

## **Appendix A**

### **Controlled assessment regulations for functional skills: Entry 1, Entry 2, Entry 3 in English, mathematics and ICT**

### **English speaking, listening and communication at Entry 1, Entry 2, Entry 3 and level 1 and level 2**

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## Introduction

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.

These regulations have been drawn up to support the development and implementation of controlled assessment in the Functional Skills specifications for first teaching from September 2010. They will be used by the regulators in the accreditation process.

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

## Controlled assessment

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.

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

## Level of control

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 candidate support and supervision and the authentication of candidates' work. Task taking may involve different parameters from those used in traditional written examinations; for example, candidates 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 candidates' outcomes are assessed. Task marking involves the use of mark schemes and/or marking criteria produced by the awarding organisation.

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**

### **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.

### **English speaking, listening and communication at levels 1 and 2**

- For English speaking, listening and communication there should be one controlled assessment component which is verified and awarded as a single entity

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

## **Time limits**

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

## **Controlled assessment review**

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**

The awarding organisations' are responsible for ensuring that, where controlled assessment is used, centres comply with the '*Functional Skills qualification criteria*' (Ofqual/09/4558) and the relevant skills criteria in relation to equality, access and inclusion.

Additionally, awarding organisations must ensure that qualifications are non-discriminatory on the grounds of disability, gender, race, age, sexual orientation and religion/belief. Inclusion documents that detail the full range of strategies that candidates are permitted to use to meet the requirements of the assessment are available through Ofqual, QCDA and awarding organisations offering the qualifications. These arrangements must also apply to controlled assessment.

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

Mathematics and ICT specifications must require candidates 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.

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

## Levels of control

The following levels of control apply to Entry levels 1, 2 and 3 mathematics, ICT and English reading and writing. Levels of control for English speaking, listening and communication are provided on page 7.

**Task setting** – awarding organisations provide tasks. Teachers/lecturers may contextualise these within parameters defined by the awarding organisation.

- The awarding organisation must provide a range of exemplar tasks that facilitate coverage of the skills 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 candidates may carry out preparatory work under limited supervision

- Authenticity control (externally defined): Specifications must require candidates to complete all work, with the exception of preparatory work, under formal supervision. The candidate 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 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 candidates' 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 candidates may be informed by working with others in preparatory work for formal discussion, for example, but candidates 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, skills criteria for the relevant subject and any relevant Ofqual code of practice.

# English speaking, listening and communication: Entry levels 1, 2 and 3, levels 1 and 2

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

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

## Task setting

- Specifications must require candidates to complete a single controlled assessment component in speaking, listening and communication. The controlled assessment component must require candidates to complete sufficient speaking, listening and communication tasks to ensure coverage of the skills standards.
- The awarding organisation must provide exemplar tasks that cover the different requirements of the skills 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 candidates 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 candidates 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 candidates will be assessed on their individual performances but will be working with others in line with the requirements of the skills standards.

- Resource control (internally defined): Specifications must state that candidates' 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, skills criteria for the relevant subject and any relevant Ofqual code of practice.

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Office of the Qualifications and Examinations Regulator

Spring Place

Coventry Business Park

Herald Avenue

Coventry CV5 6UB

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346

[www.ofqual.gov.uk](http://www.ofqual.gov.uk)