

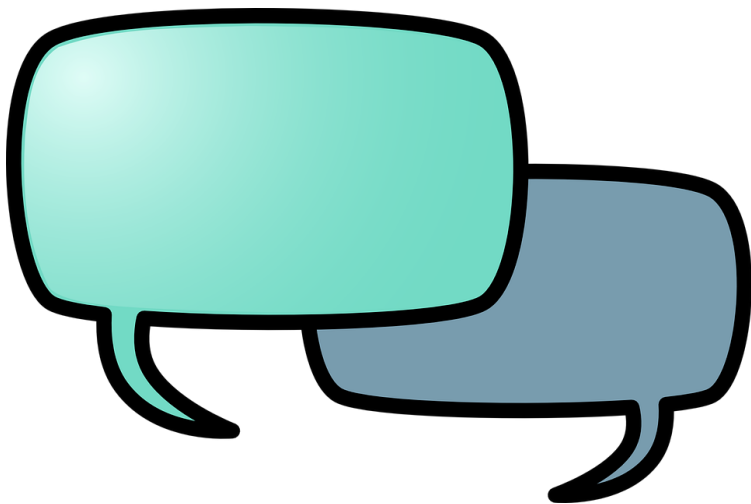


openawards

Functional Skills Specification

Speaking, Listening and
Communicating

Level 2



SPECIFICATION

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Speaking, Listening and Communication Assessment (Level 2)

This specification outlines the Speaking, Listening and Communication assessment tasks for Open Awards Functional Skills English at Level 2.

The tasks outline the activities which can be carried out to meet the Speaking, Listening and Communication standards, and coverage and range statements. Centres are able to pick topics and contextualise these activities in order to meet the interests and/or needs of their students. Suggestions for possible topics are given with each task.

This document should be read in conjunction with the [Level 2 Functional Skills English Qualification guide](#).

Scheduling Assessments and Entering Results Using XAMS

All Speaking, Listening and Communication assessments must be scheduled a minimum of 48 hours before the planned date of assessment using our XAMS system. Assessment results must be entered into the system within four weeks of the date of assessment. See our [XAMS User Guidance](#) for further information.

Awarding Consortium

PARTNERS IN YOUR SUCCESS

This Functional Skills qualification is offered through a partnership called The Awarding Consortium which is comprised of five awarding organisations and the designers of our XAMS® platform.

Through working together we have been able to invest in our systems and assessment papers to deliver a market leading product that is:

- competitively priced
- certificated efficiently
- simple to administer through approval and registration
- securely delivered through our online assessment system XAMS®
- supported by a network of External Verifiers experienced in Functional Skills delivery and a dedicated team of account managers
- complemented by a growing range of teaching and learning materials including free online practice assessments

You can find out more about the Awarding Consortium at: www.awardingconsortium.co.uk

Guidance on Setting and Delivering Internal Assessment Tasks

- **Task-setting**

All centres must have a consistent process for setting tasks that are contextualised to be relevant, meaningful and appropriate to the level of the learners, which allow for adequate coverage of the set topic, and which provide sufficient opportunity to demonstrate proficiency at the level against all of the criteria, in a manner which is fair and consistent for all learners.

- **Task-taking**

All centres must have a clearly defined procedure for the delivery of the assessment activity which meets the needs of the learners, which allows for adequate coverage of the set topic, and which provides sufficient opportunity to demonstrate proficiency at the level against all of the criteria, in a manner which is fair and consistent for all learners.

The tasks themselves will vary depending on the nature of the topics set, and the context or circumstances in which they are assessed, however, the assessment requirements and level of demand must be consistent for all learners and must comply with the Functional Skills regulatory criteria.

The tasks can be taken at any point deemed appropriate during the Functional Skills Qualification programme but this should be based upon an informed judgement that the learner is operating at the level to be assessed.

The assessment task must follow the guidance contained in the Speaking, Listening and Communication (SLC) assessment template.

- **Task-marking and Internal Verification**

All centres must have a consistent approach to marking the assessment activity and for ensuring that standards applied in marking are consistent for all of their learners.

A minimum of 10% of assessments should be observed by an internal verifier to ensure they are being conducted in accordance with the Awarding Consortium requirements. These observations should be completed using the [Observation of Internal Assessment Form](#). When more than one assessor carries out the assessments the observations should be spread proportionately.

