

Instructions and Guidance

Functional Skills Controlled Assessments

Issue 1 February 2015

To be used for:

- NCFE Functional Skills Qualification in Mathematics at Entry Levels 1, 2 and 3
- NCFE Functional Skills Qualification in English at Entry Levels 1, 2 and 3
- NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Entry Levels 1, 2 and 3
- NCFE Functional Skills Qualification in English at Levels 1 and 2 – Speaking, Listening and Communication component only

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Each section will have specific instructions for the subject identified if there are different requirements.

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Introduction

This document is designed to assist centres in the delivery and assessment of the controlled assessment component(s) of NCFE Functional Skills qualifications. Assessors **must** familiarise themselves with this document before conducting the summative assessment for all Entry Level assessments and Level 1 and 2 Speaking, Listening and Communication.

As well as the instructions in this document, centres **must** adhere to the **NCFE Regulations for Conduct of Controlled Assessments (Functional Skills)** when carrying out controlled assessments, available from the NCFE website or on request from the Centre Support team.

On registration your named programme contact will receive the live task sets via email.

Section 1

Method of Assessment

Controlled Assessment – Information for Assessors

The NCFE Functional Skills Entry Level Qualifications and Functional Skills English at Level 1 and 2 Speaking, Listening and Communication are internally assessed through a controlled, summative assessment. Centres will choose the appropriate time, location and date. NCFE does not need to be advised.

Each candidate will complete the assessment set by NCFE to create evidence which demonstrates achievement of all the skills standards and coverage and range statements associated with the relevant NCFE Functional Skills Level Qualification standards.

Sample materials are available from the NCFE website,
www.ncfe.org.uk/functional-skills

The assessment tasks don't need to be completed all at one time. If you are planning to run your assessments over more than one session, candidates must hand in any work at the end of each session and this must be stored securely.

Candidates must not have access to work in between specified assessment opportunities, and they're not permitted to work on assessment evidence in between specified assessment opportunities.

The controlled assessment is internally marked by the centre. Candidate evidence is then internally moderated by the centre and then externally moderated by NCFE.

Each candidate will be given a single Achieved or Not Yet Achieved result for their assessment. Each assessment has a pass mark which is indicated in the Mark Scheme provided by NCFE in the assessment packs received on registration. Candidates must achieve the required mark in order to achieve.

Subject specific assessment information

Subject	Assessment information
Entry Level Maths – All Levels	One mandatory component – task is set by NCFE. Maximum 1 hour 30 minutes
Entry Level ICT – All Levels	One mandatory component – task is set by NCFE Maximum 2 hours
Entry Level English – Entry Levels	Three mandatory components – tasks set by NCFE Reading: 45 minutes Writing: 45 minutes Speaking, Listening and Communication: 30 minutes
Level 1 and 2 English	Speaking, Listening and Communication: 60 minutes

Section 2

Resources

In order for candidates to gain the greatest benefit from their Functional Skills assessment, centres are encouraged to provide any realistic resources suggested within Assessors Instructions and Guidance document included with each task set. If appropriate, simulated resources will be provided with the task set.

Authentication

Candidate's work must be authenticated by the centre on the Candidate Mark Sheet. Centres are also able to provide supporting evidence where appropriate in the form of visual/audio recordings and should record this on the Candidate Mark Sheet.

All documentation used by Assessors to record candidate responses must be clearly marked with the candidate's name and details of assessment i.e. Entry Level 2 Mathematics, and signed in the appropriate place.

Can we use ICT?

Candidates are permitted to use ICT equipment to complete their tasks. Centres are responsible for ensuring that there are no pre-prepared materials on the hard drive or otherwise that can be accessed by the candidate.

All subjects	If ICT is used to complete the assessment, electronic copies of the work produced by each candidate (on a USB stick/CD/DVD or saved in a secure area) must be available for External Moderation.
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Subject specific assessment information

Entry Level ICT – All Levels	Candidates are required to use ICT equipment to complete their task
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Contextualisation

The scenario provided may be amended to use other contexts that you identify as more engaging for your candidates.

Additional information to support contextualisation for specific task sets can be provided on request to the Quality Assurance team.

Note: If alternative contexts are used, details of these must be inserted into the appropriate tasks.

Centres must also ensure that any changes to contexts or scenarios cover the Skills Standard and Coverage and Range, for each task, as identified in the Mark Scheme.

