

**Instructions for the Conduct of the Examination
(ICE)
Entry Level Functional Skills
Entry Level Adult Literacy and Numeracy
2011-12**

Introduction

For the purpose of this document, the Head of Centre, Principal of the College or the Chief Officer is the named person who takes ultimate responsibility for quality assurance within the centre. All centres must have relevant approval from Edexcel before offering the Entry Level Functional Skills (ELFS) and/or Entry Level Adult Literacy and Numeracy (ALAN) qualifications. This can be clarified by emailing approvals@edexcel.com.

The Head of Centre is responsible for ensuring the proper conduct of the assessments for Entry Level Functional Skills and Entry Level ALAN, although they may delegate certain tasks as necessary. Please contact our call centre by calling 0844 576 0031 in the event of a situation arising that is not covered by this document.

This document covers:

- the conduct of the controlled assessments for Functional Skills Mathematics, English and ICT at Entry Levels 1, 2 and 3
- the conduct of the tests for Adult Literacy and Numeracy at Entry Levels 1, 2 and 3

For procedural matters not covered by this document (eg how and when to make registrations) please refer to the *Edexcel Information Manual* on www.edexcel.com

The assessments are graded as either 'pass' or 'fail', however, centres must refer to the *Guidance/Instructions for Assessors* and *mark schemes* when marking assessments for the agreed pass mark.

The *Guidance/Instructions for Assessors* that corresponds to that assessment must be read a few days before each assessment to allow particular arrangements for each assessment to be accommodated in time.

Assessments are permitted to be held on any date suitable to the centre. There are no requirements for centres to inform Edexcel of the arranged assessment date beforehand. However, in order to access the live assessment materials for Entry Level Functional Skills and/or Entry Level ALAN, centres should register learners for the qualification a minimum of 3 weeks before the scheduled assessment date. The materials can then be accessed by clicking on the "Skills for Life tests" link on the Edexcel website: www.edexcel.com/elfs or www.edexcel.com/elalan

Any correspondence relating to the assessments should be addressed directly to the allocated Standards Verifier unless otherwise instructed by Edexcel. Standards Verifiers will be allocated as soon as registrations are made and notification will be sent out via email.

Safe custody of assessment papers and other materials

The live assessment materials for Entry Level Functional Skills and Entry Level ALAN can be accessed by clicking on the "Skills for Life tests" link on the Edexcel website: www.edexcel.com/elfs or www.edexcel.com/elalan once learner registrations have been made. An Edexcel Online username and password will be needed to access these papers and can only be done with the permission of your Head of Centre.

Instructions for Conduct of Examinations

Live assessment materials will include: *assessment papers*, corresponding *mark schemes* and *Guidance/Instructions to Assessors*. These materials must be checked carefully once printed, and Edexcel notified immediately if there are any problems or if the assessments cannot be accessed.

It is the responsibility of the Head of Centre to ensure that the assessment papers are locked away in a place of high security after they have been printed. Centres are not allowed to download and store any live assessments on their computers. All assessment materials will be considered as 'live' until written confirmation has been given from Edexcel confirming the release of the set as practice papers.

Assessments should be printed before each batch of learners attempts the assessment to ensure that the most recent version is used. Centres should print assessments on demand and only as required to ensure version control.

We understand that it is not always possible to print the exact number of assessments from the website. Photocopies of a master copy (that is printed with every batch of students taking the assessment) can therefore be made. However, centres are required to check that questions are still clear and that where measurements are required, scales are still correct to ensure learners are not disadvantaged. Edexcel is not responsible for centres who fail to follow these guidelines.

For Entry Level ALAN, assessments can be printed no earlier than 2 days before the live assessment is due to take place.

For Entry Level Functional Skills, assessments can be printed no earlier than 2 weeks before the live assessment is due to take place to allow time for contextualisation.

Edexcel must be informed immediately if the security of the assessment papers has been put at risk by fire, theft, loss, damage, unauthorised disclosure or any other circumstances.

Once the assessment has been sat, all assessment papers and scripts must be collected before the learners leave the room to ensure that none are accidentally removed.

If the assessments are taking place on more than one site, the Head of Centre is responsible for:

- ensuring that the correct number of assessment papers and supporting materials are delivered to each site and that security is maintained throughout
- ensuring that the terms and conditions on the secure area of the website are followed

Only persons authorised by the Head of Centre may have access to the assessment materials and completed scripts.

