

Assessor Instructions – Functional Skills Controlled Assessments

To be used for

- **NCFE Entry levels 1-3 Functional Skills
Qualifications in English: Reading and Writing**

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Introduction

This document **must** be read and followed when administering the delivery and assessment of the controlled assessment components 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 assessments.

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 comprise of 3 mandatory components per level:

- Speaking, Listening and Communicating
- Reading
- Writing

Each component is internally assessed, with one 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 Guidance for Assessors 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.
- 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 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, 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.

It's recommended that learners are assessed on a one-to-one basis. Where this isn't practical, centres must ensure that the assessment conditions are such that help or guidance does not affect other learners adversely, advantageously, or otherwise and does not exceed the limits stated in the Regulations for the Conduct of Controlled Assessment – Functional Skills

Assessment timings

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

Component	Entry Level 1	Entry Level 2	Entry Level 3
Reading	40 minutes	40 minutes	40 minutes
Writing	45 minutes	50 minutes	55 minutes

Learners may not need the full allocation of time; however, 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 Topics Document on the website of the controlled assessment topics that are available. Controlled assessment material can be accessed in the Portal from the point of booking a registered learner for their assessment.

Assessors will need to book all instances of controlled assessments via their Designated Person on the Portal. Upon booking an assessment it must be sat within 6 weeks of the booking date. Centres can choose the appropriate time, location and date for assessment.

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 Controlled Assessments – Functional Skills**.

Further guidance on how to book and access controlled assessments can be found in the Portal User Guide.

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 on the website:

- 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 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 if 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 assessment of spelling is contained within the question paper.

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

Resources

Reading assessments require the use of a dictionary.

Use of ICT

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

Contextualisation

Centres may contextualise (amend/change) Writing component scenarios to make the assessment context 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 request form can be found on the website.

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 for internally assessed qualifications on the website under Assessment Support.

Levels of support

Assessors can 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 giving 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 giving 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 (ATD).

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 by the centre on the appropriate assessment documents.

Version control:

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Only approved versions of this document should be documented in the below table:

Version	Date	Revision author(s)	Summary of changes
V1.4	Aug 22	EQA team	Brand update
V1.5	Sept 23	EQA team	Review following changes to SLC
V1.6	Oct 25	EQA team	Removed references to the separate spelling test Adjusted timings for the Writing assessments