Following the completion of the assessments an internal verification panel must convene in which the assessors and the Internal Verifier discuss outcomes and ensure the Functional Skills standard and mark schemes have been applied consistently across all learners. Borderline pass/fail learners' results may be adjusted at this time. The meeting must be recorded using the [Assessment Internal Verification Panel Form](#).

The assessment process will be subject to external quality assurance by Open Awards. All assessment records must be retained by the Centre for at least 3 years from the end of the year to which they relate.

Equality, access and inclusion

Functional Skills Qualifications have been designed to be inclusive and enabling skills qualifications for the full range of learners. It is important that all centres understand the expectations for Speaking, Listening and Communication in this context.

This section outlines these requirements, based upon the Functional Skills regulatory criteria.

Speaking, Listening and Communication (SLC) within Functional Skills Qualifications are defined as non-written communication, normally conducted face-to-face.

In exceptional circumstances, assessment may take place remotely, provided that the medium through which remote assessment takes place:

- does not create barriers to achievement and success
- enables learners to demonstrate achievement against the full range of standards using the full range of permitted strategies, and meets the security requirements specified in criterion 58f of “The statutory regulation of external qualifications” (QCA/04/1293).

The term ‘Speaking, Listening and Communication’, as used by these standards, is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to learners with speech or hearing impairment.

The needs of individual learners will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- can include use of sign language (e.g. British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of Speaking, Listening and Communication where BSL is the learner’s normal way of communicating in the contexts described by the regulatory criteria). No other languages are permitted as alternatives to English;
- can include access to augmentative speech equipment and such software as constitutes the learner’s “usual way of working”;
- does not depend solely on the use of written language or require the individual/s with whom the learner is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

The Skill Standard: Level 2

Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.

- Consider complex information and give a relevant, cogent response in appropriate language
- Present information and ideas clearly and persuasively to others
- Adapt contributions to suit audience, purpose and situation
- Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.

To present reasonable opportunities for learners to demonstrate their proficiency and to provide sufficient evidence of this standard at Level 2, the assessment comprises three assessment tasks. This ensures that learners have reasonable opportunities to demonstrate, for example, "a range of contributions to discussions" which can be evidenced "in a range of contexts, including those which are unfamiliar", as well as their ability to make "effective presentations" in accordance with the assessment criteria.

To be deemed proficient at the level, learners must be able to consistently demonstrate the full range of Speaking, Listening and Communication standards defined at the level.

- **Assessment Overview at Level 2**

At Level 2, the learner is expected to demonstrate this performance evidence in three separate assessment activities:

- two separate formal discussions, which present different contexts in which a range of contributions can be made by the learner
- a formal presentation

Assessment instructions

Assessors must assess individual performance (albeit in a group context and in relation to the input, contributions and behaviour of others) against the full set of criteria to determine whether they are proficient at the level. The assessor's judgements must then be recorded in the online XAMS system.

The assessment templates provided in this document reflect the information that must be provided. These forms are optional to support centres in recording judgements prior to internal verification and entering results into XAMS. Alternatively centres may use their own paperwork or enter the information directly into the system (providing it has been internally verified). See our [XAMS User Guidance](#) for information about how to schedule Speaking, Listening and Communication assessments and enter in results and assessment information.

Making and recording assessment judgements

- For activities 1 and 2 assessors provide group-based discussion details (Assessment Template Part A) for each cohort/group for each activity on XAMS. There are two fields to complete:
 - assessors should use the first field to provide clear details about the structure, composition and topic for the discussion
 - the second field should include a commentary of the performance within the discussion, as well as a summary of referring the performance of each learner, including several specific examples of performance in relation to the level criteria to allow for valid and reliable judgements about whether or not learners have presented sufficient evidence to be considered a secure pass
- Assessors must also complete individual performance, criterion-based judgements (Assessment Template Part B) for each learner for all activities. For Activity 3 an overview of the learner's individual presentation and performance must also be provided.
- Assessors evaluating an individual must judge whether learner consistently meets the performance threshold defined in the right-hand column (i.e. Achieved Level 2) or whether performance generally aligns with the left-hand column (i.e. Below Level 2) for the stated skill, while allowing for the variability and unpredictability inherent in group discussions.