If using a context and/or source materials other than those given by NCFE, these materials, and any information contained within must be very familiar to the candidate and use appropriate language. The tasks **must** also be approved by NCFE before use with candidates. For more information please contact the Quality Assurance team at NCFE.

Section 3

Assessment Conditions and Instructions for Assessors

Important information – please read

On receipt of the task set and related documents, Assessors should read the given scenario. Any actions for the Assessor will be provided in a grey box as above.

Assessors may change the wording/phrasing of the scenario, to assist candidate understanding, but **must not change** the meaning or give instructions which would unfairly assist candidates in completing the assessment. There are certain limitations based on the assessment subject.

Further detail can be found in Section 4 on levels of support.

Subject specific assessment information

Subject	Assessment information
Entry Level Maths – All Levels	Assessors may read out and repeat all tasks and task instructions to the candidate
Entry Level ICT – All Levels	Assessors may read out and repeat all tasks and task instructions to the candidate
Entry Level English	There are different requirements for each task set
Reading	Assessors must not read the assessment or source materials to the candidate as this is part of the assessment criteria. Assessors can explain the scenario to candidates.
Writing	Information will need to be read to candidates at appropriate points indicated in the assessment. Where necessary, the instructions for each task can be read out to candidates at the start of the task.
Speaking, Listening and Communication	Assessors should read out the tasks provided in preparation for the assessment

Assessment outcomes must be recorded on the relevant candidate paperwork; there are examples provided at the end of this document. All paperwork will be included in the relevant task sets, sent to your programme contact on registration via email.

During an assessment candidates may ask for help or guidance. When candidates are helped or given guidance, **the marks awarded will be fewer than those where a candidate has worked independently**. Therefore, it is essential that help or guidance requested by, and given to, a candidate in an assessment is not received, overheard or seen by others.

It is recommended that candidates are assessed on a one-to-one basis*. Alternatively centres must ensure that the assessment conditions are such that help or guidance can be given without affecting other candidates adversely, advantageously or otherwise.

*This does not apply for assessments where group activities form part of the assessment, i.e. Speaking, Listening and Communication.

Where a candidate has completed any elements of the assessment 'with help' or 'with guidance' Assessors must clearly note how this was done, either on the Candidate Mark Sheet or a separate document clearly marked with the candidate's details. This information should be included with all documents to be submitted for marking and moderation.

For further details on the allocation of marks, please refer to the appropriate Mark Scheme provided in the task sets on registration.

For more information on assessment conditions please see the following documents:

- the relevant subject NCFE Functional Skills Qualification Specification (available from the NCFE website (www.ncfe.org.uk))
- Regulations for the Conduct of Controlled Assessment (Functional Skills) (available from the NCFE website (www.ncfe.org.uk))
- JCQ guidance on controlled assessments.

Assessment conditions should allow assessment in British/Irish Sign Language where required.

For information on the access arrangements for the NCFE Functional Skills Qualifications, please see the NCFE Reasonable Adjustments and Special Considerations policy, available on the NCFE website (www.ncfe.org.uk), or on request from the Centre Support Team at NCFE.

Section 4

What level of support can I give my candidates?

There are different levels of support that are acceptable dependant on the subject. Assessors must be familiar with the below information as it will impact on how marks are awarded.

Subject specific support level information

Entry Level Maths and ICT – All Levels

Acceptable support:

- reading the assessment to the candidate if asked
- reminding the candidate of the instructions
- help with unfamiliar vocabulary used in the task
- clarifying the requirements of the task, as necessary and appropriate
- repeating instructions to focus the candidate
- 'open' reminders e.g. 'Is there anything else you need to do?'
- reminding candidates where to find documents necessary for completing the task; i.e. source documents etc.

Unacceptable support:

- telling the candidate what to do
- repeatedly asking the candidate to try again until they meet the requirement
- giving verbal or written suggestions for candidate responses
- checking or giving feedback on the accuracy of the candidate's actions or responses.

Entry Level English – All Levels

Reading assessments

Acceptable support:

- clarify the requirements of the task, as necessary and appropriate
- direct the candidate to the correct source document
- record/write the candidate's spoken responses to the tasks.

Unacceptable support:

- read the assessment to the candidate (i.e. the actual 'reading' must be done by the candidate)
- read the source documents to the candidate
- offer help with finding information within a source document
- give verbal or written suggestions for the wording of the candidate's responses
- check or give feedback on the accuracy of the candidate's responses.

