

Improving Functional Skills Qualifications



January 2015

Ofqual/15/5588

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Foreword

There are some skills that are fundamental: to be successful in life and at work, people must be able to read and write and to use numbers with confidence. People need these skills for a functioning society and a healthy economy.

Once a person has these skills, this should be recognised by a qualification that allows them to progress into a job or go on to further study. That is what functional skills qualifications aim to do. They enable students to demonstrate real-life literacy, numeracy and IT skills through assessments set in everyday contexts. They are available in England and offered in a range of formats and at a range of levels by 16 awarding organisations.¹

We take the quality of functional skills qualifications seriously and we have high expectations of the awarding organisations that offer them. Over a million were taken last year, and numbers have been increasing year on year since they were introduced in 2009. Level 2 Functional Skills English and mathematics qualifications,² in particular, are important ‘gateway’ qualifications, used in most existing apprenticeships and by young people who have not already secured grade C or above at GCSE.

We decided to review Level 2 Functional Skills English and mathematics qualifications last year because we recognised the importance of these qualifications, how many were taken and the differences between awarding organisations’ approaches. Our conclusion is that aspects of the qualifications need to be improved. As a result, awarding organisations are now making changes in four key areas: improving the quality of assessment materials, reducing the risk of malpractice and maladministration, strengthening standard setting procedures and evaluating better how far qualifications are meeting user needs. The majority of improvements will be in place by this summer.

We are also taking action to make sure standards are more consistent between different awarding organisations. We will set out guidance on question design, both for on-screen and paper-based approaches, and we will establish a tighter approach to setting and maintaining standards between different awarding organisations.

Although in many cases, changes will not be visible to teachers and end-users, we expect awarding organisations to communicate about the improvements they are

¹ Functional skills qualifications are only available in England. Different literacy and numeracy qualifications are available in Wales (Essential Skills), Northern Ireland (Essential Skills) and Scotland (Core Skills).

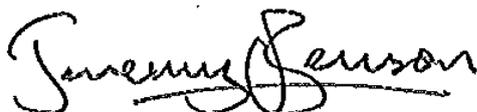
² Level 2 is broadly similar in level of demand to a GCSE grade C and above.

making. More information about the types of changes that teachers and students might see is on pages 12-13 of this report. As awarding organisations make these improvements, functional skills qualifications should become more valid and more reliable: assessments will more effectively provide real-life contexts and will allow students to demonstrate greater breadth and depth of skills. Additional monitoring and strengthened awarding processes will give greater assurance that standards have been met. Finally, evaluation and consultation with users will help awarding organisations to make sure their qualifications meet employer and other end-user needs.

We will review progress in the autumn this year, and once again invite those with an interest in the qualifications to give us their feedback. If we find evidence that awarding organisations are not meeting our requirements, or that necessary changes are not underway, we will consider formal regulatory action.

Alongside our work, the Government has asked the Education and Training Foundation to review whether the skills that are being tested are the right ones for employers and learners.³ This review is due to report in March 2015. We welcome this review, which complements our work. It will inform the decision about whether more significant changes will be needed to functional skills qualifications in the longer term.

We want to be confident that the qualifications promote good educational outcomes. Having the best approaches to assessment and standard-setting will help them to open doors for students and meet the expectations of employers and others who rely on them. This report sets out the work that we, and others, are doing to achieve that.



Jeremy Benson

Executive Director for Vocational Qualifications

³ www.et-foundation.co.uk/our-priorities/english-maths/review-english-maths-qualifications

1. Context and scope of this report

- 1.1 This report sets out the work that we and awarding organisations are doing to improve functional skills qualifications. It is designed to be read by teachers, students, employers and other end-users of these qualifications.
- 1.2 Our approach to regulating functional skills qualifications is guided by our regulatory strategy. We put the validity of qualifications at the heart of the way we regulate. A valid qualification effectively and reliably measures what it is designed to measure. It has a clear purpose, established in consultation with end-users, such as employers or higher or further education providers. A qualification's purpose drives its content and the assessment methodology that is used. Content, assessment and performance standards must be consistent, so that the level of skill needed to gain a particular grade or pass is comparable over time and between awarding organisations. Finally, qualifications should be evaluated to make sure that they are meeting the needs of end-users and remain valid over time. These principles are as relevant to functional skills as to any other qualifications.
- 1.3 Our review looked in particular at Level 2 English and mathematics qualifications. It began in spring 2014 and consisted of: an analysis of the functional skills market; a review of awarding organisations' systems, processes and assessment materials; and a call for evidence from stakeholders.
- 1.4 Our review considered whether the qualifications meet the purposes and assess the curriculum⁴ that is set out for them. The wider question of whether the purposes and the curriculum are right is for the relevant policy departments – in this case, the Department for Business, Innovation and Skills and the Department for Education.

2. About functional skills qualifications

- 2.1 Functional skills qualifications are applied qualifications in English, mathematics and Information and Communications Technology (ICT) available in England. Qualifications are available at each of Entry Levels 1, 2 and 3, and Level 1 and Level 2. They allow students to demonstrate that they have achieved practical skills in literacy, numeracy and IT that help them to live and work confidently, effectively and independently.

⁴ The Basic Skills Agency developed the Adult Literacy and Numeracy Curriculum for the then Department for Education and Employment in 2000. The Basic Skills Agency was merged with NIACE, an organisation independent from Government, in 2007.

- 2.2 In 2006, the Government set out a programme of skills reforms, including the development of functional skills qualifications in English, mathematics and ICT.⁵ These new qualifications were to replace the existing key and basic skills qualifications and were also made part of Apprenticeships and the new Diplomas.
- 2.3 Functional skills qualifications were developed and piloted from 2007–10 by awarding organisations and the Qualifications and Curriculum Authority (QCA).⁶ As the government agency responsible for both the curriculum and qualifications regulation, the QCA developed both the content and the regulatory criteria for functional skills qualifications, which were published in 2009 for qualifications that were available for first teaching in 2010.⁷ The ‘skills standards’ assessed by functional skills qualifications are set out in the regulatory criteria and were based on the Adult Literacy and Numeracy Curriculum, which at the time was owned by central Government.⁸
- 2.4 Functional skills qualifications are made up of components: ICT and mathematics each have a single component and English three components: reading; writing; and speaking, listening and communication. Each qualification is currently assigned 45 guided learning hours.⁹ Assessment is on a pass–fail basis – there are no grades. The functional skills criteria set out the skills that candidates must be able to demonstrate in order to pass each subject.
- 2.5 The assessment methodologies used by different awarding organisations vary. Assessment is often flexible: some awarding organisations provide on-demand assessments, available at any time and available on-screen. Other awarding organisations have set assessment windows which may last several days or weeks. Assessments are delivered partly through controlled assessment¹⁰

⁵ 2006 White Paper, Raising Skills, Improving Life Chances available at www.gov.uk/government/uploads/system/uploads/attachment_data/file/272259/6768.pdf.