Conditions for storing assessment materials

It is the responsibility of the Head of Centre to ensure that the assessments are locked away in a place of high security and to set out the appropriate terms of authorisation for members of staff.

Assessment materials must be stored in a safe or cabinet in a securely locked room conforming to the secure storage requirement below.

Requirement	Recommendation
Strong safe <i>or</i> Security cabinet <i>or</i> Metal cabinet with locking bar, bolted to wall or floor 2 or 3 key holders only	
Secure room in a fixed building, ie not a Portakabin or similar Walls, ceiling and floor of strong, solid construction	Preferably on an upper floor with no windows
Solid door Strong, secure hinges Security lock, eg 5 lever mortise lock 2 or 3 key holders only	A hollow door would require reinforcement

Assessment materials should be printed as close as reasonably possible before the date the assessments are due to take place, and be kept secure at all times.

In order to conduct live assessments for each assessment session, centres are required to:

- accept the terms and conditions on the secure assessment website
- ensure that for each assessment session for **Entry Level ALAN**:
 1. the assessments are printed from the secure site within a few days of the assessment taking place
 2. the assessments are sealed inside envelopes
 3. the sealed envelopes are stored securely
 4. the assessments are not opened until the time of the test
- ensure that for each assessment session for **Entry Level Functional Skills**:
 1. the assessments are printed from the secure site no earlier than 2 weeks before the controlled assessment takes place
 2. the assessments are contextualised as required
 3. the assessments are sealed inside envelopes
 4. the sealed envelopes are stored securely
 5. the assessments are not opened until the time of the assessment
- provide a copy of the *Guidance/Instructions to Assessors* to authorised Assessors prior to the day of each assessment sitting

Centres must have a tracking system for recording when assessment materials are taken from secure storage and when they are returned to ensure that the assessment materials remain confidential.

Centres are reminded that completed learner assessments should be kept securely both before and after they have been verified by the Standards Verifier. Learner assessments should NOT be handed back to learners at any stage as the assessments stay live until Edexcel release the set as a practice set.

Scheduling the assessments

Assessments may take place at **any time and on any date**.

The Head of Centre must take all reasonable steps to ensure there is no possibility of collusion between learners taking assessments at different times, or between learners and anybody else with access to the assessment papers.

Entry Level ALAN, Entry Level Functional Skills Maths, Entry Level Functional Skills ICT, Entry Level Functional Skills English Reading and Writing: Learners who do not pass the assessment the first time and wish to sit it again, must resit the **whole** assessment from one of the other sets no earlier than 14 days from taking the original assessment. If the learner should fail the assessment again, they will have to wait at least 14 days before sitting the assessment from another set. The papers should be rotated until the controlled assessment is passed. Centres are required to keep a log of which assessment each learner sat in order to keep track of which assessment from which set was used for each specific learner taking this course.

Entry Level Functional Skills Centre Authentication section (as part of the Mark Scheme for Entry Level FS Mathematics and ICT; separate document for Entry Level Functional Skills English): A form for each learner needs to be completed for each controlled assessment sat and signed by the learner, teacher and assessor/supervisor. The Assessor must also ensure that the learner has signed and dated the authentication section. The authentication forms should be retained and submitted together with the particular sample requested for standards verification.

Entry Level FS English Speaking, Listening & Communication: Learners who do not pass the assessment the first time and wish to sit it again, can resit no earlier than 14 days from taking the original assessment. No assessment papers are produced for this component.

Resources for assessments

The Head of Centre is responsible for ensuring learners have or are provided with any equipment required to take the assessment, as well as for taking all reasonable steps to prevent learners from having access to any unauthorised equipment or resources.

The Head of Centre is responsible for ensuring that the centre has appropriate and secure reprographic facilities so that learners are able to use assessment papers that have been printed or photocopied to a high standard.

Learners should only have access to items specified in the *Guidance/Instructions for Assessors*, and must not have access to anything that could compromise the integrity of the assessment.

Please refer to the JCQ Access Arrangements, Reasonable Adjustments and Special Consideration document for any further information. This document can be found on the JCQ website:

http://www.jcq.org.uk/exams_office/access_arrangements/regulationsandguidance/

Instructions for Conduct of Examinations

Learners must be informed that possessing any unauthorised equipment or resources during the assessment, whether intended for use or not, may result in disqualification.

