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Assessor Instructions for Functional Skills Controlled Assessments

To be used for:

- **NCFE Functional Skills Qualification at Entry levels 1-3 (Reading and Writing)**

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Introduction

This document **must** be read and followed prior to the delivery and assessment of NCFE Functional Skills Qualifications at Entry Level 1 - 3 .

This document must also be read in conjunction with the **NCFE Regulations for the Conduct of Controlled Assessments – Functional Skills**, which **must** be adhered to when carrying out controlled assessment

Assessment Overview

NCFE Functional Skills Qualifications at Entry Level are internally assessed through controlled, summative assessment.

Each learner will complete controlled assessments set by NCFE to create evidence which demonstrates achievement of the required skills standard and subject content range statements.

Controlled assessments are internally marked and internally quality assured by the centre, and externally quality assured by NCFE.

Assessment Structure

Functional Skills English qualifications at Entry Level 1–3 are comprised of 3 mandatory components per level:

- Speaking, Listening and Communicating
- Reading
- Writing

Each component is internally assessed, with one controlled assessment per component. The order in which a learner attempts the component assessments is at the centre's discretion.

For a learner to achieve the qualification and be awarded their certificate, they must obtain a Pass grade in the assessment of each component.

In accordance with Ofqual's Functional Skills English Conditions and Requirements, all components must be attempted at the same level. This means there can be no variations of levels for individual learners.

Further details regarding Speaking, Listening and Communication can be found in the Assessor Instructions document for Speaking, Listening and Communication.

Role of an Assessor

Assessors **must** read and use the **Regulations for the Conduct of Controlled Assessments – Functional Skills**

- No guidance on how to meet subject content statements from the Assessor is allowed.
- Group work and how learners interact with each other is clearly defined SLC only.
- Steps to prevent plagiarism are taken.
- Templates and other scaffolding techniques may not be provided to learners.
- No work completed during teaching and learning is allowed to be used in the assessment.
- Specific, detailed feedback on how to improve their response or answer the assessment questions must not be provided to learners.
- Assessments must not be completed by learners at home.

The role of an Assessor is to administer the internal assessment, assess the learner evidence produced against the subject content and to provide feedback to the learner regarding their achievement.

It is always worth reminding your learners of your varying roles as a Tutor and an Assessor, so they know what to expect during both teaching and learning and assessment.

Supervision

All controlled assessments must be formally supervised by an appropriate person (the Assessor). This may be a Tutor or another appropriately qualified member of staff, whose integrity can be relied on.

At Entry Level it is recommended that learners are assessed on a one-to-one basis. Where this is not practical, centres must ensure that the assessment conditions are such that help or guidance can be given without affecting other learners adversely, advantageously, or otherwise. This does not apply where group activities form part of the assessment, such as Speaking, Listening and Communication.

Assessment Timings

Controlled assessments are administered under specified assessment conditions, and last for the following durations:

		Entry Level 1	Entry Level 2	Entry Level 3
Reading		40 minutes	40 minutes	40 minutes
Writing	Spelling Test	10 minutes	10 minutes	10 minutes
	Question Paper	35 minutes	40 minutes	45 minutes

Learners may not need the full allocation of time however it should be noted that each section has a fixed duration. Centres **must not** carry forward any time from paper to paper.

Instructions for Assessors

Prior to the assessment

NCFE provide a list of controlled assessment topics which will be made available. Controlled assessment material must be accessed from www.qualhub.co.uk and is password protected.

Passwords are available upon declaration through the NCFE Portal once learners are ready to sit their controlled assessment. A declaration must be made to inform NCFE that learners will sit their assessment within 6 weeks from the declaration date.

Assessments must be stored securely until the date of assessment and must not be shared with learners, as per the **Regulations for the Conduct of Functional Skills Controlled Assessments**.

There is further information on how to book and access controlled assessments within the **Guidance for Booking Controlled Assessments** and **Guidance for Accessing Controlled Assessments documents**.

Assessment Conditions

All controlled assessments must be completed in controlled conditions. Learners should be provided with a quiet, undisturbed assessment location, such as their usual learning area.

For more information on assessment conditions please refer to the following documents, available at www.qualhub.co.uk:

- NCFE Regulations for the Conduct of the Controlled Assessment - Functional Skills
- NCFE Functional Skills Qualification Specifications

Assessment Delivery

Assessors **must** familiarise themselves with this document prior to delivery and must be read in conjunction with the **Regulations for the Conduct of Controlled Assessments – Functional Skills** .