⁶ The Qualifications and Curriculum Authority was responsible for curriculum and qualifications matters. It also had a regulatory role in relation to qualifications. It was replaced by the Qualifications and Curriculum Development Agency in early 2010 and was then closed down later that year. Ofqual was established in 2010.

⁷ The Criteria were reissued in 2011 and are available on Ofqual’s website: www.gov.uk/government/collections/functional-skills-qualifications-requirements.

⁸ Curriculum materials are still available at www.excellencegateway.org.uk/node/20518.

⁹ Guided learning hours are an indication of a qualification’s size. They indicate approximately how many hours of guided learning a typical student may need to gain the skills, knowledge and understanding tested by a qualification.

¹⁰ Controlled assessment is written or practical assessment taken under controlled conditions in a school, college or other test centre.

marked by teachers and partly through externally set exams marked by awarding organisations. Controlled assessment is moderated by awarding organisations through visits and reviews of materials where these exist.¹¹

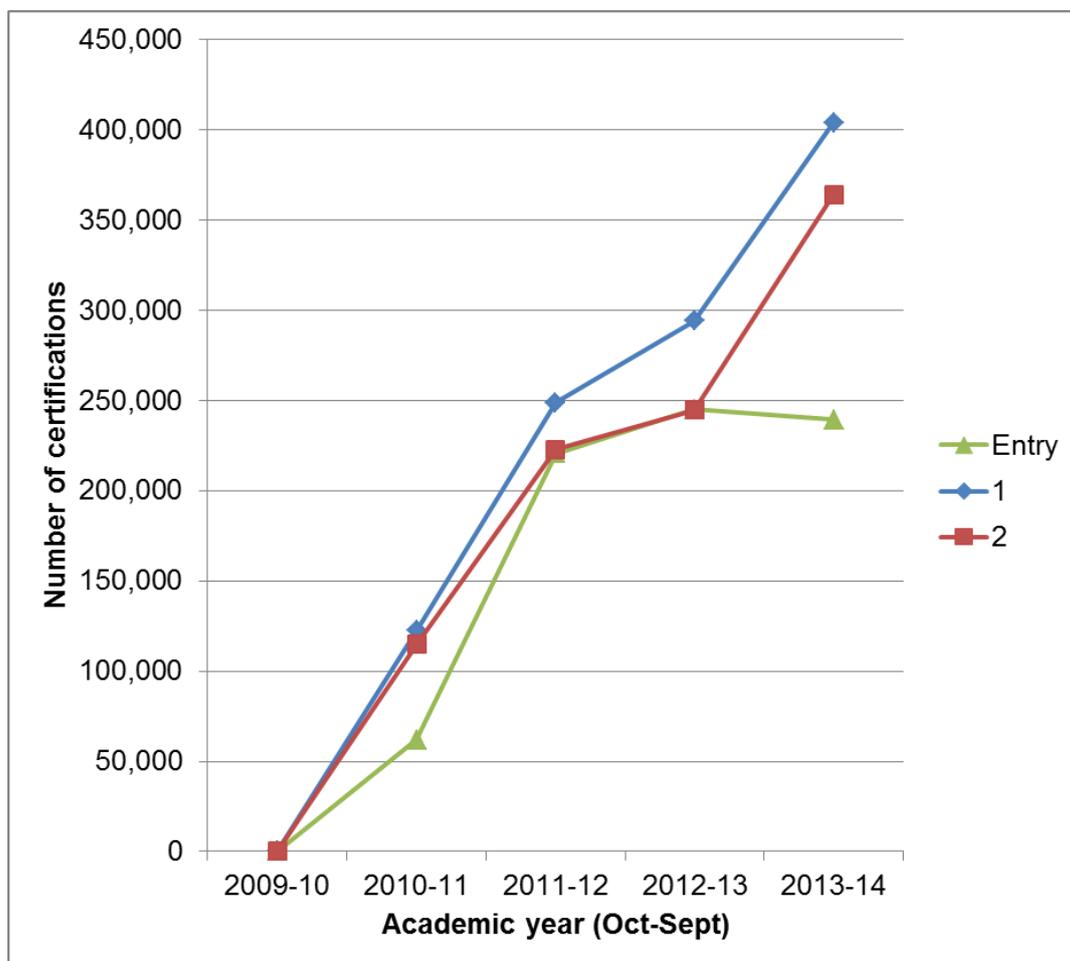
- 2.6 As well as being used for apprenticeships and as free-standing qualifications for 14–19 year olds, functional skills qualifications are now widely used in adult education. Some awarding organisations also cater for their use at Key Stage 3 (11–14 year olds), as a ‘stepping stone’ to a GCSE, although the qualifications were not designed for this purpose. Government funding is widely available for people taking functional skills qualifications, including for school pupils, apprentices and adult learners.

3. The functional skills market

- 3.1 Functional skills qualifications represent around 7 per cent of all regulated qualifications taken in England and, outside GCSEs, are the highest volume qualification types that we regulate. The number of qualifications achieved has increased from just under 300,000 certifications per year in 2010/11 to just over a million in 2013/14, as key and basic skills qualifications, predecessors to functional skills qualifications, have been phased out.

¹¹ Speaking, listening and communication assessments are ephemeral.

