionaries **will** be permitted for Reading assessments.
- **Writing**
defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.
 - Dictionaries will **not** be permitted for Writing assessments.



English Writing – assessment overview (levels 1 and 2)

- Available on demand
- Delivery on paper and on-screen.
- Two extended response questions. One or both will use stimulus material.
- Question topics will not be linked.
- Duration: 1 hour 30 minutes – same for on-screen and paper
- Dictionaries **not** permitted.
- Range of texts similar to now – see current Guidance for Delivery.
 - We will **not** require candidates to write speeches.
- Mark schemes will contain updated marking grids similar to those currently in use to support accurate and consistent preparation.



English Reading – assessment overview (levels 1 and 2)

- Available on demand
- Delivery on paper and on-screen.
- Mix of multiple choice and short answer. Some will be open and some will be fixed response (as now)
- Both levels will have **two** source documents
- Both levels will have 30 marks (currently 40)
- Level 1 Reading subject content now requires **compare across** documents (currently only Level 2)
- Both levels require candidates to infer meaning from images (not assessed currently).
- Question topics not directly linked, but will have a common thread
- Duration: 1 hour – same for on-screen and paper delivery
- Dictionaries permitted.
- Similar range of text types to current Reading assessments (see Guidance for Delivery).



English Speaking, Listening and Communicating assessment overview (levels 1 and 2)

- Similar structure and format to current model – where we provide guidance and recording forms. We will also provide exemplar materials.
- Level 1 = formal discussion (unfamiliar); short talk (presentation or explanation) (familiar); informal discussion in response to a peer's short talk.
- Level 2 = formal discussion (unfamiliar); talk (presentation or extended explanation) (familiar); informal discussion in response to a peer's talk.
- Level 1 subject content now requires us to include a presentation/explanation, which was previously only at Level 2.
- Both levels have a 3rd activity – to help ensure all criteria are covered – Performance descriptors have been provided by Ofqual so centres must use these. They will be updated in the recording forms.
- Timings and guidance similar to now. 30 minutes overall (3 hrs for English overall).



Qualification overview – **Mathematics** (levels 1 and 2)

Some reminders

- Functional Skills qualifications should provide reliable evidence of a student's achievements against demanding content that is relevant to the workplace. They need to provide assessment of students' underpinning knowledge as well as their ability to apply this in different contexts. They also need to provide a foundation for progression into employment or further technical education and develop skills for everyday life.
- Functional Skills mathematics specifications should enable the student to gain confidence and fluency in, and a positive attitude towards, and to develop behaviours such as persistence and logical thinking as they apply mathematical tools and approaches.

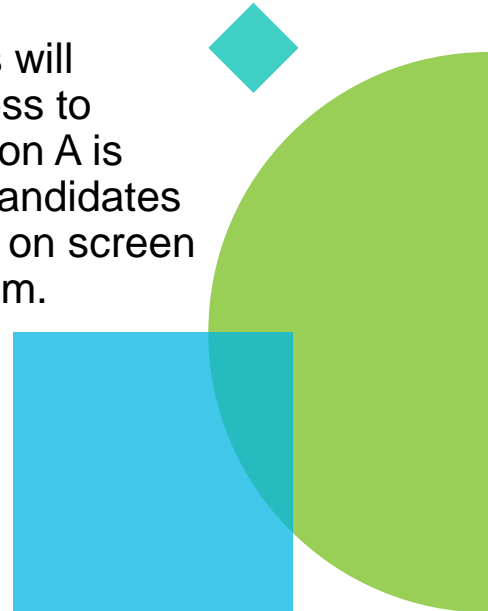
Purpose of Functional Skills

- Mathematics for Level 1 and Level 2: a qualification for work, study and life. Achievement of the qualification demonstrates a sound grasp of mathematical skills at the appropriate level and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real life situations.



Mathematics – assessment overview (levels 1 and 2)

- Available on demand
- Delivery on paper and on-screen
- Duration – 1 hour 45 minutes (both levels)
 - Same time allowance for paper and on-screen.
- Two sections within overall time limit – sections not timed. Candidates free to use the time as they need.
- **Section A** – without a calculator
 - Broadly underpinning skills, with some problem solving, through short questions progressing to slightly longer contextualised activities.
 - 15 questions – 1 mark per question.
- **Section B** – with a calculator
 - Test of underpinning skills through short questions progressing to longer contextualised activities/problems.
 - For on-screen tests - candidates will complete Section A without access to on-screen calculator. Once section A is complete, it will lock down and candidates will progress to Section B where on screen calculator will be available to them.



Functional Skills at levels 1 and 2

Support coming...

Materials and tools

- Qualification handbook
- Subject specifications
- Guidance for Delivery
- At least **two** samples at each level
 - with mark schemes
 - PDF and on-screen format
 - on-screen versions available through OpenAssess
- Worked examples
- SLC recording forms.

