Controlled Assessment Regulations for Functional Skills

Entry 1, Entry 2 and Entry 3 in English, Mathematics and ICT

English Speaking, Listening and Communication at Entry 1, Entry 2, Entry 3, Level 1 and Level 2

Contents

The criteria

Introduction

1. Controlled assessment is a form of internal assessment in which control levels are set for each stage of the assessment process:

    ■   task setting;

    ■   task taking; and

    ■   task marking.

2. These regulations were drawn up to support the development and implementation of controlled assessment in the functional skills specifications for first teaching from September 2010.

3. Awarding organisations must ensure that appropriate advice is available to support centres in implementing these requirements.

Controlled assessment

4. Where the functional skills qualification criteria allow for internal assessment, this must be undertaken through controlled assessment. The controls for each skill area are centrally designated to ensure comparability across awarding organisations.

5. At Entry levels 1, 2 and 3, assessment requirements must be externally specified by the awarding organisation and must be internally marked. They must provide for contextualised open-response assessment.

6. At all levels, English speaking, listening and communication must be internally assessed.

Level of control

7. Regulations are defined for three stages of assessment.

    ■   **Task setting:** the specification of the assessment requirements. Tasks may be set by awarding organisations and/or teachers/lecturers as defined by the requirements in the qualification and skills criteria. Centre-devised tasks must be developed in line with the requirements set by the awarding organisation and include details of the degree of adaptation of the task permitted for individual learners. Tasks should be replaced within each component at least annually.

- **Task taking:** the conditions for learner support and supervision and the authentication of learners work. Task taking may involve different parameters from those used in traditional written examinations; for example, learners may carry out preparation for the task and may be allowed supervised access to sources such as the internet.

- **Task marking:** this specifies the way in which learners' outcomes are assessed. Task marking involves the use of mark schemes and/or marking criteria produced by the awarding organisation.

8. For each stage, the level of control must be as high as possible for the skills assessed, to ensure reliability and authenticity. However, the level of control must provide for valid assessment of the skill while ensuring manageability for learners, centres and awarding organisations. Level and skill-specific regulations define the level of control that must operate for the three stages of assessment.

Number of controlled assessments

9. The controlled assessment is likely to contain a number of tasks/sub-tasks, to ensure coverage of the skill standards.

FS specifications at Entry 1, Entry 2 and Entry 3

- For **Mathematics** there must be one controlled assessment which is verified and awarded as a single entity.

- For **ICT** there must be one controlled assessment which is verified and awarded as a single entity.

- For **English** there will be three controlled assessment components to support the separate reporting of assessment outcomes in relation to the three distinct skill areas: reading; writing; speaking, listening and communication. However, assessment may be combined for purposes of assessment.

FS specifications at levels 1 and 2

- At levels 1 and 2 controlled assessment only applies to the **English speaking, listening and communication** component where there should be one controlled assessment component which is verified and awarded as a single entity.

Time limits

10. To ensure manageability, awarding organisations should provide guidance on appropriate time limits for controlled assessment.

Controlled assessment review

11. All awarding-organisation-set controlled assessment tasks must be reviewed annually, as a minimum, to ensure that they continue to set an appropriate challenge. Awarding organisations should provide guidance to centres on how this assessment is delivered differently across different assessment opportunities, to ensure that the requirements are not predictable.

Equality issues

12. The awarding organisations are responsible for ensuring that, where controlled assessment is used, centres comply with the *Functional Skills Qualification Criteria* and the requirements of equalities legislation.

Controlled assessment of Functional Skills at Entry levels 1, 2 and 3 in English, Mathematics and ICT

13. Mathematics and ICT specifications must require learners to complete a single controlled assessment component. This component may contain a number of assessment activities, to ensure coverage of the standards as required by the criteria.

14. English specifications must require learners to complete controlled assessment components, to meet the requirements for separate reporting of speaking, listening and communication; reading; and writing.

Levels of control

15. The following levels of control apply specifically to **Entry levels 1, 2 and 3 Mathematics, ICT and English reading and writing**. The levels of control specifically for English speaking, listening and communication are detailed in a later section in the document.