Chart 1: Functional skills certifications 2009–2014 at Entry Level, Level 1 and Level 2

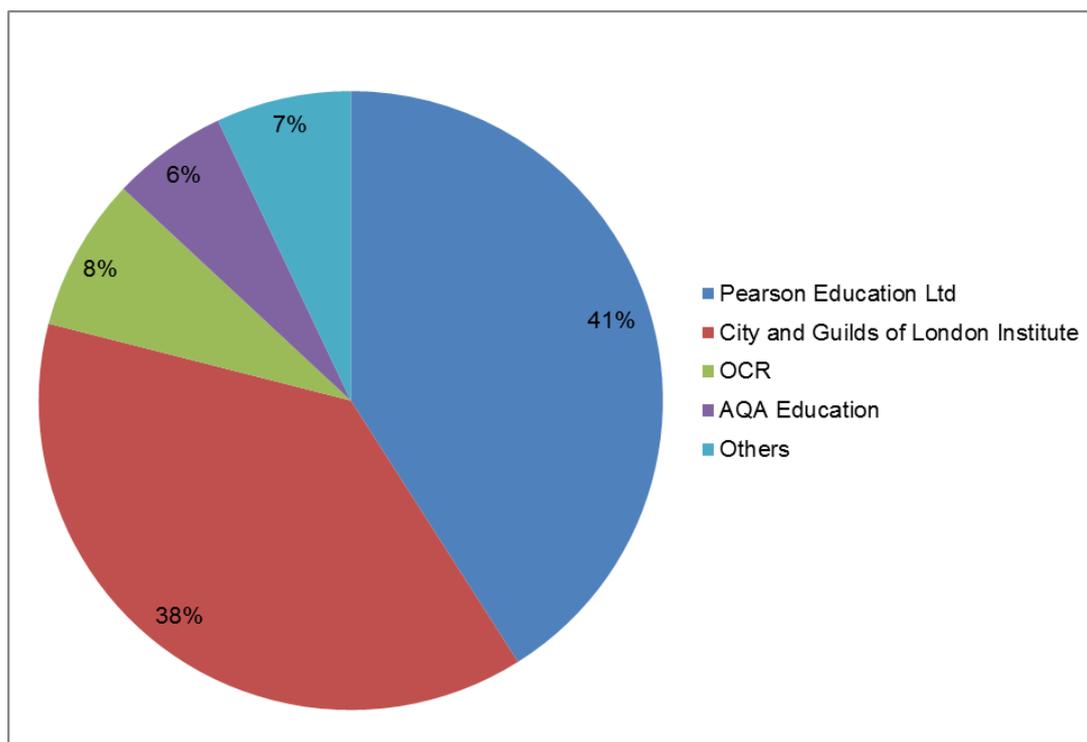


Source: Ofqual certification data 2009–14¹²

3.2 As chart 2 demonstrates, the functional skills qualification market is dominated by two awarding organisations, City & Guilds and Pearson, which between them have almost 80 per cent of the market. These two awarding organisations dominate across all subjects (English, mathematics and ICT) and all levels (Entry to Level 2). Awarding organisations often provide functional skills qualifications to schools and colleges with which they already have a relationship; for example, AQA and WJEC are large providers of GCSE and A level qualifications and so tend to provide a greater proportion of functional skills qualifications to schools. Awarding organisations which specialise in vocational qualifications often provide functional skills qualifications to colleges alongside other vocational qualifications. More market information can be found at Appendix A.

¹² www.gov.uk/government/statistical-data-sets/vocational-qualifications-dataset

Chart 2: Functional skills qualifications: market share 2013–14



Source: Ofqual certification data 2009–14¹³

4. Awarding organisation and qualification review

4.1 From May to August 2014 we reviewed the systems and processes in each of the 13¹⁴ awarding organisations offering the 28 Level 2 English and mathematics functional skills qualifications.¹⁵ We looked at assessment materials from each of the 28 qualifications and we met each of the awarding organisations during and following our review to discuss their systems, processes and assessments.

4.2 As a result of our work, all awarding organisations have committed to review and improve their qualifications and have already started making changes. The positive response of the awarding organisations to our review meant that it was not necessary for us to consider formal regulatory action. We also found areas of good practice; for example, a number of awarding organisations had particularly robust systems and quality assurance processes in place to ensure effective and secure delivery.

¹³ www.gov.uk/government/statistical-data-sets/vocational-qualifications-dataset

¹⁴ Three of the sixteen awarding organisations that offer functional skills qualifications do not offer English or mathematics qualifications at Level 2.

¹⁵ Appendix B sets out the awarding organisations and qualifications included in this review.

- 4.3 The improvements that each awarding organisation is making are specific to that awarding organisation and its qualifications. However, the majority of awarding organisations are making improvements in the four key areas mentioned above: improving the quality of assessment materials, reducing the risk of malpractice and maladministration, strengthening standard setting procedures and evaluating better how far qualifications are meeting user needs.
- 4.4 Where awarding organisations improve their assessment development procedures, we expect this to result in more effective assessment of the breadth and depth of knowledge, as students have greater opportunities to demonstrate a wider range and higher levels of skills. Where awarding organisations need to do so, tightening security procedures and more effectively monitoring internal assessment will reduce opportunities for malpractice and maladministration and result in more reliable assessment. Strengthening standard setting procedures will provide greater assurance to end-users that candidates who pass have demonstrated the required breadth and depth of skills. Finally, better evaluation and consultation with users should mean that future qualifications more effectively meet employer and other end-user needs.
- 4.5 We recognise that making some of these improvements requires significant time and resource, particularly for those awarding organisations delivering large numbers of functional skills qualifications, but it is essential that the qualifications are as good as they can be.
- 4.6 Table 1 below sets out examples of how awarding organisations are making changes in each of these areas. Again, the detail of each awarding organisation's activity looks different depending on the nature of their current approaches and processes.
- 4.7 Table 1 also sets out where students, teachers and others might notice differences in the coming months. Where an awarding organisation's activity is focused on strengthening internal procedures, such as standard-setting processes, changes are unlikely to be visible. Teachers and students are more likely to see changes to assessment materials, such as improved question design or questions assessing a greater breadth of skills as assessments target more of the skills they are required to. Where the range of skills is extended so that the full range is being tested, some students may find the assessments more challenging, but this should mean that the demand of assessments is in line with user expectations and the criteria and is more comparable across different awarding organisations.

- 4.8 Where changes are made that are relevant to teachers, awarding organisations will need to communicate these effectively and in good time: our regulations require awarding organisations to make sure relevant information is available to help teachers prepare students for assessment.¹⁶

¹⁶ Ofqual General Condition B8: Making available information to help meet teachers' needs, available at www.gov.uk/government/uploads/system/uploads/attachment_data/file/371266/2014-11-03-general-conditions-of-recognition-november.pdf .