Writing assessments

Acceptable support:

- help with unfamiliar vocabulary used in the task
- read the assessment to the candidate if asked
- clarify the requirements of the task as necessary and appropriate
- show the candidate where to find information necessary to complete the task; i.e. source documents, etc.

Unacceptable support:

- record/write/input the candidate's spoken responses to the tasks (i.e. the actual 'writing' must be done by the candidate)
- give verbal or written suggestions for the wording of candidate responses
- check or give feedback on the accuracy of the candidate's written responses or offer help with spelling.

Speaking, Listening and Communication assessments

Acceptable prompts include:

- reminding the candidate of the instructions
- repeating instructions to focus the candidate
- 'open' reminders e.g. 'Is there anything else you want to ask/say?'

Unacceptable prompts include:

- telling the candidate what to say
- repeatedly asking the candidate to try again until they meet the requirement.

If Assessors have any queries in relation to these or other support levels, they should contact NCFE prior to the assessment.

Section 5

How should the assessments be marked?

You must ensure visible signs of marking are present throughout the Candidate Entry Assessment Tasks to provide an audit trail of the mark allocation. This is to evidence appropriate criteria interpretation and will support your External Moderator on their visit.

Every task set will be issued with its own Mark Scheme that will detail how marks need to be awarded. Each Mark Scheme will contain a table for reference that details how marks are mapped to the Functional Skills standards and the relevant coverage and range statements.

The points below must to applied across all subjects and levels.

- All candidates should be fairly marked - Assessors must mark the first candidate to the same standard and criteria as they mark the last
- All candidates should have the best possible opportunity to attempt all the tasks. This includes support in understanding the requirements of the tasks
- Mark Schemes should be applied positively - candidates must be rewarded for what they have shown they can do rather than penalised for things they have not done
- Assessors should always award full marks if deserved, i.e. if the answer matches the Mark Scheme. Assessors should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the Mark Scheme
- When Assessors are in doubt regarding the application of the Mark Scheme to a candidate's response, they should contact NCFE in the first instance
- Half marks must not be used – where partial achievement of a question can be made, fewer marks should be awarded
- The marks awarded for each individual candidate should be clearly and legibly recorded on the Candidate Mark Sheet and in the grid provided on the front sheet
- Candidates should only be awarded the full marks for each of the criteria where Assessors feel the candidate has demonstrated an effective performance with clear evidence of proficiency.

Subject specific assessment information

Subject	Mark Scheme information
Entry Level ICT – All Levels	<p>There are 3 levels of support for ICT that impact the allocation of marks. The full detail is provided in each Mark Scheme to support Assessors. As an overview the 3 levels are:</p> <p>With Help – where the candidate is unable to complete an element of the task requirement</p> <p>With Guidance – where the candidate has been asked to consider/remember how they completed the task on previous occasions</p> <p>Independently – where the candidate needed no support to attempt and/or complete the task</p>

Section 6

What do I need to complete?

The Assessor must complete the following documents for each candidate (examples of these documents are included in Section 7).

Subject specific assessment information

Subject	Assessment information
Entry Level Maths, ICT and English Reading	<ul style="list-style-type: none"> • Candidate Response Record Sheet – use this to provide evidence (other than written) to support the assessment of the candidate.
Entry Level Maths – All Levels	<ul style="list-style-type: none"> • Candidate Mark Sheet - use this to record the marks awarded to each response, for each candidate. You will also need to use this document to record any additional information to support the candidate's actions and responses to the tasks. The Assessor must record the assessment decision and the justification for the decision here.
Entry Level ICT – All Levels	<ul style="list-style-type: none"> • Candidate Mark Sheet - use this to record the marks awarded to each response, for each candidate. You will also need to use this document to record any additional information to support the candidate's actions and responses to the tasks. The Assessor must record the assessment decision and the justification for the decision here. • Health and Safety observation checklist – this is incorporated within the Candidate Mark Sheet: Use this to record the candidate's actions and responses to questions on safe practices. This sheet should also be used to observe and record the candidate's use of safe and recommended practices throughout the assessment.
Entry Level English	There is an additional requirement for the Speaking Listening and Communication task set
Reading, Writing and Speaking, Listening and Communication	<ul style="list-style-type: none"> • Candidate Mark Sheet - use this to record the marks awarded to each response, for each candidate. You will also need to use this document to record any additional information to support the candidate's actions and responses to the tasks. The Assessor must record the assessment decision and the justification for the decision here.
Speaking, Listening and Communication	<ul style="list-style-type: none"> • Observation and Response Grid - use this to make detailed comments about how the candidate meets each criteria

On completion of the assessment the following must also be available for internal and external moderation:

- any other evidence created during assessment activities as appropriate
- if ICT is used to complete the assessment, electronic copies of the work produced by each candidate (on a USB stick/CD/DVD or saved in a secure area).

