Assessor Instructions –
ICT Functional Skills Controlled Assessments

To be used for:

- **NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Entry Levels 1, 2 and 3**

  600/1780/6, 600/1353/9, 600/1148/8

NCFE

Contents

Introduction

This document is designed to assist centres in the delivery and assessment of the controlled assessment component(s) of NCFE ICT Functional Skills qualifications. Assessors **must** familiarise themselves with this document before conducting the summative assessment for all entry level ICT assessments.

As well as the instructions in this document, centres **must** adhere to the **NCFE Regulations for Conduct of Controlled Assessments (Functional Skills Qualification in Information and Communication Technology (ICT))** when carrying out controlled assessments, available from the NCFE website or on request from the centre support team.

Following registration, your named programme contact will be able to access assessment material directly in the NCFE Portal by booking learners onto their chosen qualification and topic within 6 weeks of their planned assessment date.

Section 1

Method of assessment

Controlled assessment – information for assessors

The NCFE Functional Skills Entry Level ICT assessments 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 learner 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.

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

Each learner 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. Learners must achieve the required mark in order to achieve.

Subject specific assessment information

Subject	Assessment information
Entry level 1, 2 and 3 ICT	**One** mandatory component – task is set by NCFE Maximum 2 hours

NCFE

Section 2

Resources

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

Authentication

Learners' work must be authenticated by the centre on the learner 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 learner mark sheet.

All documentation used by assessors to record learner responses must be clearly marked with the learner's name and details of assessment (for example, Entry Level 2 ICT) and signed in the appropriate place.

Can we use ICT?

Learners are required 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 learner.

If ICT is used to complete the assessment, electronic copies of the work produced by each learner (on a USB stick/CD/DVD or saved in a secure area) must be available for external quality assurance.

Contextualisation

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

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 them) must be very familiar to the learner and use appropriate language. The tasks must also be approved by NCFE before use with learners. For more information, please contact the quality assurance team at NCFE.

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 learner understanding, but **must not change** the meaning or give instructions which would unfairly assist learners 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.

Assessment information

Subject	Assessment information
Entry level 1, 2 and 3 ICT	Assessors may read out and repeat all tasks and task instructions to the learner

Assessment outcomes must be recorded on the relevant learner 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, learners may ask for help or guidance. When learners are helped or given guidance, **the marks awarded will be fewer than those where a learner has worked independently**. Therefore, it is essential that help or guidance requested by, and given to, a learner in an assessment is not received, overheard or seen by others.

It is recommended that learners 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 learners adversely, advantageously or otherwise.

Where a learner has completed any elements of the assessment 'with help' or 'with guidance', assessors must clearly note how this was done, either on the learner mark sheet or a separate document clearly marked with the learner'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 available from the NCFE website:

- NCFE Functional Skills Entry Level ICT qualification specification
- Regulations for the Conduct of Controlled Assessment (Functional Skills Qualifications in Information and Communication Technology (ICT))
- JCQ guidance on controlled assessments

Assessment conditions should allow assessment in British/Irish Sign Language where required. For information on access arrangements, please see the NCFE reasonable adjustments policy and guidance documents on the NCFE website.

NCFE

Section 4

What level of support can I give my learners?

Assessors must be familiar with the below information as it will impact on how marks are awarded.

Support level information

Acceptable support:

- reading the assessment to the learner if asked
- reminding the learner of the instructions
- helping with unfamiliar vocabulary used in the task
- clarifying the requirements of the task, as necessary and appropriate
- repeating instructions (for example, 'Is there anything else you need to do?')
- open reminders (for example, 'Is there anything else you need to do?')
- reminding learners where to find documents necessary for completing the task (for example, source documents)

Unacceptable support:

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

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

NCFE

Section 5

How should the assessments be marked?

You must ensure visible signs of marking are present throughout the learner 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, detailing how marks are mapped to the Functional Skills standards and the relevant coverage and range statements.