Table 1 – Examples of changes being made in key areas

| Key areas where improvements are being made | Examples of how awarding organisations are doing this | Changes students, teachers and others might see |
|--|--|---|
| <p>1. Improving the quality of assessment materials, including:</p> <ul style="list-style-type: none"> ■ More higher level / stretch questions ■ Better coverage of the range of the skills as specified in the regulatory criteria ■ Better aligned question papers and mark schemes | <p>Reviewing and strengthening test development procedures</p> <p>Development of improved test specifications</p> <p>Strengthened quality assurance processes for assessment materials</p> <p>Increased pre-testing of questions</p> | <p>Questions covering a wider range of areas and in some areas providing additional challenge</p> <p>More realistic context to questions</p> <p>More open questions that allow students to demonstrate problem-solving skills</p> |
| <p>2. Reducing the risks of malpractice and maladministration</p> <ul style="list-style-type: none"> ■ Increased controls over internal (school and college-based) assessment of speaking, listening and communication (SLC) ■ Increased security of assessment materials | <p>Review and update of security policies and procedures</p> <p>Risk-based sampling of live SLC assessment and risk-based monitoring visits</p> <p>Increased monitoring of SLC results, particularly in comparison to reading and writing elements, to enable identification and investigation of test centres with unexpected results</p> <p>Improved standardisation procedures between different centres</p> <p>New training and procedures for moderators, including standards moderation</p> <p>More regular refreshes of test content, for</p> | <p>Updated guidance to schools and colleges on security of assessments</p> <p>Updated guidance on internal assessment of SLC</p> <p>More observation of SLC assessments</p> <p>More school and college visits by awarding organisations</p> <p>More regular refreshes of tasks and question papers</p> <p>Possible reduction in the length of extended test windows</p> |

| Key areas where improvements are being made | Examples of how awarding organisations are doing this | Changes students, teachers and others might see |
|---|---|---|
| | <p>example through the introduction of a paper / item bank</p> <p>Reviewing whether the approach to test windows might put the security of test materials at unacceptable risk</p> | |
| <p>3. Improving standard setting procedures</p> | <p>Greater scrutiny at awarding to make sure the requirements of the curriculum are effectively met; for example, more full script inspections and borderline checks by awarding panels</p> <p>Revised exemplar materials for centres</p> <p>Additional examiner training</p> <p>Appointment of separate principal examiners for each subject</p> | <p>Updated guidance to centres</p> |
| <p>4. Improving evaluation of whether qualifications are meeting user needs</p> | <p>Commissioning user research</p> <p>Development and implementation of a stakeholder engagement plan</p> <p>Analysis of destination data and tracking of candidate progression</p> <p>Introduction of subject reviews</p> | <p>End-users have greater opportunity to feedback views to awarding organisations</p> |

5. Call for evidence

- 5.1 We opened a four-week call for evidence on functional skills qualifications during June 2014. A short survey was publicly available on our website and advertised to a range of stakeholders. Questions were designed to gather stakeholder views about how far the qualifications met their intended purpose of improving skills for life and learning and also how far they met employers' needs. The survey received 560 responses. Of these respondents, 74 per cent were from training providers such as further education colleges, 15 per cent were from employers and 11 per cent were from others such as students and local authorities.¹⁷
- 5.2 Given the numbers that responded and the self-selecting nature of the sample, we cannot assume that responses are representative. However, they are a valuable pointer to issues that may need further consideration. We are therefore taking them into account as we review and consider our future regulatory approach to functional skills qualifications, and we have also passed the analysis to the Education and Training Foundation to inform their review.
- 5.3 Respondents had a significant level of confidence in functional skills qualifications: 77 per cent of training providers and 70 per cent of employers believed that the qualifications met their intended purpose of improving skills for life and learning. There was also confidence that the qualifications met employers' needs: 75 per cent of training providers and 70 per cent of employers said that the qualifications assessed the skills that employers needed in the workplace.
- 5.4 Analysis of the responses shows that support for functional skills qualifications was due to the value attributed to the real-life focus of assessments. Practical skills were seen as useful, relevant and motivating for students. Skills such as writing coherent letters and emails or taking accurate measurements were seen as relevant for employment. Skills such as budgeting, understanding a utility bill or interest rates were seen as useful for daily life. In this context respondents often drew favourable comparisons with academic qualifications, or with the key and basic skills qualifications that functional skills qualifications replaced. One respondent explained:

¹⁷ A number of respondents identified in more than one category. For the purposes of analysis, training providers were defined as those who answered 'yes' to training provider, but 'no' to employer. Employers were defined as those who identified 'yes' to employer. Overlap between respondent types reflects the complexity of the vocational education sector, for example the dual role of some employers as learning providers. 'Other' is defined as those who identified as neither employers nor training providers; this included students and local authorities.

“the syllabus is based on the skills used in everyday life. The exams have everyday scenarios, even if they relate to a different occupation to the candidate’s. They are much more relevant to the student than GCSEs”.

- 5.5 The four features of functional skills qualifications most often mentioned as ‘very important’ by respondents were: consistency of marking (91 per cent), prompt delivery of results (90 per cent), accessible tests (88 per cent) and frequent opportunities to take the test (84 per cent). Respondents tended to support the on-demand, on-screen assessment as it enabled students to take assessments at a time and place suited to them. However, respondents also supported paper-based assessment. For some respondents, this was because they saw paper-based assessments as capable of testing a wider range of skills.
- 5.6 Analysis of responses identified themes for change or improvement that could be made in several areas. A number of respondents said that question contexts should be made more realistic; some suggested scenarios should be tailored to specific sectors. Some respondents said standards needed to be made more comparable between different awarding organisations. Some respondents also believed that ICT tests were not as relevant as they could be, for example, in the content or the IT platform used to host on-screen assessments.¹⁸ Respondents also had mixed views on the speaking, listening and communication component of English: respondents tended to acknowledge that teacher assessment of this component was important, but there were also concerns about comparability between different assessors and centres.
- 5.7 Although some responses mentioned particular awarding organisations, it was not possible to draw conclusions for individual awarding organisations based on the number and type of responses received.

6. Conclusions and next steps

- 6.1 We have focused on the validity of functional skills qualifications throughout this review process, and we will continue to do so. If awarding organisations successfully make the improvements that are set out above, the qualifications will become more valid and reliable: they will be better designed, standards will become more consistent and qualifications will more effectively meet users’ needs.