These documents and materials will be externally moderated by NCFE.

Centres must also keep hard copies of each candidate's work, as a 'back-up' for moderation purposes.

Note: Assessors should be familiar with the Mark Scheme before conducting the assessment.

Section 7

What does the paperwork look like?

The documents in this section are representative of the documents you will need to complete for candidates and provide as evidence to your NCFE External Moderator.

XXXX indicates where the subject and level will appear when documents are provided. A line will be left if it is your responsibility to complete the information.

The following paperwork has been provided as an example only. The relevant paperwork needed to complete the live assessment/s will be sent with the task sets:

Entry Level Qualifications

- **Candidate Response Record Sheet**
- **Candidate Mark Sheet and Health and Safety Observation Checklist** (Note: the Candidate Mark Sheet is representative for all subjects)
- **Candidate Observation and Response Grid**

Level 1 and 2 Speaking, Listening and Communication

- **Observation and Response Grid**

NCFE Functional Skills Qualification in _____ at Entry Level ____

Candidate Response Record Sheet

Set Number:	
Centre Number:	Centre Name:
Candidate Name:	Candidate Number:

Task ref. no.	Evidence (other than written), to support the assessment of the candidate
Example Task 4	<i>Candidate used real resources and, in a practical activity, identified the differences between the two 3D shapes, including reference to faces - rectangular and square. Also identified that planter 1 is a cuboid, not a cube.</i>

Assessor and candidate declaration	
This confirms that (<u>candidate name</u>) took part in the _____ task(s) under controlled assessment conditions. The candidate was assessed and the following evidence is provided to support the completed Candidate Mark Sheet for Functional Skills _____ standards at Entry Level _____.	
Signed (Assessor) _____	Date _____
Signed (Candidate) _____	Date _____

To be completed by the Internal Moderator

Internal Moderator name: _____ Signed: _____

Achievement confirmed: Y / N Date: _____

Internal Moderator Comments:

To be completed by the NCFE External Moderator

External Moderator Name: _____ Signed: _____

Achievement confirmed: Y / N Date: _____

NCFE Functional Skills Qualification XXXX at Entry Level X

Candidate Mark Sheet and Health and Safety Checklist

Set Number:	
Centre Number:	Centre Name:
Candidate Name:	Candidate Number:

Task number	Possible Marks	Marks achieved
1	3	
2	9	
3	20	
Total	32	

Assessors should be prepared to award zero marks if the candidate's response is not worthy of credit according to the Mark Scheme. You **must** ensure that you have clearly marked the Candidate Task to evidence how marks have been awarded.

Pass mark: 21/32

Is there any additional evidence Y/N (e.g. visual/audio recordings)

Assessor feedback:

Assessor and candidate declaration

This confirms that (candidate name) took part in the ICT task(s) under controlled assessment conditions at Entry Level X

Candidate achieved: Yes No

Signed (Assessor) _____ Date _____

Signed (Candidate) _____ Date _____

To be completed by the Internal Moderator

Internal Moderator name: _____ Signed: _____

Achievement confirmed: Y / N Date:

Internal Moderator Comments:

To be completed by the NCFE External Moderator (if sampled)

External Moderator name: _____ Signed: _____

Achievement confirmed: Y / N Date:

Assessor Health and Safety question and observation checklist

For use with Task 1 - using ICT systems and work area - Candidates will need to work safely.

At the start of the assessment, read the statements below to the candidate.

Please do a health and safety check for your work area.

I will observe you and then ask you some questions about this.

Remember – you need to make sure you are comfortable when working at the computer

Observe the candidate and tick the box when they:

a. check/adjust seat height	
b. check/move seat position	
c. check/move keyboard position	
d. check/adjust mouse mat/cable	
e. check/adjust monitor	
f. check/adjust posture	

Notes:

Candidates must demonstrate awareness of at least two of the above. This can be completed throughout the course of the assessment.