Teaching & Learning resources

- Updated SmartScreen
- Updated e-Functional Skills

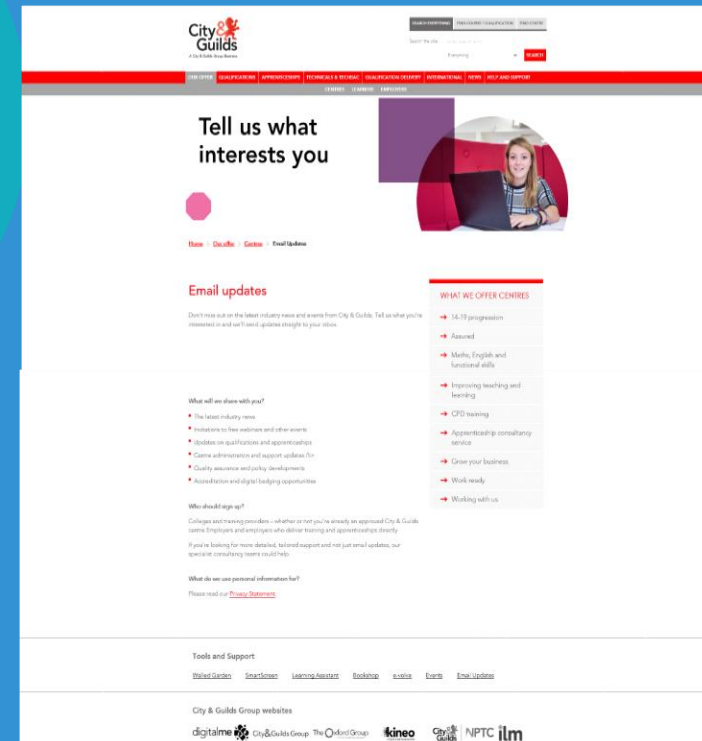
Face to face support

- Advisor support and training
 - Calendar of events across England from Easter
 - Continuing beyond September.
- Digital credentials to recognise participation in these sessions.
- Follow up webinars and networks.





**Don't forget to sign up for our
email alerts and events!**



Remember the readiness guide too!

Standardising Functional Skills – the other big change

Context:

- Both DfE and Ofqual want to see improved **standardisation** across awarding organisations.
- About ensuring the **standard required to pass** is the same as across **all** AOs.

At present:

- There's no formal process in place by which AOs can standardise.
- Perception that some Functional Skills qualifications are 'harder' or 'easier' to pass with particular AOs.



Standardising Functional Skills – how will it work?

Process:

- All awarding organisations involved
 - co-ordinated through Federation of Awarding Bodies (FAB) and JCQ, overseen by Ofqual.
- **Pass descriptors** for each assessment at each level
 - describes level of performance required from a learner to achieve a 'pass' (similar to a grade descriptor for GCSE).
- Developed from standards required to current Functional Skills assessments (this is about making the qualifications **fairer**, not 'harder').
- Used by all AOs as part of their processes for setting pass marks.
- AOs will share a common archive of sample candidate scripts, as reference in setting pass marks.



Standardising Functional Skills – how will it help?

Outcomes:

- There'll still be variations in each AO's assessment materials, the standard required to pass these will be the same.
- Increased assurance for centres that common standard is measured by all AOs.
- Descriptors will help centres gauge learner readiness to take the exams.
- Increased assurance that all learners with a Functional Skills qualification have reached at least an agreed minimum level of performance.
- Challenges 'race to the bottom' narrative, raising the status of the qualifications.



Don't forget:
these are **all** here to help your **#FunSkills2019** journey

DfE
Subject
Content
documents

ETF
workforce
CPD
programme

AELP
events and
webinars

City & Guilds
maths and
English CPD
programme



Our teaching and learning CPD programme

Date	Venue	Content
2 April	London	Teaching and learning: how to understand English criteria to develop achievable learning aims.
3 April	London	Teaching and learning: how to make the most of digital tools in English teaching.
11 February	Wakefield	Teaching and learning: how to master problem-solving in the English class; how to effectively use task-based learning.
11 March	Wakefield	Teaching and learning: how to read criteria to develop achievable learning aims; how to boost your confidence and develop your English skills.
2 April	London	Teaching maths and English together: how to support learners with the language of maths
15 May	London	
10 July	Burntwood	



[Follow this link for further details](#)

From 3748 to 4748...

**Last registration for
'old' Functional Skills
(3748)
31 August 2019.**

**New number
(4748) from
1 September 2019.**

**ICT not changing,
but will be
migrated to 4748
on our systems.**

**Key dates to
keep in mind**

- **Last certification for 'old' Functional Skills**
- **31 August 2020.**

**External assessments for 'old' Functional Skills withdrawn
30 April 2020.**

First assessments for new Functional Skills phased in during autumn 2019.

Next month's webinar is on **6 March**

If you would like us to answer any particular questions, please submit them to:

fsreform@cityandguilds.com



Usual start time
15.30

Thank you

For more information about the Functional Skills reform programme, please visit

cityandguilds.com/mathsandenglish

Then follow links to [Functional Skills updates](#).

There's a dedicated email address:

fsreform@cityandguilds.com

Use **#FunSkills2019** to join the social media conversation:

Follow Amanda [@MathsEnglish CG](#)

Follow Paul [@PaulSceeny CG](#)

Follow Katherine [@KatherineC CG](#)

For more information about our **digital learning** resources, contact digitalsales@cityandguilds.com