¹⁸ Functional Skills ICT qualifications were not included in the qualification review but were a theme of the survey so are included here.

In parallel with the work awarding organisations are doing to improve each of their qualifications, we are taking additional steps to help secure greater consistency of standards between different awarding organisations. Over the coming months we will:

- Set out guidance on good and poor practice in functional skills question design, both for on-line and paper-based approaches
- Work with awarding organisations to secure their commitment to a consistent approach to setting and maintaining standards between different awarding organisations

6.2 We will also consider the impact of flexible and on-demand assessment on standards and comparability. Although responses to our call for evidence suggested that teachers and others value on-demand assessment and rapid return of results, such speed and flexibility can limit the time awarding organisations have to check their standards against each other's, and therefore the level of assurance that can be given. And we will consider further awarding organisations' approaches to reasonable adjustments and whether these need to be made more effective and consistent. As functional skills qualifications can be an essential gateway to progression, it is particularly important that awarding organisations make sure that they are accessible to all students and that appropriate reasonable adjustments are made.

6.3 In the autumn we will carry out a further review of functional skills qualifications and we will report our findings. We will follow up on the changes made by awarding organisations and check whether they are fully meeting our regulatory requirements. We will not limit this to Level 2 English and mathematics but will look across all subjects and levels. Where there is evidence that our requirements are not being met, we will consider formal regulatory action.

6.4 Similarly, should we find that the provision of additional informal guidance is not sufficient to achieve greater validity and consistency of standards, we will consider whether we need to take further action.

6.5 We will consider the evidence from our autumn review, including input from stakeholders, along with the findings from the Education and Training Foundation (ETF) review, to determine how we can best secure the quality and validity of functional skills qualifications in the longer term. Should we find that improvements have not been sufficient to achieve the level of validity that we expect, or should Government propose changes to the curriculum on which the qualifications are based as a result of the ETF review, we will consider what further changes functional skills qualifications may require. In the meantime we will continue to focus on the validity of these important qualifications so that their quality is high and standards are consistent.

Appendix A: Market analysis

The following charts and tables set out certification and market information for functional skills qualifications. This appendix provides both general information about the number of certifications across all levels and more granular information about Level 2 certifications and Level 2 market share.

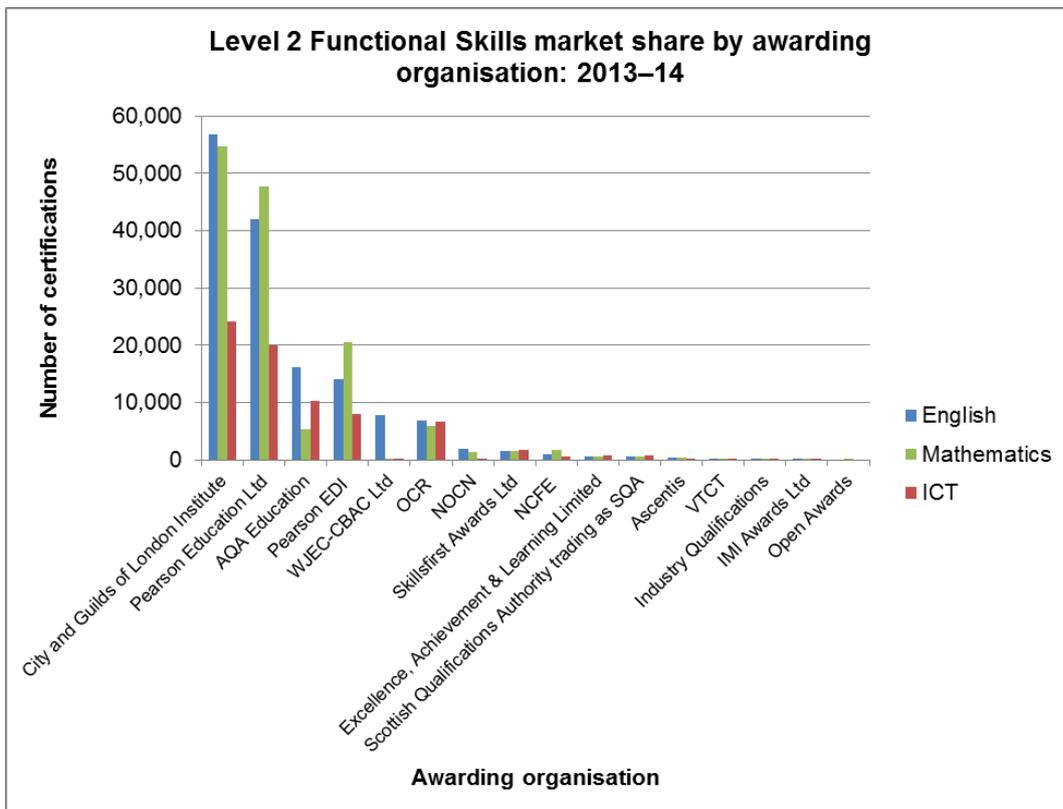
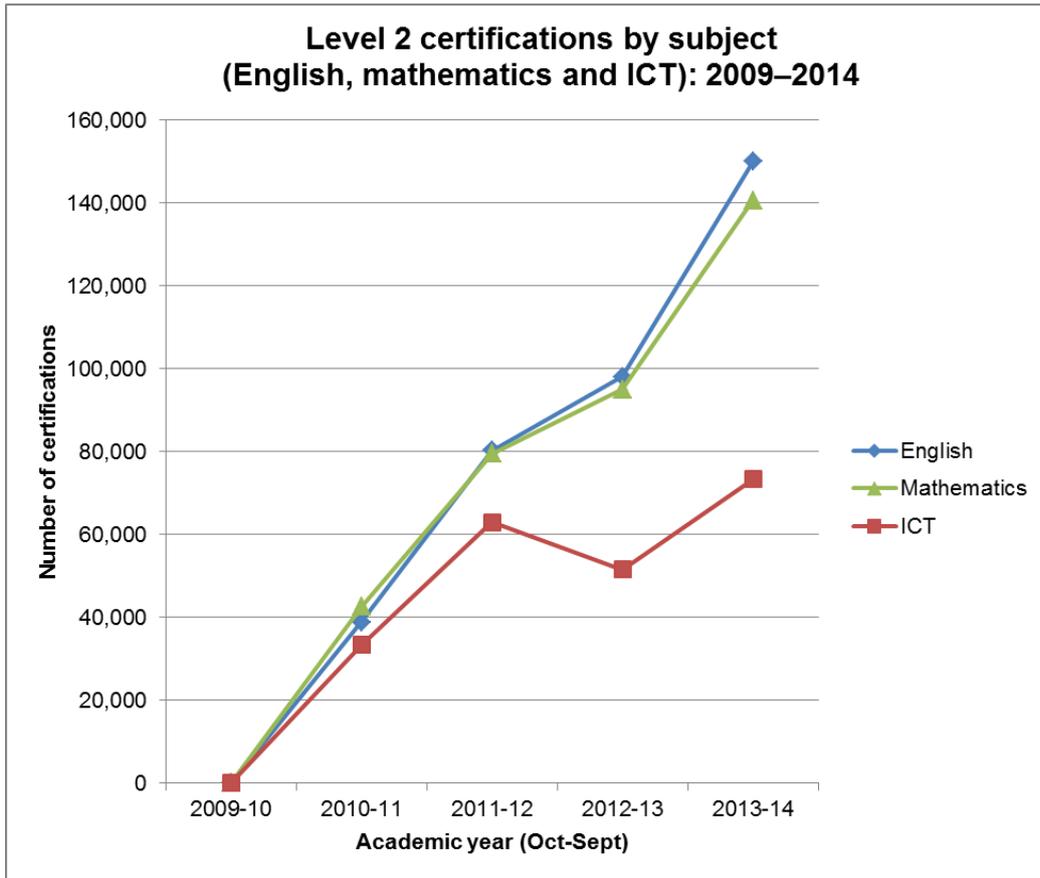
All information is taken from our certification data as set out in our vocational data sets. All source material is available at www.gov.uk/government/statistical-data-sets/vocational-qualifications-dataset.