In particular, learners **must** be instructed to switch off any mobile phones and hand them to invigilators before the assessment begins, unless the use of this equipment is a requirement of the assessment.

Learners should be made aware that the assessment paper may be used for any rough notes. No additional loose paper may be provided to learners and learners must **not** under any circumstances take any work or notes away with them after the assessment.

Accommodation

The Head of Centre is responsible for ensuring all assessments take place in a suitable venue whether on or off the centre's own premises.

Assessments may take place in any suitable venue where supervised conditions can be assured. This might include a workplace or even the learner's own home.

The venue must be free from extraneous noise and enable learners to work without disturbance or interruption for the duration of the assessment.

Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. You should pay attention to conditions such as lighting, heating and ventilation and the level of outside noise.

No display materials which might be helpful to learners should be visible in the assessment room.

The seating arrangements in the assessment room must be such as to prevent learners from overlooking, intentionally or otherwise, the work of others, and with sufficient space to accommodate assessment papers, answer sheet/book(s) and any other required materials.

Various assessments may be held simultaneously in the same room provided no disturbance is caused.

Supervision arrangements

The assessments must take place under supervised conditions, where:

- learners must be continually supervised by a reliable person (please note that the class teacher can supervise the assessments taking place, provided they are not the sole person present)
- all necessary facilities must be available to learners
- any time restrictions must be complied with
- learners' work must be independent and unaided.

Instructions for Conduct of Examinations

The Head of Centre must ensure that suitably informed and briefed adults carry out assessment supervision. The Head of Centre should be fully aware of any potential conflict of interest between a learner and Supervisor and take all reasonable steps to prevent any such conflict.

Supervisors must give their whole attention to the proper conduct of the assessment for the whole of the time it is in progress, and there must be a sufficient number of Supervisors in the room to monitor all of the learners present. Good practice would have one Supervisor responsible for no more than 30 learners.

Where assessment is being supervised by one person, they must be able to summon assistance easily without leaving the assessment room or disturbing the learners. The Head of Centre may choose to adopt more rigid 'examination' procedures for the assessments than those set out in this document. This is acceptable, although no learner should be unfairly disadvantaged as a result.

Before the assessments (Guidelines for Assessors)

It is essential that Assessors are clear about the contents of the assessments and the *Guidance/Instructions for Assessors* before administering any of the assessments. Copies of the *Guidance for Assessors* (for Entry Level FS) and/or *Instructions for Assessors* (for Entry Level ALAN) can be obtained from the secure area of the Edexcel website. Centres should ensure that the *Guidance/Instructions for Assessors* document for the specific assessment is reviewed as further guidance is provided which relates to the specific paper, eg particular resources, pass mark, time allowance for reading time and guidance on contextualisation.

There is no requirement to audio or visually record the Entry Level ALAN or Entry Level Functional Skills Speaking, Listening and Communication assessments.

Please note that any member of staff (that the Head of Centre feels appropriate) can have access to the assessments and any accompanying documents. It is the responsibility of the centre to keep a log of who accesses the secure content and when it is accessed.

Entry Level Functional Skills assessments can be printed no earlier than **2 weeks** before the assessment is to be taken by learners to allow time for contextualisation. For guidance on contextualisation, please refer to the *Guidance for Assessors* for the specific controlled assessment.

Additional guidance – Entry Level Functional Maths controlled assessments

Centres may decide on the level of mediation required for their learners.

Please note that centres are not permitted to create their own assessment workbooks but are allowed to contextualise Edexcel workbooks.

Additional guidance – Entry Level Functional ICT controlled assessments

The Entry Level Functional ICT controlled assessments require learners to complete a number of activities using a personal computer.

The assessments are task-based and internally assessed. Each learner must have access to an individual workstation (stand-alone or networked) connected to a printer within the same room or at least in a location where the learner can access their work without leaving a supervised environment.

