

Assessor Instructions - Functional Skills Controlled Assessments

To be used for

- **NCFE Entry levels 1-3 Functional Skills Qualifications in Mathematics**

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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 Mathematics 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

There is a single assessment at Entry 1, Entry 2 and Entry 3. Each of these assessments comprises of **two sections**: Section A (Non-Calculator) and Section B (Calculator).

It's not permitted for learners to sit the Section A of one question paper and Section B of a different question paper.

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 to provide feedback to the learner regarding their achievement.

It's 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:

	Entry Level 1	Entry Level 2	Entry Level 3
Section A (Non-Calculator)	20 minutes	25 minutes	30 minutes
Section B (Calculator)	60 minutes	75 minutes	75 minutes
Total Time	80 minutes	100 minutes	105 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 Section A to Section B.

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, this 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.

Where both papers are completed in one session, the below format should be followed:

- Learners should complete the non-calculator section first.
- The assessor should collect in the non-calculator paper, and then hand out the calculator paper.
- Centres can choose one of the two following methods to ensure learners do not have access to calculators during the non-calculator paper:

1. learners can place their calculators on the floor under their desk.
or
 2. the assessor can hand out calculators when collecting the non-calculator paper.
- At the end of the assessment, the calculator paper must be collected before the learners leave the room.

Controlled assessments do not need to be completed in one session. If centres are planning to run assessments over more than one session, learners must hand in any work at the end of each session.

Learners must not have access to work in between specified assessment opportunities, and they are not permitted to work on assessment evidence in between specified assessment opportunities. In any case where assessment tasks are split details must be recorded in the assessment tracking documentation.

Assessment documents must be stored securely at all times when not in use. For further information centres should refer to **NCFE Regulations for the Conduct of the Controlled Assessment - Functional Skills**.

Resources

For controlled assessment learners should have access to:

- pen with blue or black ink
- calculator
- pencil and eraser
- 30cm ruler

Learners are expected to have a calculator for 'Question Paper: Section B' only at all levels. The minimum requirement for the calculator is detailed as follows:

- 4 operations
- Entry Level 1 and 2 - minimum of 2 decimal places on the display
- Entry Level 3 - minimum of 3 decimal places on the display (some basic calculators only provide 2 decimal places.)

There are further instructions that learners need to be made aware of within the **NCFE Regulations for Conduct of Controlled Assessment - Functional Skills**. 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 only permitted to use calculators for Part B of their controlled assessment.

Contextualisation

Centres may contextualise (amend/change) 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.

Reasonable Adjustments

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

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

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 by the centre on the appropriate assessment documents.

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

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V1.6	Sept 23	EQA team	Updates to location of information