1. Functional skills certifications by level (all subjects): 2010–14

| Academic year | Number of certifications | | | |
|---------------|--------------------------|---------|---------|-----------|
| | 1 | 2 | Entry | Total |
| 2010/11 | 122,325 | 114,892 | 61,760 | 298,977 |
| 2011/12 | 248,683 | 222,766 | 220,527 | 691,976 |
| 2012/13 | 294,072 | 244,711 | 244,795 | 783,578 |
| 2013/14 | 403,941 | 364,112 | 239,128 | 1,007,181 |

2. Functional skills certifications by subject (all levels): 2010–14

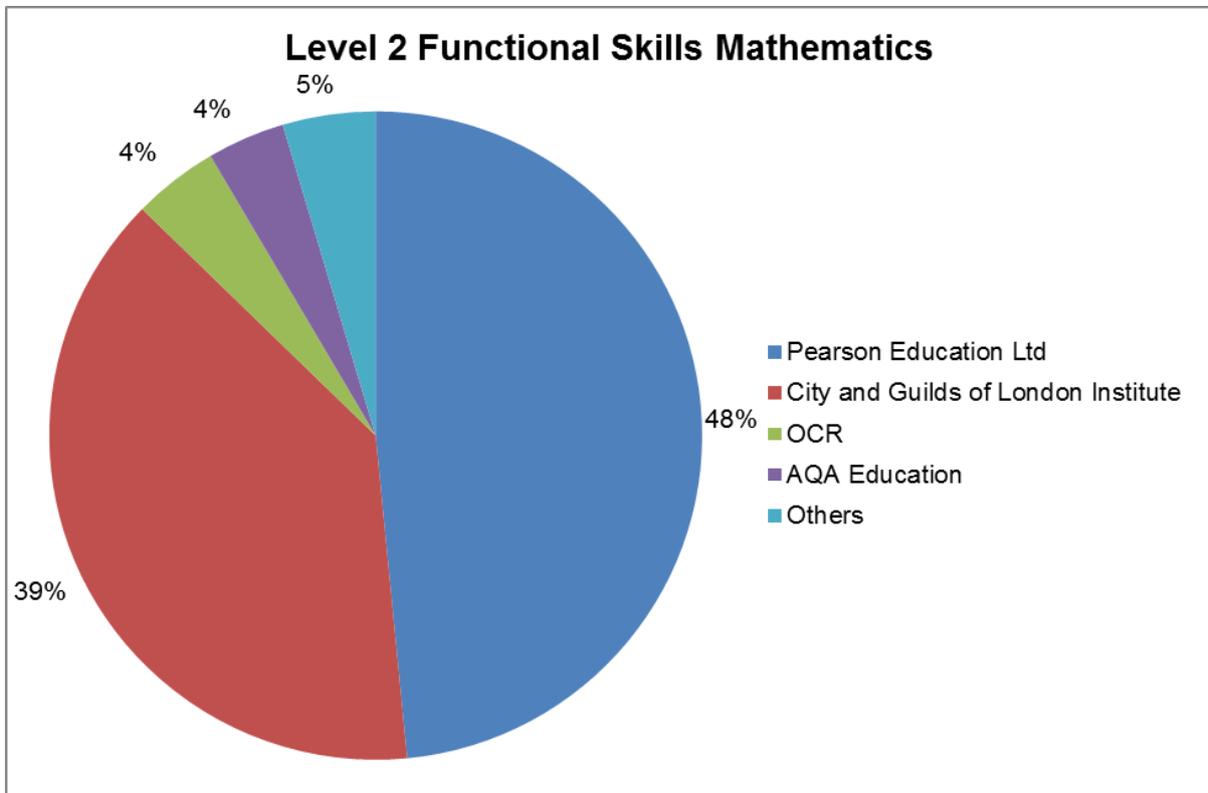
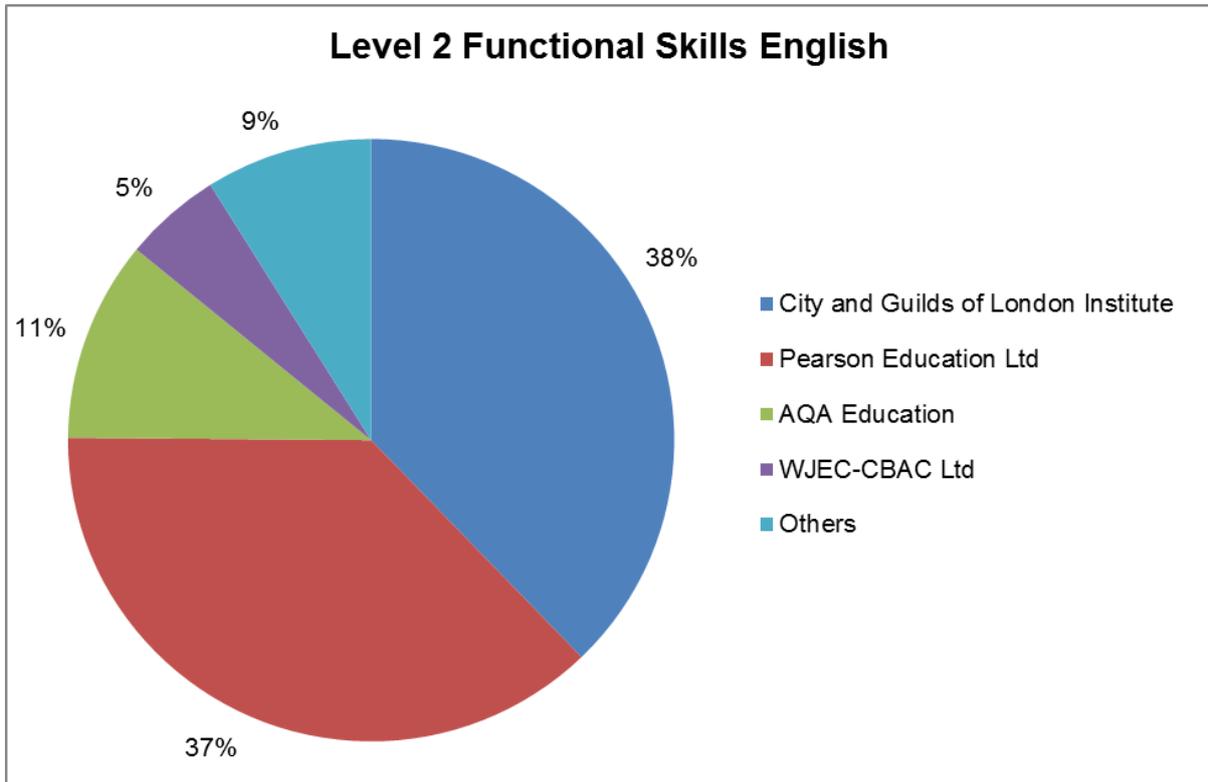
| Academic year | Number of certifications | | | |
|---------------|--------------------------|-------------|---------|-----------|
| | English | Mathematics | ICT | Total |
| 2010/11 | 90,295 | 126,335 | 82,347 | 298,977 |
| 2011/12 | 245,823 | 267,496 | 178,657 | 691,976 |
| 2012/13 | 298,184 | 319,447 | 165,947 | 783,578 |
| 2013/14 | 414,755 | 410,036 | 182,390 | 1,007,181 |