Task setting – awarding organisations provide tasks. These may be contextualised within parameters set by the awarding organisation.

■   The awarding organisation must provide a range of exemplar tasks that facilitate coverage of the skill standards.

■   The awarding organisation must ensure that specifications provide opportunities for centres to:

> □ Contextualise exemplar tasks provided by the awarding organisation within clearly defined parameters set by the awarding organisation, including provision for the regular replacement of tasks.
>
> □ Adapt exemplar tasks provided by the awarding organisation within clearly defined parameters set by the awarding organisation, including provision for the regular replacement of tasks.

Task taking – tasks are completed under formal supervision but learners may carry out preparatory work under limited supervision.

- **Authenticity control (externally defined):**

  □ Specifications must require learners to complete all work, with the exception of preparatory work, under formal supervision. The learner will be in direct sight of the supervisor at all times, and the use of resources and interaction with others will be tightly prescribed. Preparatory work may be completed under limited supervision.

  □ The awarding organisation must provide clear guidance in relation to the use of preparatory work and materials from other sources in the final production of the work to be assessed. The awarding organisation must also provide guidance as to the extent to which tasks may be adapted/modified for learners.

- **Feedback control (externally defined):**

  □ The awarding organisation must indicate clearly the level of teacher/lecturer support that is allowed and how this should be recorded.

- **Time control (externally defined):**

  □ The awarding organisation must indicate the minimum and maximum duration of tasks.

- **Resource control (internally defined):**

  □ Specifications must state that learners' access to resources is determined by those available to the centre in line with guidance set by the awarding organisation.

- **Collaboration control (internally defined):**

□ Specifications must state that the work of individual learners may be informed by working with others – in preparatory work for formal discussion, for example – but learners must be assessed on their own performance.

Task marking – teachers/lecturers carry out initial marking.

■ Teachers/lecturers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.

■ Awarding organisations are required to provide training for the teachers/lecturers who will be marking the controlled assessments.

■ The awarding organisation verification process must be consistent with the requirements of the *Functional Skills Qualification Criteria*, the skills criteria for the relevant subject and any relevant code of practice.

Controlled assessment of English speaking, listening and communication: Entry levels 1, 2 and 3 and levels 1 and 2

16. Speaking, listening and communication in English will be assessed through one controlled assessment component that covers these skills. The assessment must be 100 per cent open response.

Levels of control

17. The following levels of control apply to English speaking, listening and communication at Entry levels 1, 2 and 3 and levels 1 and 2.

Task setting

■ Specifications must require learners to complete a single controlled assessment component in speaking, listening and communication. The controlled assessment component must require learners to complete sufficient speaking, listening and communication tasks to ensure coverage of the skill standards.

■ The awarding organisation must provide exemplar tasks that cover the different requirements of the skill standards.

■ The awarding organisation must ensure that specifications provide opportunities for centres to do one of the following:

□ adapt exemplar tasks provided by the awarding organisation within clearly defined parameters set by the awarding organisation, including provision for the regular replacement of tasks;

◻   design their own tasks according to clearly defined parameters set by the awarding organisation, including provision for the regular replacement of tasks.

Task taking

■   **Authenticity control (externally defined):**

◻   Specifications must require learners to complete all work, with the exception of preparatory work, under formal supervision. Preparatory work may be completed under limited supervision. During task taking, the supervisor may provide limited guidance to learners as prescribed in awarding organisation requirements.

■   **Feedback control (externally defined):**

◻   The awarding organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

■   **Time control (externally defined):**

◻   The awarding organisation must indicate the minimum and maximum duration of speaking tasks.

■   **Collaboration control (internally defined):**

◻   Specifications must state that learners will be assessed on their individual performances but will be working with others in line with the requirements of the skill standards.

■   **Resource control (internally defined):**

◻   Specifications must state that learners' access to resources is determined by those available to the centre in line with guidance set by the awarding organisation.

Task marking

■   Teachers/lecturers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.

■   Awarding organisations are required to provide training for the teachers/lecturers who will be marking the controlled assessments.

■   The awarding organisation verification process must be consistent with the requirements of the *Functional Skills Qualification Criteria* and the subject criteria for each relevant subject.

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