The Head of Centre is responsible for ensuring that any equipment and software used is fit for purpose and in working order, in particular:

- all hardware and software must be checked by a competent person before use
- learners must not be able to access another learner's work, for example anybody who has taken the same controlled assessment during an earlier sitting. Particular care should be taken where networked workstations are used to prevent work being accessible via shared folders
- learners should only save a document if specifically directed by the activity instructions
- learners should not be able to access email or the internet whilst a controlled assessment is in progress – unless specified in the assessment
- it is advisable that Supervisors have a reasonable level of IT competence, since they need to ensure learners submit only their own work and need to be assured that learners are not colluding in any way
- **all** printouts must be collected once the learner has finished the controlled assessment
- some of the Entry Level FS ICT assessed activities may require the use of other technological items.

Please note that the ICT data files, which can be found on the secure area of the website for Entry Level FS ICT, do not need to be downloaded onto a memory stick by the learner. Centres are permitted to download the files onto a secure drive but this has to be done before each batch of learners take the controlled assessment to ensure the latest versions are used. If learners are required to show knowledge of how to use input and output devices (by using a memory stick for example), this evidence can be submitted in the form of a witness statement.

Identifying learners

The Supervisor(s) must be satisfied as to the identity of every learner attending each assessment. The Head of Centre must make sure that appropriate arrangements are in place so that all Supervisors can carry out adequate checks on the identity of all learners. All learners must have been registered with Edexcel for the assessment in advance.

Persons present

Whilst the assessment is taking place, only the learner(s) and Supervisor(s) and other authorised persons should be in the room.

Representatives from the awarding body and regulatory authorities reserve the right to observe the assessment provided learners are not disturbed. Otherwise, only persons authorised by the Head of Centre are to be allowed in the assessment room.

Starting the assessment

Before learners are permitted to start work the Supervisor must:

- ensure that learners are seated in accordance with the seating arrangements
- inform the learners they are now under supervised conditions
- advise learners that any unauthorised material must be handed in (including MP3 players, pagers, mobile phones and other products with text facilities.)
Centres should note that Entry Level FS ICT may require the use of mobile phones and other technological based items
- check that learners have all the necessary materials to enable them to complete the assessment as set out in the *Guidance/Instructions for Assessors* document for each assessment
- arrange for assessment papers to be handed out immediately before the start of the assessment
- if necessary, report to the Head of Centre any grounds for suspicion about the security of the assessment papers and, where appropriate, the Head of Centre must immediately notify Edexcel
- draw to the learners' attention the instructions printed on the front of the assessment paper including the time allowed, and ask them to check that they have been given the correct paper for the assessment. Centres are allowed to read these instructions to the learners and to display them in the room where the assessment is taking place
- ensure that details of any erratum notices are brought to the attention of learners
- instruct learners to record their personal details according to the requirements
- remind learners that they must follow the instructions on how to record and submit their work
- remind learners that they must not communicate in any way with, seek assistance from or give assistance to another learner during the assessment. They should not communicate in any way with any other learner except where this is a requirement of a particular assessment
- announce clearly to the learners when they may begin the assessment

The Supervisor must not give any information to learners about suspected errors in the assessment papers unless an erratum notice has been received from Edexcel.

During the assessment

The assessment must take place under supervised conditions. This means that:

- learners must be continually supervised by a reliable person the whole time the assessment is in progress and give complete attention to this duty at all times
- all necessary facilities must be available to learners

The Supervisor must complete an attendance list (or similar).

If a learner arrives after the assessment has started, the learner may be allowed to take the assessment provided that undue disruption is not caused to the other learners and the security of the assessment is maintained.

Learners who leave the assessment room temporarily must be accompanied to ensure the integrity of the assessment is not compromised. In these circumstances learners may be allowed extra time to compensate for their temporary absence.

Learners should be regularly made aware of the time remaining whilst taking an assessment, either through a visible clock or by the Supervisor providing periodic time-checks.

Centres should refer to the Joint Council for Qualifications' document 'Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications' which is available to be downloaded from www.jcq.org.uk

Please contact the Special requirements team at Edexcel with any queries on access arrangements and reasonable adjustments. Contact details can be found in Appendix 1 at the end of this document.

Please ensure that if approval is needed for a specific arrangement, that this is obtained before the student takes the assessment.

If any learner has been given additional help or support during the sitting of an assessment, then details must be given on the cover sheet (the personal details/mark sheet) of the particular assessment paper(s). The Standards Verifier should then have sufficient information from which to make a professional judgement as to whether the learner was given fair advantage under the circumstances.

Centres are entitled to appeal should any decision made by the Standards Verifier be construed as an unfair disadvantage to a learner. All appeals should be sent in writing to the Appeals Team, 190 High Holborn, London, WC1V 7BH.