At the start of the internal assessment taking place Assessors should:

- Provide the learner with information regarding the time available for the internal assessment.
- Make the learner aware that you are now the Assessor and not the Tutor.
- Make the learner aware that you can no longer provide guidance and support including feedback, on what to do in order to complete and achieve this assessment.
- Make the learner aware that the question paper they will be completing is an assessed piece of work that will go towards their qualification.
- Brief the learners on plagiarism and explain that it must be their own work or clearly referenced if sourced research material is used.
- Explain to the learner when and who will mark/assess their work and when they will receive feedback.
- Raise your appeals procedure with the learners and make sure they are aware of this in the event that they disagree with your mark.

During the Assessment

Once the learner begins working on the internal assessment, the Assessor **must not** provide any specific feedback on the evidence produced by the learner before it is submitted for assessment, or confirm achievement until the work has been assessed.

Learners must demonstrate themselves that they can provide evidence for the controlled assessment independently, using their knowledge, skills and understanding gained through the teaching and learning of the qualification delivery.

Reading

As this is a reading assessment, the Assessor must not read any of the content of the assessment to the learner.

Answers should be recorded on the learner tasks. Learners can do this independently or may be given support with this. Where support is given, the answer recorded must be an accurate transcript of the response given by the learner.

Writing

The spelling assessment is completed by the learner prior to the Writing question paper. The spelling assessment is on a separate question paper to the writing paper.

The spelling assessment question paper includes instructions for Assessors on how to conduct the spelling test. Further instructions and guidance are located in the Qualification Specific Instructions for Delivery on QualHub.

Learners must not have access to an external aid in relation to spelling, punctuation and grammar when taking an assessment for the Writing component. Such external aids include dictionaries and spelling and grammar checking software.

Resources

Reading assessments require the use of a dictionary.

Simulated resources may be provided, where appropriate. For example, learners may need access to a selection of coins and/or paper money (notes). These may be real coins/notes, or centres can use the resource sheet provided. However, centres should not deviate from the suggested values, to ensure that learners are not asked to exceed the appropriate skill standard.

Use of ICT

Learners are not permitted to use ICT to complete their controlled assessment.

Contextualisation

Centres may contextualise (amend) NCFE set tasks in order to make the scenarios more relevant and engaging for their learners.

The act of contextualising is completed by the centre, and must be approved by NCFE in advance of the assessment.

The following Functional Skills English controlled assessments can be contextualised:

- Speaking, Listening and Communicating
- Writing

For instructions and guidance on how to contextualise assessments, please refer to the **Functional Skills Writing Guide – Adapting NCFE Devised Controlled Assessment Activities**, available via QualHub.

The following Functional Skills English controlled assessments cannot be contextualised:

- Reading

The Reading assessments cannot be contextualised due to the complexities required in the assessments.

Reasonable Adjustments

For information on the access arrangements available for the NCFE Functional Skills Qualifications, please see the NCFE Guidance on Accessing Reasonable Adjustment.

Levels of Support

Assessors are able to read the instructions of the assessment before beginning the assessment, however learners should not be given any support beyond this including:

English Reading

Unacceptable support

- Reading the assessment to the learner.
- Reading the source documents to the learner.
- Offering help with finding information within a source document.
- Giving verbal or written suggestions for the wording of learner responses.
- Checking or give feedback on the accuracy of the learner's responses.

English Writing

Unacceptable support

- Recording/inputting the learner's spoken responses to the tasks.
- Giving verbal or written suggestions for the wording of learner responses.
- Checking or give feedback on the accuracy of the learner's written responses or offer help with spelling.

Evidence Requirements

All assessment outcomes must be recorded using the relevant assessment documents. The following evidence must be available for internal and external quality assurance purposes:

- completed Learner Mark Sheet for each learner, signed and dated
- completed Learner Tasks, with visible signs of marking
- Internal Quality Assurance Reports and Sampling Plans
- Learner Assessment Tracking Document.

Any supplementary evidence generated should be provided for quality assurance purposes. Supplementary evidence should be fully signposted on the Learner Mark Sheet, as appropriate, and must be clearly labelled with the learner's details and details of the assessment.

Authentication

The authenticity of learner work is the responsibility of the centre. Learner's work must be authenticated on the appropriate assessment documents.