The assessment must produce a pass or fail outcome. Assessors must therefore make careful judgements about whether the learner's performance generally accords with the right-hand column or the left-hand column for each of the criteria. Only learners who have had a tick against all of the "Achieved Level 2" statements in both of the discussions (Activities 1 and 2) and the presentation (Activity 3) will be awarded a Pass

Assessment Activities One and Two

Two Formal Discussions	Guidance for Assessors
<p>10 - 15 minutes duration for each activity</p> <p>Conditions</p> <p>Topics</p>	<p>The duration of the formal discussions may vary slightly but should be as far as possible consistent for learners being assessed at the same level.</p> <p>At least one of the formal discussions should be a minimum of 15 minutes in duration, allowing adequate time for the topic to be covered and the assessment criteria to be demonstrated. The second assessment may be shorter.</p> <p>The discussions and exchanges must allow for the consistent assessment of the skills defined in the regulatory criteria, irrespective of when the assessment takes place.</p> <p>The nature of discussions means that unpredictable elements may be present but it is important that centres ensure that the assessment tasks and conditions provide fair and equivalent opportunities for all learners to demonstrate their level of proficiency against the skill standards.</p> <p>One of the formal discussions will be based upon an agreed topic which learners should have prepared for while the second discussion should be based upon a topic for which learners have not been able to prepare, although it may be relevant to the programme or context.</p> <p>While the duration of discussions may vary slightly, it is important that this type of variation is limited and doesn't present different opportunities to demonstrate the standard across assessments.</p> <p>Centres can agree suitable topics for the formal discussions but they must provide appropriate opportunities for learners to demonstrate each of the skills at the level. One of the topics must be agreed in advance to allow for preparation while the other must be introduced at the time of the assessment to allow for a discussion topic that has not been prepared for or rehearsed in any way.</p> <p>The topics should ideally be related to the learning programme and present opportunities for applying the skills in purposeful and 'real-life' contexts, being based upon a vocationally relevant subject or issue, for example.</p> <p>Agreed topics must be substantive and engaging, and include complex subject matter at Level 2. They must allow for meaningful preparation, and for learners to make relevant, various, significant, and where appropriate, persuasive contributions to formal discussions, in which a range of roles or approaches will be necessary to advance the discussion and/or to reach conclusions.</p> <p>One of the discussions must introduce unfamiliar aspects to the learner, whether in terms of context, discussion format or type, and/or subject matter. This must be based upon the learner's previous experience and might take the form of an interview or chaired meeting, for example.</p>

Assessment Template Activity One – Discussion One

Part A: Group-based Discussion Details

This template is optional, but reflects the mandatory information you will be required to enter on XAMS.

Cohort: _____

<p>Enter relevant details, including the topic, number and full names of participants, how the discussion is organised, the duration and any learner support provided.</p>	
<p>Provide a brief commentary on the assessment activity in this field, with supporting evidence and specific examples of performance for each learner from the discussion, to support the individual criterion judgements taken for each learner using the individual assessment template below.</p>	

Assessor name _____ Centre name _____

Signature _____ Date _____

IV/Observer name (if observed) _____

IV/Observer signature _____ Date _____

A word version of this document is available [here](#).

Assessment Template Activity One –Discussion One

Part B: Individual Assessment Marking Sheet

This template is optional, but reflects the mandatory information you will be required to enter on XAMS.

Learner name: _____

Learner number: _____

Below Level 2		Achieved Level 2	
Presents information and ideas to others, but is sometimes unclear, insufficiently detailed, or unpersuasive.	<input type="checkbox"/>	Presents information and ideas clearly, and where appropriately, persuasively to others.	<input type="checkbox"/>
Inconsistently makes contributions that are relevant to discussions. Limited evidence of preparation for the formal discussion of ideas and opinions.	<input type="checkbox"/>	Gives relevant, cogent responses to complex information in appropriate language.	<input type="checkbox"/>
Information and points of view not presented adequately or clearly, particularly in contexts which appear less familiar.	<input type="checkbox"/>	Makes significant contributions to discussions and exchanges, including in contexts which are unfamiliar.	<input type="checkbox"/>
Limited variation in kinds of contributions made to discussions. Limited use of appropriate language and expression.	<input type="checkbox"/>	Adapts contributions to suit audience, purpose and situation, including for contexts which are unfamiliar.	<input type="checkbox"/>
Takes only limited roles in discussions and exchanges. Sometimes allows for and responds effectively to others' input but not consistently.	<input type="checkbox"/>	Demonstrates a range of roles, in accordance with situation and context, and helps contexts to advance.	<input type="checkbox"/>

Assessor name _____ Centre name _____

Signature _____ Date _____

IV/Observer name (if observed) _____

IV/Observer signature _____ Date _____

A word version of this document is available [here](#).