Irregular conduct

It is the duty of the Supervisor to ensure any cases of irregularity or misconduct in connection with the assessment are reported to the Head of Centre as soon as possible.

The Examinations Officer is empowered to withdraw a learner from the assessment as a last resort (eg when the continued presence of a learner would cause disruption to other learners).

Instructions for Conduct of Examinations

The Head of Centre must report all cases of suspected or actual malpractice in connection with the examination to our Business Assurance Group at Edexcel by emailing malpractice@edexcel.com

Wherever possible the Supervisor of the assessment must remove and keep any unauthorised material that a learner may have in the assessment room.

Any infringement of the regulations may lead to disqualification of the learner. The decision on disqualification rests with Edexcel.

Although Standards Verifiers aim to support centres, any suspicion of irregular conduct by Assessors will be investigated by Edexcel and appropriate sanctions will be put in place.

Emergencies

In the event of an unforeseen emergency (eg fire alarm, bomb alert, etc) that requires learners to leave the assessment room, the Supervisor must first ensure the learners' safety.

Where an evacuation is necessary, all learner work must be left in the assessment room. If possible, the assessment room should be made secure.

Learners should remain under supervised conditions if at all possible whilst outside the assessment room. Depending on the circumstances, the Supervisor and Examinations Officer may consider the following:

- If assessment has only just started (eg during the first ten minutes) the learners can return to the assessment room and continue, ensuring that the learners are given their overall time allowance.
- If the assessment has been under way long enough that some learners may have seen a majority of the assessment paper **and** there is a significant risk that the integrity of the assessment would be compromised if the assessment were allowed to continue, the learners' work completed so far should be posted to the Functional Skills Assessment Team at Edexcel.
- Consideration may be given to the possibility of taking the learners, with assessment papers and scripts, to another place in order to complete the assessment.

If an emergency results in an evacuation, the Head of Centre must ensure that the Functional Skills Assessment team at Edexcel is informed directly by emailing fsassessment@edexcel.com.

After the learners have returned to the assessment room and before the assessment is resumed, indicate on the learners' work, where it is feasible to do so, the point at which the interruption occurred. These assessments should be submitted for standards verification to the Standards Verifier.

Centres should make a full report of the incident and of the action taken for submission to the Functional Skills Assessment team at Edexcel by emailing fsassessment@edexcel.com.

Ending the assessment

Learners may be permitted to leave the room before the end of the assessment provided that no disruption is caused to the remaining learners and the integrity of the assessments is not compromised. Learners who have left a supervised environment may not be re-admitted to the controlled assessment.

The Head of Centre must consider any potential for the assessment to become compromised and ensure the Supervisor is advised of the centre's policy.

Learners must be given their full time allowance even if they have arrived later than their scheduled start time.

The Supervisor should check that learners have identified their work as instructed. All assessment papers/materials must be collected before the learners leave the room to ensure that none are accidentally removed.

After collation, the learners' work and assessment materials should be handed to the Examinations Officer or other authorised person(s).

Teachers/assessors who mark assessment papers should ensure that the papers are kept in a secure place until marking is complete and then kept securely until they are posted to the Standards Verifier.

Learners' work should be despatched securely to the Standards Verifier who will verify the assessments. Learners' work should also be stored securely after it has returned to your centre and should not be handed back to learners. Assessments will stay live until they are released as practice papers by Edexcel.

Marking assessment papers

Teachers/Assessors must not mark in a public place.

Internal verification

All learners' work must be available for when internal verification is required. Centres should refer to the guidelines provided by Edexcel on internal verification which can be found in the *Handbook for Quality Assurance for Entry Level FS and Entry Level ALAN*.

Standards verification and disposing of materials

A completed Sampling Report Form should be emailed to the Standards Verifier to enable the selection of a sample of pass learners' work to be verified.

The requested learners' work must be sent to the Standards Verifier (by using the secure post facility Edexcel provides). Instructions on how to do this are available on the Edexcel website under the relevant qualification. If this involves keeping work for a period of time, the Examinations Officer must ensure it is stored securely.

All work must be submitted to the Standards Verifier in the order that the learner is displayed on the Sampling Report Form to enable easy checking by the Standards Verifier.

