



# Functional Skills Qualification

## English at Level 1 Functional Skills

**Total Qualification Time (TQT) 55 hours**

### About NOCN

NOCN is a leading awarding organisation that has been creating opportunities for learners for over 30 years. It is the organisation preserving the proud heritage of the Open College Network (OCN) in the UK and is a brand trusted by learners, colleges, training providers and employers who recognise NOCN qualifications as an indicator of competence and quality. A NOCN qualification recognises a learner's skills and knowledge and can support progression to employment, training and/or further education.

### Introduction to Functional Skills

Functional Skills qualifications aim to provide learners with the essential knowledge, skills and understanding they need to operate confidently, effectively and independently in everyday life and in the workplace. They also support learners in their progression into employment and further study. Functional Skills Qualifications are currently available in English, mathematics and ICT at five levels (Levels 1 and 2 and Entry Levels 1, 2 and 3).

NOCN Functional Skills qualifications are learning tools that enable learners to develop and Centres to assess Functional Skills as determined by the DfEs specified subject content. Functional Skills enables the application of underpinning knowledge and problem solving to everyday situations and provide young people and adults with the knowledge and skills that can be utilised in further learning, life and work.

FSQs at Levels 1 and 2 are important qualifications, particularly in the case of English and mathematics. This is because in some contexts they form part of school and college accountability measures.

FSQs at all levels have an important role, as they are taken by school-age learners and adults, including as part of ESOL provision and apprenticeships. They play an important role for those in prison and for learners with learning difficulties or disabilities. Many learners take FSQs, with their overall annual entry size being second only to GCSEs.



## Subject content functional skills: English

### Learning aims and outcomes at Entry Level

Functional Skills English qualifications at these levels indicate that students should be able to speak, listen, communicate, read and write with increasing clarity, accuracy and effectiveness at each level. They should be able to:

- Listen, understand and respond to verbal communication in a range of familiar contexts;
- Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts;
- Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely; and
- Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar. Students should, with some direction and guidance, be able to apply these functional skills to informal and some formal contexts, in familiar situations.

## Subject content functional skills: English

### Scope of study

**Text:** this should include simple narratives, information and instructions, and short statements, explanations, discussions, questions and exchanges.

1. Say the names of the letters of the alphabet
2. Identify and extract the main information from short statements and explanations
3. Follow single-step instructions, asking for them to be repeated if necessary
4. Make requests and ask straightforward questions using appropriate terms and registers
5. Respond to questions about specific information
6. Make clear statements about basic information and communicate feelings and opinions on straightforward topics
7. Understand and participate in simple discussions or exchanges with another person about a straightforward topic

### Reading

#### Scope of study

**Text:** this should include short, simple texts that inform, describe and narrate.

8. Read correctly words designated for Entry Level 1 (see Appendix)
9. Read simple sentences containing one clause
10. Understand a short piece of text on a simple subject

### Writing

#### Scope of study

**Text:** this should include short simple texts such as messages and notes.



## Spelling, punctuation and grammar

11. Punctuate simple sentences with a capital letter and a full stop
12. Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
13. Use lower-case letters when there is no reason to use capital letters
14. Write the letters of the alphabet in sequence and in both upper and lower case
15. Spell correctly words designated for Entry Level 1 (see Appendix)

## Writing composition

16. Communicate information in words, phrases and simple sentences

## Individual assessment times

NOCN assessment time frames allow each specified level of attainment detailed in the specification to be reached by a learner who has attained the required level of knowledge, skills and understanding. They also facilitate accurate and consistent assessment and differentiation both within and across the levels.

NOCN assessment time for each individual component within the Functional Skills

## Qualifications for English are:

Speaking Listening and Communicating:

- Level 1 time of assessment 30 minutes
- Level 2 time of assessment 30 minutes

## Reading:

- Level 1 time of assessment 1 hour
- Level 2 time of assessment 1 hour

## Writing:

- Level 1 time of assessment 1 hour
- Level 2 time of assessment 1 hour

The total marks available have therefore increased as compared to the legacy assessments. The total marks for the reformed assessments are:

## Reading:

- Level 1 – 32 marks
- Level 2 – 35 marks

## Writing:

- Level 1 – 54 marks
- Level 2 – 54 marks

SLC is not numerically marked.



## Guided Learning Hours

Guided Learning Hours (GLH) are a guide to the amount of Teachers/Tutors/Assessors supervised or directed study time a learner will need to complete the learning needed for a qualification. NOCN recognises that every learner is different and the actual time taken may vary beyond the 55 GLH stated.

## Total Qualification Time (TQT)

The Total Qualification Time for these qualifications is 55 hours.

TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
  - o learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
  - o includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
  - o an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
    - preparatory work
    - self-study
    - or any other form of education or training, including assessment

**Got a question?  
we love to chat!  
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