

Edexcel Entry Qualifications

Revised Guidance for core assignments

**Entry 1, 2 and 3
Edexcel Entry Level Certification
Skills For Working Life and Life Skills**

March 2002

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Introduction

These core assignments constitute the external assessment required for the following qualifications:

The Edexcel Entry level Certificate in Skills for Working Life

The Edexcel Entry level Certificate in Skills for Working Life (Arts and Media)
The Edexcel Entry level Certificate in Skills for Working Life (Business, Administration and Retail)
The Edexcel Entry level Certificate in Skills for Working Life (Hair and Beauty)
The Edexcel Entry level Certificate in Skills for Working Life (Hospitality and Catering)
The Edexcel Entry level Certificate in Skills for Working Life (Land Based)
The Edexcel Entry level Certificate in Skills for Working Life (Practical Skills)
The Edexcel Entry level Certificate in Skills for Working Life (Sport and Recreation)

The Edexcel Entry level Certificate in Life Skills

The Edexcel Entry level Certificate in Life Skills (Citizenship and Community Studies)
The Edexcel Entry level Certificate in Life Skills (Independent Living Skills)
The Edexcel Entry level Certificate in Life Skills (Relationships)

In any six-unit qualification, three core units and their associated external assessment must be achieved in order to gain the whole certificate.

For full details of the qualifications these core assignments must be read alongside the <i>Guidance and core units</i> publication (W009888).
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Code of Conduct for the use of Entry Level Qualifications in Skills for Working Life and Life Skills Assignments

Administration of Assessment

Entry Qualification administration arrangements, at the Centre, are normally the responsibility of the centre Entry Co-ordinator. However, where formal assessment involves assignments or tests, produced by Edexcel, and used solely for the purpose of assessing learners' outcomes, then the centre's Examinations Officer will be responsible for the receipt, safe keeping and administration of such assessment. The Examinations Officer may formally delegate this responsibility to another appropriate individual.

Attention is drawn to the "Policy Statement on Special Arrangements and Special Considerations for Edexcel Entry Level Qualifications in Skills for Working Life and Life Skills", sent out by Edexcel in August 2001. This document gives guidance on the availability and permissibility of special arrangements for learners who have particular requirements in relation their mode of learning or assessment.

The Core Assignments provide the external assessment component for the Entry Qualification. Core Assignment material will be sent to the centre Examination Officer and should be kept secure until used. Where the formal assessment is defined as 'controlled' and/or requires the learner to independently meet the evidence requirements of compulsory core tasks, then the following conditions must also be observed. Should a learner not complete the Core Assignment successfully, the learner may not re-sit before six weeks has elapsed from the unsuccessful attempt and they may not re-use materials produced during the unsuccessful attempt in following attempts. Centres are advised not to allow learners to sit Core Assignments until they are confident that learners can meet the demands of the assignment.

In the event of any serious infringement of these Rules or irregularity of conduct by the centre or learners the Awarding Body may declare the assessment void.

The Examinations Officer must familiarise him/herself with these rules and is responsible for ensuring that individuals conducting or supervising assessments are made aware of their content.

Conduct of Formal Assessment

- Learners must work independently on the assignment with input from the assessor/invigilator that could influence the outcome of the assessment. Input such as clarification of requirements, reading the questions etc. is acceptable.
- An appropriate person should supervise the learner. It is acceptable to use an assessor/invigilator that the candidate feels comfortable with and knows well.
- There is no time limit for the completion of these assignments.

- A learner may be working on the Core Assignment over a period of days; assignment materials and learner's work should be collected in after each session and kept in a secure place.
- Learners with agreed particular requirements, in relation to their mode of learning or assessment can have their usual support, unless this compromises the outcome of the assessment.
- All such arrangements must conform to the guidance in the Edexcel document "Policy Statement on Special Arrangements and Special Considerations for Edexcel Entry Level Qualifications in Skills for Working Life and Life Skills", sent out by Edexcel in August 2001. These arrangements must be agreed in advance with Edexcel.
- After learners have completed the assignment, the Core Assignment materials should be returned to safe storage.
- Each assignment produced by a learner will be internally assessed and retained in the centre for external moderation. The work must not be returned to the learner until agreed by the External Moderator.
- The centre will be expected to internally verify a range of marked assignments to ensure standardisation across internal marking. It must be clear to the External Moderator which assignments have undergone internal checking. These verifiers are not required to hold TDLB assessment and verification units.

Preliminary Arrangements

- Core Assignments must be stored safely. As these assignments may be in constant use it is acceptable that they are kept in a place where teachers/assessors can gain access, however, they must be returned to an agreed safe place between use.

The controlled conditions

- Learners must be provided with a suitably quiet, undisturbed location, with adequate heating and lighting.
- The accommodation normally used by learners may be used for assessment. There is no need to remove posters, displays or materials containing information relevant to that, which is being assessed. It is acceptable for the learner to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

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