Guidance on Activity One

Example topic:

"Having a 24-hour, 7 day a week National Health Service would be a significant improvement. In fact, it is essential in 21st century Britain, and its immediate implementation should be supported by everyone interested in the nation's health"

This type of topic may be suitable for the formal discussion, where the learners are required to prepare for the discussion, because it is topical, contentious, substantive and complex.

It requires learners to engage with an issue which is likely to be relatively unfamiliar, in terms of the specific details, and to do so beyond just their initial reactions, and potentially beyond media headlines or the straightforward rehearsal of established positions from public figures.

An "issues-based topic" is often useful for the discussion which requires preparation to ensure that learners are genuinely considering complex subject matter and related information, and not just providing their immediate reactions, or only superficially considered responses.

At Level 2, learners must be able to consider complex information in order to contribute effectively to this type of discussion, which is authentic and multi-dimensional. The fact that it is mildly controversial means that it is a topic which will demand carefully considered and reasonably sophisticated Speaking, Listening and Communication skills; learners cannot rely too heavily on their speaking skills alone. Listening, body language, nuance, evidence and sensitivity are all part of the potential repertoire.

Importantly, this type of topic also presents an appropriate degree of challenge and unfamiliarity at Level 2, and so will be able to exercise the full range of the skills requirements, including those which require effective inter-personal interaction, appropriateness of language and conduct, and a combination of skills, ranging from persuasive techniques, the recall of facts, figures or other relevant information to support points of view, and the requirement to consider and respond effectively to different perspectives and arguments put forward, whether by figures of authority from the wider community, or those of their colleagues and peers.

- **Preparation**

This topic requires preparation, research and planning in order to understand the range and complexity of the different arguments and opinions, the possible implications of the proposal, and some of the more informed positions or objectives of different parties involved in the debate.

It also highlights the value and potential difficulty of discussing public policy type issues in an appropriate manner, and of being able to adapt contributions in accordance with audience, purpose and situation, and crucially, in response to the approaches of the other participants.

This type of topic allows learners to consider an issue of complexity, to investigate divergent views, to draw upon a range of sources of information and evidence, and to attempt to distil and present this information in the context of a formal work or education-based discussion. This requires a different skill set to more familiar informal discussion of issues about which learners might have strong opinions, or less considered dialogue and argument in casual situations.

Consider the following simple check-list as the basis for preparation:

- Research the issue
- Consider the implications
- Consider positives and negatives
- Decide on your own point view
- Consider why you believe what you do and how you would communicate and defend your position
- Consider counter-arguments and how you may respond to them
- Consider whether you could be convinced of the opposing position
- Make effective notes about the issue, and include information, facts and perspectives that you think are relevant and authoritative, and which will be useful in the discussion

While proposals such as the one outlined for this topic can sound like self-evident improvements, at least initially, learners must be able to consider the complexities of the topic, and to use preparation time to research the attendant issues, possible risks or obstacles, and even the necessary conditions for the success of such a proposal, such as the need for greater investment or resources to support this type of initiative, for example.

Learners should be encouraged to examine the various sides to these arguments, to consider how they are presented, to consider bias, and to think critically, in order to be able to present a balanced or reasoned outline of the issue. They should be able to appreciate that while these types of issues may be associated with party political programmes, they remain relevant as broader public policy issues, and as such, can be considered, discussed, and debated by the general public in a dispassionate (or passionate) manner, in order to better understand the subject or proposal, its implications, and potential benefits or viability.

Issues-based topics provide an opportunity for learners to investigate different perspectives and to formulate their own opinions, while drawing upon research, facts, evidence and opinions that are relevant to the topic, and to adapt these to the diversity of views expressed by their peers and colleagues.

A key aspect of "complexity" and "unfamiliarity" at Level 2 can often be an understanding that issues in the media or politics may be simplified, sensationalised, biased, reduced to unhelpful "sound bites", and even susceptible to manipulation. This will allow them to appreciate the value of becoming better informed about these types of subjects and issues, and discussing them more effectively with others.

• **Appropriateness of topics**

Appropriate topics, of course, do not need to be issues-based, controversial or the subject of contemporary public discussion to allow for the appropriate assessment of the relevant skills at Level 2. The topic above is just one example and centres may feel it is more appropriate to discuss a more practical, work-related or vocational topic (see later examples).

