# Consultation on Implementing Functional Skills Reform

## How to respond to this consultation

The closing date for responses is **Friday 11 May at 17:00**.

Please respond to this consultation in one of three ways:

* [complete the online response](http://www.gov.uk/government/consultations/implementing-functional-skills-reform) (click ‘Respond online’) on our consultation homepage
* complete this response form and either:
* email your response to [consultations@ofqual.gov.uk](mailto:consultations@ofqual.gov.uk) – please include *Implementing Functional Skills Reform* in the subject line of the email and make clear who you are and in what capacity you are responding
* post your response to: *Implementing Functional Skills Reform*, Ofqual, Spring Place, Herald Avenue, Coventry, CV5 6UB, making clear who you are and in what capacity you are responding
* **We can only consider your response if you fill in the ‘About you’ section at the end of the document.**

## How we will use your response

1. Your response will be used to help us shape our policies and regulatory activity.
2. After the consultation ends, we will publish a summary of responses received.
3. We will not include your personal details in any published list of respondents, although we may quote from your response anonymously.

If you are responding on behalf of an organisation and you are happy for Ofqual to attribute your response in our publications to your organisation, please provide the name of your organisation below.

**Organisation name:**

## Sharing your response

We may share your anonymised response with the Department for Education.

The information you provide in response to our consultations, including personal information, may need to be disclosed in accordance with the Freedom of Information Act 2000 and the Data Protection Act 1998.

## Confidentiality and contacting you

To maintain your confidentiality, you are not required to provide your name or any information that will identify you. However, Ofqual may sometimes follow-up responses received. If you are happy to be contacted with regard to your response please complete the details below.

**Name:**

**Position (if applicable):**

**Telephone number:**

**Email:**

# Consultation questions

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| Q1: To what extent do you agree or disagree with our proposed approach to setting rules for assessment strategy documents?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q2: To what extent do you agree or disagree with our proposed rules around the technical evaluation process?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |

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| Q3: To what extent do you agree or disagree with our proposed approach to interpreting the subject content requirements for new FSQs in English?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q4: To what extent do you agree or disagree with our proposed approach to interpreting the subject content requirements for new FSQs in mathematics?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |

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| Q5: To what extent do you agree with our proposed minimum and maximum overall assessment time requirements in English?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q6: To what extent do you agree with our proposed minimum and maximum overall assessment time requirements in mathematics?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q7: To what extent do you agree or disagree with our proposed approach to setting rules around the contextualisation of the reading and writing assessments at the entry levels?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |

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| Q8: To what extent do you agree or disagree with our proposal to set a rule on awarding organisations to provide guidance to centres around any setting, adaptation, delivery or marking of assessments that they undertake?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q9: To what extent do you agree or disagree with our proposal to put in place guidance on assessment availability?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q10: To what extent do you agree or disagree with our proposal to mandate a common approach to issuing results, so that all learners who do not meet the required standard receive a result of ‘Fail’?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |

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| Q11: To what extent do you agree or disagree with our proposed approach to setting rules around the number of assessments and tasks in the reading; writing and speaking, listening and communicating components?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q12: To what extent do you agree or disagree with our proposed approach to the assessment of the reading expectations?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q13: To what extent do you agree or disagree with our proposed approach to the assessment of the spelling expectations?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |

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| Q14: To what extent do you agree or disagree with our proposed approach to setting guidance around the use of language and stimulus materials that is in line with the reading and spelling expectations set for each entry level?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q15: To what extent do you agree or disagree with our proposed weighting ranges for spelling, punctuation and grammar at both levels 1 and 2 and at the Entry levels?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q16: To what extent do you agree or disagree with our proposed common assessment criteria?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| Q17: To what extent do you agree or disagree with our proposal to require awarding organisations to produce exemplar materials to support assessor judgements in relation to the speaking, listening and communicating component?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| **Q18: To what extent do you agree or disagree with our proposal to disapply our General Condition of Recognition H2 (moderation where an assessment is marked by a centre) in respect of the speaking, listening and communicating component?**  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| **Q19: To what extent do you agree or disagree with the monitoring arrangements we are proposing to put in place for the speaking, listening and communicating component?**  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| **Q20: To what extent do you agree or disagree with our proposal to produce guidance to clarify that the use of sign language is permitted as a reasonable adjustment in new FSQs in English?**  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| **Q21: To what extent do you agree or disagree with our proposed approach to the number of assessments in new FSQs in mathematics?**  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| **Q22: To what extent do you agree or disagree with our proposed approach to the coverage of subject content in new FSQs in mathematics?**  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| **Q23: To what extent do you agree or disagree with our proposed approach to the weightings for calculator- and non-calculator based assessment?**  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| **Q24: To what extent do you agree or disagree with our proposed approach to the weightings for underpinning skills and problem solving?**  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |

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| **Q25: To what extent do you agree or disagree with our proposals around the use of evidence to support standard setting?**  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| **Q26: To what extent do you agree or disagree with our proposals around maintaining standards in reformed FSQs?**  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please provide any comments: |
| **Q27: Do you have any comments on our proposed rules and guidance for new FSQs in English?** |
| **Q28: Do you have any comments on our proposed rules and guidance for new FSQs in mathematics?** |

**Q29: Are there any regulatory impacts that we have not identified arising from our proposals?**

**Q30: Are there any additional steps we could take to minimise the regulatory impact of our proposals?**

**Q31: Are there any costs or benefits associated with our proposals which we have not identified?**

**Q32: Is there any additional information we should consider when evaluating the costs and benefits of our proposals?**

**Q33: Do you have any comments on any ways in which our proposals will prevent innovation by awarding organisations?**

**Q34: We have set out the ways in which our proposals could impact (positively or negatively) on learners who share a protected characteristic.[[1]](#footnote-1) Are there any potential impacts that we have not identified?**

**Q35: Are there any additional steps we could take to mitigate any negative impact, resulting from our proposals, on learners who share a protected characteristic?**

**Q36: Do you have any other comments on the impacts of our proposals on learners who share a protected characteristic?**

# About you

To evaluate responses properly, we need to know in what capacity you are responding to the consultation. We will only consider your response if you complete the following section. Questions marked with a **\*** are required.

**Organisation (if applicable): \***

**Is this a personal response or an official response on behalf of your organisation? \***

[ ] Personal response (please answer the question ‘If you ticked ‘Personal response’’)

[ ] Official response (please answer the question ‘If you ticked ‘Official response’’)

**If you ticked ‘Personal response’, which of the following are you? \***

[ ] Student

[ ] Parent or carer

[ ] Teacher (but responding in a personal capacity)

[ ] Other, including general public (please state below)

**If you ticked ‘Official response’, which of the following are you? \***

[ ] Awarding organisation

[ ] Local authority

[ ] School or college (please answer the question ‘School or college type‘ below)

[ ] Academy chain

[ ] Private training provider

[ ] University or other higher education institution

[ ] Employer

[ ] Other representative or interest group (please answer the question ‘Type of representative group or interest group’below)

**School or college type**

[ ] Comprehensive or non-selective academy

[ ] State selective or selective academy

[ ] Independent

[ ] Special school

[ ] Further education college

[ ] Sixth form college

[ ] Other (please state below)

**Type of representative group or interest group**

[ ] Group of awarding organisations

[ ] Union

[ ] Employer or business representative group

[ ] Subject association or learned society

[ ] Equality organisation or group

[ ] School, college or teacher representative group

[ ] Other (please state below)

**Nation\***

[ ] England

[ ] Wales

[ ] Northern Ireland

[ ] Scotland

[ ] Other EU country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ] Non-EU country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How did you find out about this consultation?**

[ ] Ofqual’s newsletter

[ ] Ofqual’s social media channels

[ ] Other social media channels

[ ] Ofqual’s website

[ ] Internet search

[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The term ‘protected characteristics’ is defined in the Equality Act 2010. Here, it means sex, disability, racial group, age, religion or belief, pregnancy or maternity, sexual orientation and gender reassignment. [↑](#footnote-ref-1)