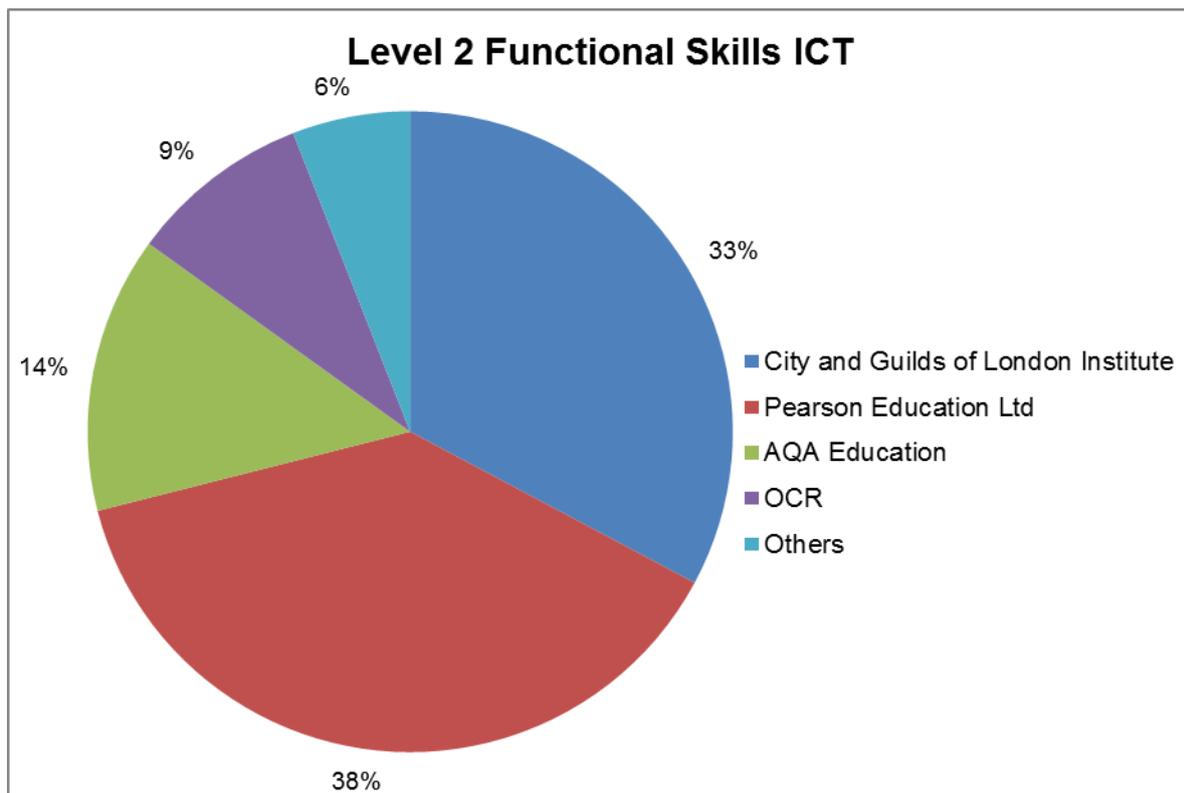


**Level 2 Functional Skills market share by awarding organisation:
2013–14**

| Awarding organisation | Number of certifications 2013/14 | | | |
|--|----------------------------------|---------------|----------------|----------------|
| | English | ICT | maths | Total |
| Pearson Education Ltd | 56,024 | 28,031 | 68,185 | 152,240 |
| City and Guilds of London Institute | 56,713 | 24,072 | 54,658 | 135,443 |
| AQA Education | 16,175 | 10,236 | 5,415 | 31,826 |
| OCR | 6,880 | 6,684 | 5,969 | 19,533 |
| WJEC-CBAC Ltd | 7,791 | 150 | 12 | 7,953 |
| Skillsfirst Awards Ltd | 1,583 | 1,639 | 1,632 | 4,854 |
| NCFE | 953 | 664 | 1,767 | 3,384 |
| NOCN | 1,901 | 169 | 1,285 | 3,355 |
| Excellence, Achievement & Learning Limited | 669 | 872 | 519 | 2,060 |
| Scottish Qualifications Authority trading as SQA | 650 | 721 | 598 | 1,969 |
| Ascentis | 378 | 77 | 368 | 823 |
| VTCT | 196 | 23 | 207 | 426 |
| Industry Qualifications | 125 | 1 | 66 | 192 |
| IMI Awards Ltd | 20 | 19 | 14 | 53 |
| Open Awards | 0 | 0 | 1 | 1 |
| Total | 150,058 | 73,358 | 140,696 | 364,112 |

3. Level 2 Functional Skills market share by awarding organisation and by subject: 2013/14 (charts)





4. Level 2 Functional Skills – market share by awarding organisation: 2013/14 (data tables)

4.1 Level 2 English

| Awarding organisation | Number of certifications: 2013/14 |
|--|-----------------------------------|
| City and Guilds of London Institute | 56,713 |
| Pearson Education Ltd | 56,024 |
| AQA Education | 16,175 |
| WJEC-CBAC Ltd | 7,791 |
| OCR | 6,880 |
| NOCN | 1,901 |
| Skillsfirst Awards Ltd | 1,583 |
| NCFE | 953 |
| Excellence, Achievement & Learning Limited | 669 |
| Scottish Qualifications Authority trading as SQA | 650 |
| Ascentis | 378 |
| VTCT | 196 |
| Industry Qualifications | 125 |
| IMI Awards Ltd | 20 |
| Total | 150,058 |

4.2 Level 2 mathematics

| Awarding organisation | Number of certifications: 2013/14 |
|--|--|
| Pearson Education Ltd | 68,185 |
| City and Guilds of London Institute | 54,658 |
| OCR | 5,969 |
| AQA Education | 5,415 |
| NCFE | 1,767 |
| Skillsfirst Awards Ltd | 1,632 |
| NOCN | 1,285 |
| Scottish Qualifications Authority trading as SQA | 598 |
| Excellence, Achievement & Learning Limited | 519 |
| Ascentis | 368 |
| VTCT | 207 |
| Industry Qualifications | 66 |
| IMI Awards Ltd | 14 |
| WJEC-CBAC Ltd | 12 |
| Open Awards | 1 |
| Total | 140,696 |

4.3 Level 2 ICT

| Awarding organisation | Number of certifications: 2013/14 |
|--|--|
| Pearson Education Ltd | 28,031 |
| City and Guilds of London Institute | 24,072 |
| AQA Education | 10,236 |
| OCR | 6,684 |
| Skillsfirst Awards Ltd | 1,639 |
| Excellence, Achievement & Learning Limited | 872 |
| Scottish Qualifications Authority trading as SQA | 721 |
| NCFE | 664 |
| NOCN | 169 |
| WJEC-CBAC Ltd | 150 |
| Ascentis | 77 |