However, it is important that the agreed topic has complexity, is likely to elicit a range of views or opinions, will benefit from preparation (and possibly evidence or references to external material), and will require learners to engage meaningfully with a variety of points, arguments and opinions, in order to demonstrate the full set of skill standards at the level.

• **Roles**

Taking different roles is a Level 2 requirement. This type of topic would allow learners to consider different positions, in terms of those who might be affected by the outcome of these policy debates and decisions, and be able to outline and represent these different views, effectively taking on

different roles when communicating different perspectives. They might demonstrate their ability to consider the different types of people who could be affected, to empathise with the different positions, and to respond effectively to alternative viewpoints.

"A range of roles" in the context of the assessment activity also more directly relates to the roles taken within the course of the actual discussion, in terms of an individual learners approach, behaviour, and engagement with both the topic and the other participants.

A learner may, for example, take the lead or initiative in outlining some of the key points (one role), represent a counter-argument that has not been aired (possibly "playing devil's advocate", as a different role), mediate where positions are becoming intractable, summarise points of view, demonstrate empathy or show understanding for others, seek clarification for specific points which are not clear, or conclude and propose next steps, ways forward or a means of recording the nature of the discussion.

For a Level 2 pass, learners are likely to only have the opportunity to show a limited range of these roles within each assessment activity, but they must demonstrate their versatility in discussions, and to be able to adapt their contributions according to the conditions.

- **Structure**

The facilitator/assessor should confirm the topic at the outset. They should also confirm that all of the learners have been informed in advance of the topic (for the preparation-based formal discussion) and that they have had the opportunity to prepare for the discussion. The assessor should also remind the learners that they will be individually assessed against the full set of performance standards at the level.

In certain circumstances, and by exception, the facilitator/assessor may feel the need to introduce a counter-argument or different perspective as a limited intervention in the discussion at a specific point, to ensure that the conversation has sufficient depth and complexity, and includes a range of different viewpoints, in order to provide adequate opportunities for learners to demonstrate the relevant skills.

For Example:

"Have you considered how this would be resourced in the context of health budgets already under strain (e.g. having highly trained doctors, medical personnel, and other staff available day and night, seven days a week, rather than five)?"

"Have you considered whether this may introduce risks in terms of quality, resourcing, and the expertise of those available at all hours, every day?. Are there enough doctors and medical staff available across the country (e.g. cities, towns, country areas)? Could it add pressures to the health system which might pose risks to medical practice and patients?"

This would allow the learners who have until this point been largely in agreement and/or primarily considered only one side of the proposal adequate opportunities to:

- consider appropriately complex information
- give relevant cogent responses in appropriate language
- present information and ideas clearly and persuasively to others
- adapt contributions to suit audience, purpose and situation
- make significant contributions to discussions,

- take a range of roles
- help move discussion forward.
- Consider contexts that are unfamiliar as well as complex

Interventions of this type should be kept to a minimum, and only take place where it will facilitate necessary performance ranges for learners where a discussion is too narrow or limited, mainly due to very similar or convergent views, and/or lack of awareness of the complexities and dimensions of the topic put forward. The assessor is not expected to support the discussion, to assist the participants generally, or provide other advice or guidance during the assessment activity.

An alternative topic that should be able to meet these requirements, and crucially, provide reasonable opportunities for learners to demonstrate the full range of skills, could be:

Example Topic:

"Social media use at work (or insert the relevant education-based context) is a big problem. We have decided to restrict access to all social media on work-based computers and to ban its use on personal devices in the workplace.

We are also considering the development of clear guidelines about their use, as an alternative, which we would introduce on a trial basis from next month"

- **Discuss this decision (and the options).**

Learners would be expected to discuss the current situation, how or whether it is a problem, the implications of a ban, their views, other opinions or perspectives, the advantages and disadvantages of the two options, what the guidelines might include, any conclusions and next steps from the group.

These different aspects of the topic should not require prompts as part of the assessment activity. Learners should understand that it is their responsibility to engage with the topic fully, to understand that they are being assessed individually throughout the discussion, and to be aware of the assessment criteria.

- **Assessing Learner Performance**

The assessor must consider the performance threshold at which Level 2 performance is defined, and the nature of performance below this level, and carefully monitor each learner's performance throughout the assessment activity in relation to these defined standards.

While assessors are ultimately required to make evidence-based professional judgements on a "best fit" basis due to the variability inherent in group discussions, they must be in a position to confirm whether or not a learner consistently demonstrates a specific skill standard over the course of the discussion.