Please note that only original learner assessments will be accepted by the Standards Verifier. Photocopied assessments will **not** be accepted. Centres are permitted to keep photo copied assessments of the assessments that have been sent to the Standards Verifier stored securely until the originals are received back from the Standards Verifier. It is recommended that in instances where 100% of assessments need to be sent to the Standards Verifier for verification, that centres securely store photocopies of all assessments.

As all assessment materials will continue to be 'live' until written confirmation has been given from Edexcel confirming the release of the set as practice papers, centres must continue to store all assessment papers securely once these have been received back from the Standards Verifier.

In order for centres to monitor assessment decisions over time, centres should retain all completed and marked assessments until certificates are received, checked and issued to learners.

The following documents need to be retained for a minimum of three years, for all learners whose assessments have been through standards verification:

- any internal verification feedback to Assessor documents related to the particular sample
- records of internal verification meetings
- Internal Verification Feedback Forms
- Standards Verification Feedback Reports
- assessments submitted to the Standards Verifier.

Assessment papers should **not** be given to learners after the assessment has been sat. If a learner has failed the assessment, formative feedback should be given. Assessors should ensure that they are aware of which questions the learner did not pass and the criteria covered by those questions. The learner can then be given information on which skills need more work before another assessment can be taken.

Access arrangements

Access arrangements will not be permitted if they compromise the assessment criteria. Before registering a learner for an assessment which requires skills to be demonstrated which the centre feels are beyond the scope of the learner, the centre is advised to consult the Special Requirements team to ensure that the access arrangements are appropriate.

Standards Verifiers may refer any such query to Edexcel for a final decision. Centres should only make a request for access arrangements which reflect the learners' normal ways of working.

Centres are **not** required to have every learner individually assessed by a specialist.

Centres **are** required to have determined the needs of the learner within the classroom situation and in the light of those arrangements made part of the normal working practices.

Any access arrangements given must be documented on the front cover of the learner's controlled assessment paper.

Centres should refer to the Joint Council for Qualifications document *Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications* which is available to be downloaded from www.jcq.org.uk

Centres are permitted to enlarge assessments from A4 to A3 themselves. Enlarge from 12 point – 18 point BOLD Arial (on A4 pages) and Enlarge to 24 point Arial BOLD (on A3 pages) can be requested by contacting the FS Assessment team fsassessment@edexcel.com.

Please note that modified assessments must be requested per assessment for every batch of learners taking the assessment, 6 weeks before the scheduled assessment is due to take place. Previous modified assessments should not be used for future sittings as the assessment could have been changed by Edexcel.

Readers, scribes, sign language interpreters and practical assistants

When a learner is assisted by a reader, a scribe or sign interpreter, help must not be given with the subject matter being assessed.

This support must not give the learner an unfair advantage or disadvantage. It must not invalidate the assessment.

Additional time may also be available and a separate room may be necessary if the learner is to dictate responses, in which case a separate invigilator will be required.

The Head of Centre/Examinations Officer should ensure that readers, scribes, sign interpreters and practical assistants are acceptable and responsible adults, familiar with the subject matter being tested and have worked with the learner(s) before the assessment.

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A relative of the learner must **not** act as a reader, scribe, sign interpreter or practical assistant.

Readers

- A reader is required to read, on request, all or part of the assessment or any part of the learner's responses.
- A reader must read accurately and at a reasonable rate. A reader may repeat as necessary any instructions given on the assessment paper, as well as the question and answers already recorded.
- A reader may assist a visually impaired learner using tactile diagrams, graphs and tables to obtain the information which the printed paper would give to a sighted learner.
- A reader must, if required, spell out any word which occurs in the assessment.
- A reader must be prepared for periods of inactivity.
- In English, Irish or Welsh specifications, a reader cannot be used for the reading component of assessments, unless specifically permitted at certain levels by the specification.

Scribes

- A scribe is required to write or type answers as they are dictated by the learner.
- A scribe must write legibly, write or type at a reasonable speed and should have a working knowledge of the subject.
- A scribe must write down or type the answers exactly as they are dictated.
- A scribe must draw or add to diagrams strictly in accordance with the learners' instructions.
- The learner will not be expected to dictate spellings. If spelling is being assessed, then they must dictate spellings.
- A scribe should work at the learner's pace.
- In English, Irish or Welsh specifications, a scribe should not be used for writing component of assessments, unless specifically permitted at certain levels by the specification.