The points below must be applied across all levels:

- all learners should be fairly marked – assessors must mark the first learner to the same standard and criteria as they mark the last
- all learners 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 – learners 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 (for example, if the answer matches the mark scheme); assessors should also be prepared to award zero marks if the learner'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 learner'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 learner should be clearly and legibly recorded on the learner mark sheet and in the grid provided on the front sheet
- learners should only be awarded the full marks for each of the criteria where assessors feel the learner has demonstrated an effective performance with clear evidence of proficiency

NCFE

Subject specific assessment information

Subject	Assessment information
Entry level 1, 2 and 3 ICT	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: **With help** – where the learner is unable to complete an element of the task requirement. **With guidance** – where the learner has been asked to consider/remember how they completed the task on previous occasions. **Independently** – where the learner needed no support to attempt and/or complete the task.

NCFE

Section 6

What do I need to complete?

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

Subject	Assessment information
Entry level 1, 2 and 3 ICT	**Learner response record sheet** – use this to provide evidence (other than written) to support the assessment of the learner. **Learner mark sheet** – use this to record the marks awarded to each response, for each learner. You will also need to use this document to record any additional information to support the learner'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 **learner mark sheet**) – use this to record the learner's actions and responses to questions on safe practices. This sheet should also be used to observe and record the learner's use of safe and recommended practices throughout the assessment.

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 learner (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 learner'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 learners 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:

- **learner response record sheet**
- **learner mark sheet and health and safety observation checklist**
- **learner observation and response**

NCFE

NCFE Functional Skills Qualification in ICT at Entry Level _____

Learner response record sheet

Set number:	
Centre number:	**Centre name:**
Learner name:	**Learner number:**

Task ref. no.	Evidence (other than written) to support the assessment of the learner

Assessor and learner declaration

This confirms that (learner name) took part in the_____task(s) under controlled assessment conditions. The learner was assessed and the following evidence is provided to support the completed learner mark sheet for Functional Skills_____standards at Entry Level____.

Signed (assessor): _____ Date: _____
Signed (learner): _____ Date: _____

To be completed by the internal quality assurer

Internal quality assurer name:_____Signed: _____

Achievement confirmed: Y / N   Date: _____

> **Internal quality assurer comments:**

To be completed by the NCFE external quality assurer

External quality assurer name:_____Signed: _____

Achievement confirmed: Y / N   Date: _____

NCFE Functional Skills Qualification ICT at Entry Level _____

Learner mark sheet and health and safety checklist

Set number:	
Centre number:	Centre name:
Learner name:	Learner 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 learner's response is not worthy of credit according to the mark scheme. You **must** ensure that you have clearly marked the learner task to evidence how marks have been awarded.

Pass mark: 21/32

Is there any additional evidence: Y / N

Assessor feedback:

Assessor and learner declaration

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

Learner achieved: Yes   No

Signed (assessor): _____ Date: _____
Signed (learner): _____ Date: _____

To be completed by the internal quality assurer

Internal quality assurer name: _____ Signed: _____
Achievement confirmed: Y / N   Date: _____

Internal quality assurer comments:

To be completed by the NCFE external quality assurer (if sampled)

External quality assurer name: _____ Signed: _____
Achievement confirmed: Y / N   Date: _____

NCFE

Assessor health and safety question and observation checklist

For use with task 1 (using ICT systems and work area) – learners will need to work safely.

At the start of the assessment, read the statements below to the learner:

> 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 learner 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	

Note: learners must demonstrate awareness of at least 2 of the above. This can be completed throughout the course of the assessment.

[X marks]

OR

Where the learner does not need to or cannot make adjustments to any of the above (for example, area is set up perfectly, seating is not adjustable), then they should give a verbal or written response to the following question:

Name 2 things 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.

Learner response/action:

NCFE

Assessor health and safety questions and observation checklist continued

Learners should answer the questions below.

Learner response/actions to questions: these can be written by learners or assessors can record responses on behalf of the learner.

[X marks]

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

Learner response/action:

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

Learner response/action:

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

Learner response/action:

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: externalqualityassurance@ncfe.org.uk
Website: www.ncfe.org.uk

** **To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***