This means that a learner will repeatedly and consistently demonstrate the performance requirement "at Level 2" during the activity, despite the fact that, for example, one of their points may have been interrupted by another participant, they may not have had a chance to respond to a particular aspect of the conversation, or they may not have persuaded some participants of their fundamental position.

Assessors are looking for positive examples of the level requirements to be demonstrated despite the changing conditions, and should note whether the learner is proficient against each specific skill standard at the level, or falls below this performance expectation, throughout the discussion.

The assessor should note several representative examples of performance which support their decisions, and while these types of conversations can be fast paced, it is important that the assessor can note, for example, whether the learner is:

- "Considering complex information" and "giving relevant cogent responses in appropriate language"
- "Presenting information and ideas clearly" and "persuasively"
- Able to "adapt their contributions" as the conversation changes, as different views are expressed, as delivery, behaviour and levels of emotion change during the discussion, or a new perspective or fact is introduced, requiring possible reflection, review and reformulation on the part of the learner.
- Making "significant contributions" at times, able "to take a range of roles", such as an authority on an aspect of the discussion, a mediator where the conversation becomes fractious, highly subjective, or party political, for example, and as a reasonably neutral figure seeking resolution or to summarise the arguments and agree the next steps, therefore "helping to move discussion forward".

Wherever possible, the assessor should make a brief note of how each one - or most of them - are demonstrated, as evidence. This will allow assessors to be confident about their final judgements, when they are required to tick against each criteria, and to confirm whether the learner's achievement against each statement is secure, i.e. "Achieved Level 2", or inconsistent and more closely aligned to the "below Level 2" statement.

This is also important for the purposes of standardisation and quality assurance (both internal and external) so that consistent standards are being applied for all assessments at a specific level, irrespective of the assessment occasion, assessor, or location of the assessment.

Ideally, centres will be able to provide further evidence for standardisation and quality assurance through audio-visual evidence, and where this is not possible, centres are responsible for ensuring consistent and comparable assessment, and will be subject to external quality assurance checks, both through scheduled visits and assessment observations, and unannounced "spot checks" to confirm that assessment procedures, judgements about performance, and supporting evidence support these secure standards in the assessment of the "Speaking, Listening and Communication" component.

Assessment Template Activity Two –Discussion Two

Part A: Group-based discussion details

This template is optional, but reflects the mandatory information you will be required to enter on XAMS.

Cohort: _____

<p>Enter relevant details, including the topic, number and full names of participants, how the discussion is organised, the duration and any learner support provided.</p>	
<p>Provide a brief commentary on the assessment activity in this field, with supporting evidence and specific examples of performance for each learner from the discussion, to support the individual criterion judgements taken for each learner using the individual assessment template below.</p>	

Assessor name _____ Centre name _____

Signature _____ Date _____

IV/Observer name
(if observed) _____

IV/Observer signature _____ Date _____

A word version of this document is available [here](#).

Assessment Template Activity Two – Discussion Two

Part B: Individual Assessment Marking Sheet

This template is optional, but reflects the mandatory information you will be required to enter on XAMS.

Learner name: _____

Learner number: _____

Below Level 2		Achieved Level 2	
Presents information and ideas to others, but is sometimes unclear, insufficiently detailed, or unpersuasive.	<input type="checkbox"/>	Presents information and ideas clearly, and where appropriately, persuasively to others.	<input type="checkbox"/>
Inconsistently makes contributions that are relevant to discussions. Limited evidence of preparation for the formal discussion of ideas and opinions.	<input type="checkbox"/>	Gives relevant, cogent responses to complex information in appropriate language.	<input type="checkbox"/>
Information and points of view not presented adequately or clearly, particularly in contexts which appear less familiar.	<input type="checkbox"/>	Makes significant contributions to discussions and exchanges, including in contexts which are unfamiliar.	<input type="checkbox"/>
Limited variation in kinds of contributions made to discussions. Limited use of appropriate language and expression.	<input type="checkbox"/>	Adapts contributions to suit audience, purpose and situation, including for contexts which are unfamiliar.	<input type="checkbox"/>
Takes only limited roles in discussions and exchanges. Sometimes allows for and responds effectively to others' input but not consistently.	<input type="checkbox"/>	Demonstrates a range of roles, in accordance with situation and context, and helps contexts to advance.	<input type="checkbox"/>

Assessor name _____ Centre name _____

Signature _____ Date _____

IV/Observer name (if observed) _____

IV/Observer signature _____ Date _____

A word version of this document is available [here](#).