(x mark)

OR

Where the candidate does not need to or cannot make adjustments to any of the above, i.e. area is set up perfectly, seating is not adjustable, then they should give a verbal or written response to the following question:

Name two things which you should check to make sure you are comfortable and safe when using a computer.

Written or verbal responses should be recorded below, additional responses must be recorded and stored with this sheet and be available during internal and external moderation.

Candidate response/action:

Assessor Health and Safety questions and observation checklist

Candidates should answer the questions below.

Candidate response/actions to questions - these can be written by candidates or Assessors can record responses on behalf of the candidate.

(x marks)

1. Give an example of why trailing wires or cables are a health and safety hazard.

Candidate response/action:

2. Give an example of what could happen if you spilt a cup of tea/coffee/juice on the keyboard.

Candidate response/action:

3. Give an example of why you should take a break from working at the computer.

Candidate response/action:

NCFE Functional Skills Qualification in English at Entry Level X - Speaking, Listening and Communication

Candidate Observation and Response Grid and Mark Scheme

The grid should be used to record how the candidate met the criteria (coverage and range). This should be reflective to show what was discussed and will be used to validate the discussion and the marks awarded by the Internal and External Moderator. Please give as much information as possible to show why marks have been awarded. Should candidates not receive full marks, your justifications and guidance on areas for improvement should be recorded here.

The marks recorded for each individual candidate must remain confidential and should only be accessed by the relevant people; i.e. Assessors, Tutors, Internal Moderators, External Moderators.

The notes recorded can be used later to help complete the Candidate Mark Sheet.

This document must be submitted alongside all other evidence generated by the candidate, for assessment and moderation.

Set X – ‘ Example’	
Centre Number:	Centre Name:
Candidate Name:	Candidate Signature:
Assessor Name:	Assessor Signature:
Date:	Time:

Marks Available	Marks Awarded	Assessor's comments
Task 1		
Candidate was able to : <ul style="list-style-type: none"> • Confirm that they were to be assessed on their speaking, listening and communication skills (1 Mark) • Confirm that they understood the scenario (1 Mark) • Confirm that they understand that they will need to ask their partner two questions (1 Mark) 		
Candidate was able to : <ul style="list-style-type: none"> • Follow the instruction from tutor and ask their partner to join them in the assessment room (2 Marks) 		
Candidate was able to : Maximum of 4 marks available <ul style="list-style-type: none"> • Confirm if they have any questions about the assessment. (1 Mark) • Confirm who their partner is (1 Mark) • Confirm the questions to be asked Award 1 mark for each up to a maximum of 2 marks 		
Candidate demonstrated that they could contribute and be understood when communicating with others with use of appropriate:		

<ul style="list-style-type: none"> • Facial Expressions (1 Mark) • Tone (1 Mark) • Body Language (1 Mark) 		
<p>Candidate demonstrated that they could obtain specific information using simple questions by proficiently:</p> <ul style="list-style-type: none"> • Asking their partner if they had ever been to watch a play or show (2 Marks)<u>or</u> (1 mark with prompting) • Asking their partner one further question as selected by Assessor (2 Marks) <u>or</u> (1 mark with prompting) 		
Possible Marks		16
Candidate Total		/16 (Pass Mark 11/16)

NCFE Functional Skills qualification in English Speaking, Listening and Communication at Level X - Observation and response grid.

This grid may be used to record the response of up to 6 candidates, however each candidate recorded on this sheet must have a copy of this grid included as evidence for their assessment.

Did the candidate: consistently and appropriately (3 marks); occasionally (2 marks); only once or twice (1 mark) demonstrate that they:		made relevant and extended contributions to discussions, allowing for and responding to others' input			prepared for and contributed to the formal discussion of ideas and opinions			made different kinds of contributions to discussions			presented information/points of view clearly and in appropriate language.		
		3 marks	2 marks	1 mark	3 marks	2 marks	1 mark	3 marks	2 marks	1 mark	3 marks	2 marks	1 mark
Name(s)	Indicators												
Candidate 1:	Comments												
Candidate 2:	Indicators												
	Comments												
Candidate 3:	Indicators												
	Comments												
Candidate 4:	Indicators												
	Comments												
Candidate 5:	Indicators												
	Comments												

Candidate 6:	Indicators												
	Comments												

This grid is for use by Assessors when observing group discussions. The tally and any notes recorded can be used later to help complete the official Marking Grid.

This document must be submitted alongside all other evidence generated by the candidate for assessment and moderation.

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