| VTCT | 23 |
| IMI Awards Ltd | 19 |
| Industry Qualifications | 1 |
| Total | 73,358 |

Appendix B: Awarding organisations included in Functional Skills Level 2 English and Mathematics review

| Awarding organisation | Qualifications reviewed | Qualification numbers |
|--|--|---|
| City and Guilds of London Institute | Functional Skills qualification in English at Level 2 Level 2 Award in Functional Skills Mathematics | 500/9318/6 501/0987/X |
| Pearson Education Ltd (including Pearson EDI) ¹⁹ | Pearson Edexcel Functional Skills qualification in English at Level 2 Pearson Edexcel Functional Skills qualification in Mathematics at Level 2 Pearson EDI Functional Skills qualification in English at Level 2 Pearson EDI Functional Skills qualification in Mathematics at Level 2 | 500/8683/2/ 500/8907/9 500/9198/0 501/0956/X |
| AQA Education | Functional Skills qualification in English at Level 2 Functional Skills qualification in Mathematics at Level 2 | 500/9126/8 500/8702/2 |
| Ascentis | Functional Skills qualification in English at Level 2 Functional Skills qualification in Mathematics at Level 2 | 501/1631/9 600/0122/7 |
| Excellence, Achievement and Learning Limited | Functional Skills qualification in English at Level 2 Functional Skills Qualification in Mathematics at Level 2 | 500/9834/2 501/1139/5 |

¹⁹ In 2011 EDI merged with Pearson. Both awarding organisations offered functional skills qualifications. Pearson EDI's functional skills qualifications will be discontinued by mid-2015.

| | | |
|---|---|----------------------------|
| Industry Qualifications | Functional Skills Qualification in English at Level 2 | 601/0530/6 |
| | Functional Skills Qualification in Mathematics at Level 2 | 601/0173/8 |
| NCFE | Functional Skills Qualification in English at Level 2 | 500/9469/5 |
| | Functional Skills Qualification in Mathematics at Level 2 | 501/2324/5 |
| NOCN | Functional Skills qualification in English at Level 2 | 500/9469/5 |
| | Functional Skills qualification in Mathematics at Level 2 | 501/1158/9 |
| OCR | Functional Skills qualification in English at Level 2 | 500/8963/8 |
| | Functional Skills qualification in Mathematics at Level 2 | 500/8908/0 |
| Scottish Qualifications Authority trading as SQA | Functional Skills qualification in English at Level 2 | 600/1782/X |
| | Functional Skills qualification in Mathematics at Level 2 | 600/1957/8 |
| Skillsfirst Awards Ltd | Functional Skills qualification in English at Level 2 | 501/1498/0 |
| | Functional Skills qualification in Mathematics at Level 2 | 501/1437/2 |
| VTCT | Functional Skills qualification in English at Level 2 | 600/7041/9 |
| | Functional Skills qualification in Mathematics at Level 2 | 600/7183/7 |
| WJEC | Functional Skills qualification in English at Level 2 | 500/8751/4 |
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