Guidance on Activity Two

The second discussion may be more familiar and directly relevant to the learner's context, such as a workplace initiative, where learners understand the context well and can discuss the suggestion in an impromptu manner, when it is introduced at the beginning of the assessment activity.

Example topic:

"Management intends to introduce an initiative known as "condensed fortnights". This is a trial scheme where employees are able to work an extra hour each day in order to take every second Friday or Monday off during the summer months."

This discussion topic allows learners to formulate opinions, to consider the implications or consequences of the proposal for their workplace. They are able to consider the positives and potential negatives for the different parties, whether for the company, for management, for employees, for customers, or for any other stakeholders who might be affected by the policy, within the context of a discussion which they have not been able to prepare for.

Assessment Activity Three

Formal presentations	Guidance for Assessors
Context (including audience)	<p>The presentation should be between 5 and 10 minutes in duration.</p>
Topic	<p>The learners will be assessed on making effective formal presentations to an audience (comprising a minimum of four people).</p> <p>The presentation can be based upon a topic of the learner's choice but must be agreed upon in advance with the tutor, or assessor.</p>
Preparation	<p>The topic could be related to the learning programme, although this isn't obligatory. However, it must allow for the consideration, and delivery, of complex information, which is appropriate to the level and context.</p> <p>Further information on suitable topics is available in the guidance section.</p> <p>The presentation should be based upon preparation on the part of the learner in relation to their agreed topic.</p>
Evidence	<p>The content of the presentation should be sufficiently complex and substantive to require clear preparation, and to need to be, for example, informed by research or the collection of relevant information, evidence, data, or similar, supporting details.</p> <p>Learners should anticipate spending at least 1-2 hours preparing for their presentation, including finding relevant information, planning and preparing relevant information and details in an appropriate format to support its delivery, and to be able to field questions.</p>
Evidence	<p>Information on cohort and learner performance must be submitted to the XAMS system in order for the component to be awarded. The assessment templates provided in this document reflect the information that must be provided on the system. Use of the paper versions is optional during assessment delivery and internal verification.</p> <p>For the first six cohorts all learners should be recorded and submitted to the Open Awards within 3 working days after the date of internal verification panel for external verification.</p> <p>Electronic files can be sent to functionalskills@openawards.org.uk. The sound files should be titled with the centre name, assessment date and cohort number. Memory devices, video or cassette recordings should be sent via recorded delivery to Speaking, Listening and Communication Assessments, Open Awards, Estuary Commerce Park, 17 De Havilland Drive, Speke, Liverpool, L24 8RN. Tape recordings should be accompanied by a document clearly indicating which cohorts are included and where they are located on the recording. Files on memory devices should be saved using the same convention as those submitted via email.</p>

	<p>Thereafter, a minimum of 10% of assessments should be recorded and retained by the Centre at least 3 years from the end of the year to which they relate. Access to these records may be requested at any time during unannounced visits and quality reviews.</p>
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Assessment Template Activity Three – Presentation

Individual Performance and Criterion-based Judgements Marking Sheet

This template is optional, but reflects the mandatory information you will be required to enter on XAMS.

Learner name: _____

Learner number: _____

<p>Please provide a brief commentary in this field, with details of the topic, number of audience members and specific examples of performance to support your judgements in the table below. Give details of any learner support provided.</p>	
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Below Level 2		Achieved Level 2	
Presents information on the topic, but this lacks detail and clarity at times, and there are weaknesses in language use.	<input type="checkbox"/>	Delivers effective presentations, with appropriate detail and language, based upon complex information.	<input type="checkbox"/>
Information, ideas and opinions presented lack clarity, detail and/or cogency.	<input type="checkbox"/>	Presents information, ideas and opinions clearly and convincingly, or where appropriate, persuasively to others.	<input type="checkbox"/>
Engagement of audience is limited, inconsistent or unsustainable, lacking necessary adaptation to suit purpose and context.	<input type="checkbox"/>	Engages audience interest, adapting contributions to suit purpose and context.	<input type="checkbox"/>

Assessor name _____ Centre name _____

Signature _____ Date _____

IV/Observer name (if observed) _____

IV/Observer signature _____ Date _____

A word version of this document is available [here](#).