Sign language interpreters

- A sign language interpreter is required to communicate questions to the learner upon request.
- A sign language interpreter is not an oral language modifier or a reader.
- A sign language interpreter should give the essence of the learner's signed response on the assessment paper without inferring any meaning that was not clear in the signed response.
- Learners who are signing their responses must not be in a position to see other learners' signed responses.
- A sign language interpreter should work at the learner's pace.

Entry Level ALAN:

In English, Irish and Welsh specifications, a Sign Language Interpreter must not be used in Speaking, Listening & Communication component of assessments.

Sign Language Interpreters will not be permitted in English, Irish and Welsh written papers except for the instructions of the assessment papers, unless specifically permitted by the specification at certain levels.

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In reading controlled assessments in English, Irish and Welsh, although no part of an assessment may be signed to a learner, a learner may use sign language expressively to show that he or she has read the passage correctly.

Entry Level Functional Skills:

Sign Language (i.e. BSL, SSE) is permissible in the Speaking, Listening and Communication component, provided this is made accessible to all participants in the discussion. (it is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of Speaking, listening and communication where BSL is the candidate's normal way of communicating in the contexts described by the standards.)

Practical assistants

A practical assistant is required to help a learner in practical assessments, to carry out tasks at the learner's instruction and ensure the safety of the learner.

This support must not give the learner an unfair advantage.

A practical assistant must work strictly in accordance with the learner's instructions and should not perform any task independently of the learner.

A practical assistant is not permitted to carry out tasks which are the focus of the assessment, such as artwork, designing or making artefacts.

Bi-lingual translation dictionaries

Bi-lingual translation dictionaries may be used in assessments only by learners whose first language is not English, Irish or Welsh. The use of a bilingual translation dictionary should reflect the learner's normal way of working within the centre.

Exceptions to these rules are: Functional Skills English examinations – where the use of a bilingual dictionary is permitted. Please refer to section 2.17.1. of the JCQ 2011/12 access arrangement document which can be found on the JCQ website:

http://www.jcq.org.uk/exams_office/access_arrangements/regulationsandguidance/

Please note that NO dictionary is allowed for the Entry level ALAN Numeracy assessments.

Dictionaries to be used in the assessment must be held in the centre under secure conditions and thoroughly checked to ensure that notes have not been enclosed within or written on the pages of the dictionary. This should include checking that no unauthorised material is contained within the dictionary.

Learners using dictionaries which contain notes will lose their right to these access arrangements.

Online translation dictionaries are not permitted.

Appendix 1: Edexcel contact list

Centres should contact the following individuals/teams for the following queries:

Approvals team – approvals@edexcel.com - for gaining approval and approval queries

Business Assurance Group - malpractice@edexcel.com - for reporting cases of suspected malpractice or a breach of test paper security

Service Operations team – serviceoperations@edexcel.com - for registrations and certifications issues, reporting of grades, amendments to names, grades entered incorrectly and reprinting of certificates

Deployment team – vqdeployment@edexcel.com - to find out your allocated Standards Verifier, to have a Standards Verifier allocated to your centre, Standards Verifier details, difficulty contacting Standards Verifiers and report form queries including the logging of reports and release/block of qualifications

Standards Verifier – (contact details can be provided by the Deployment team). The Standards Verifier can assist with assessment issues, provide information, advice and support, sampling size, mark schemes, specification queries, guidance for *Instructions for the Conduct of Examinations*.

Assessment team – fsassessment@edexcel.com - for equivalencies, accreditation, issues with the content of test paper questions and mark scheme and general assessment queries

Quality Standards team – qualitystandards@edexcel.com - for special requirements, quality issues and appeals against qualification and certification blocks

Question Paper Despatch team – QPD@edexcel.com - if centres are experiencing problems printing live assessments from the secure Edexcel website, the QPD team will arrange to send the requested assessments to centres, alternatively you can call customer services on 0844 576 0031.

Regional Quality Managers – All centres have a dedicated Regional Quality Manager available to advise on quality assurance, including internal and standards verification.
www.edexcel.com/quals/BTEC/support

Curriculum Development Managers - Each centre has a Curriculum Development Manager who can provide general qualification advice and guidance across all qualifications.

Your Curriculum Development Manager details can be obtained from your regional office.