Guidance for Activity Three

A learner may decide to make a presentation on a recent workplace or education-based experience, challenge and/or achievement. It should be based upon complex information, which the learner demonstrates they can communicate clearly and appropriately to their audience. This will require them to include adequate detail and appropriate language, to present information convincingly, authoritatively, and persuasively, where appropriate, and to engage their audience by adapting their contributions, engaging suitable techniques and registers, and responding effectively to context, purpose and audience.

Presentation topics could include a wide range of subjects. An example might be a work-based project, for example.

Example topic:

A new scheme to encourage employees to become more engaged in, or take greater responsibility for, their own continuous professional development (CPD), whether this is within the company, their department or their team.

The presentation could:

- Highlighting the CPD options available
- Explain the benefits to individuals/employees, and the employer
- Include case studies or examples of how different education and training programmes have benefited other individuals
- Explain how the programme is being implemented

Each of these areas can be presented in whatever manner the learner believes will be the most effective, and specific areas expanded upon, depending on the amount of information or details available and the level of audience interest.

While this is a hypothetical example, there will be countless similar examples within a work or education-based context which learners can choose from, and which will be both relevant and meaningful to learners on Functional Skills programmes.

Functional Skills

Report on Observation of Internal Assessment



Instructions for Centres

Centres must ensure that an appropriate second tutor/assessor carries out formal observation, including a written report of performance for a minimum of 10% of the cohort for specific components of Functional Skills English and specific levels of Functional Skills Mathematics and ICT. This is to ensure that the assessments, which require very limited learner recording of responses, are being conducted appropriately.

These are:

- Functional Skills English Speaking, Listening and Communication at **all** levels
- Entry 1 and 2 Functional Skills English Reading
- Entry 1 Functional Skills ICT and Mathematics.

A *minimum* 10% of the cohort must be observed proportionately across the relevant levels for **each** of these components/qualifications.

When more than one tutor conducts the assessments, the observation of assessments should be spread proportionately across all tutors.

A separate copy of this Report on Observation of Internal Assessment should be completed by the observer for each tutor carrying out assessment

At Entry level the form should be retained and made available for the External Verification visit

At Level 1 and 2, the form should be sent to Open Awards with completed assessment performance sheets.

A word version of this document is available [here](#).

Name of Centre		
Functional Skill	<input type="checkbox"/> ICT <input type="checkbox"/> English Speaking, Listening and Communication	<input type="checkbox"/> Mathematics <input type="checkbox"/> Reading
Functional Skill Level	<input type="checkbox"/> Entry Level 1 <input type="checkbox"/> Level 1	<input type="checkbox"/> Entry Level 2 <input type="checkbox"/> Level 2 <input type="checkbox"/> Entry Level 3
Date(s) of assessment		
Name of Tutor/Assessor		
Name of Observer		
Learners observed	Name	ULN
Were assessments conducted in accordance with the Open Awards Functional Skills guidance?	Yes <input type="checkbox"/> No <input type="checkbox"/> <i>(If 'No', please detail recommendations to address in the Action Plan section below)</i>	
Do you agree with the assessor's decisions? Give details of any adjustments applied to the assessor's assessment of the performance of the learners as an outcome of this observation process (with reference to specific learners)	Yes <input type="checkbox"/> No <input type="checkbox"/> <i>(If 'No', please detail recommendations to address in the Action Plan section below)</i>	
Action Plan		
Have you attached a list of all learners (at the same level) in this assessment cohort? (This can be a copy of the LRF, class list, RAC)		
Observer's signature and date	Signature	Date
Tutor/Assessor's signature and date	Signature	Date

Functional Skills Speaking, Listening and Communication Assessment Internal Verification Panel Form

Date of Meeting: _____

Location of the meeting: _____

Cohorts covered by the panel:

No	Agenda	Notes	Actions
1.	Present: <i>(As a minimum all assessors and Internal Verifier)</i>		
2.	Apologies:		
3.	Matters arising from previous panel: <i>(where applicable)</i>		
4.	Review and confirmation of results: <i>The panel should consider:</i> a) <i>Have the assessment templates and standards been consistently applied?</i>		

	<p>b) Results in comparison to predicted learner performance</p> <p>c) Observation reports</p> <p>d) Application of standard in comparison with previous cohorts (where applicable)</p> <p>Decisions must be made in accordance with the Speaking, Listening and Communication Assessment specification.</p>		
5.	Any other business:		

Present (add addition rows if required)

Name	Signature	Date
(Internal Verifier)		

A word version of this document is available [here](#).