

Functional Skills

English

Qualification

Entry Level 3

**Devising Speaking, Listening and
Communicating (SLC) Tasks**

Sample Assessment

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Introduction

Open Awards has designed the following structure for Functional Skills English Entry Level 3 Speaking, Listening and Communicating assessment tasks to meet the requirements of the Functional Skills English Subject Content and Ofqual Functional Skills English Conditions and Requirements.

All learners must undertake all sub-tasks outlined in the assessment structure (Appendix 1) in order to achieve this component part of the Open Awards Entry Level 3 Functional Skills Qualification in English.

Providers can choose their own topics for the discussion sub-task(s) to tailor tasks for specific individuals or learner groups. Topics should be chosen to provide sufficient scope for learners to demonstrate their ability in line with the subject content outlined in Section 2.

Purpose of Assessment

To ensure that learners who achieve a pass mark have the required level of competence in the Speaking, Listening and Communicating skills set out in the Subject Content, including meeting the full scope of study and range of contexts.

Entry Level 3

The scope of study (SoS) for Speaking, Listening and Communicating, including the SoS references from the DfE Subject Content is included below:

Scope of Study ref	Entry Level 3 Subject Content
SoS1	Identify and extract relevant information and detail in straightforward explanations
SoS2	Make requests and ask concise questions using appropriate language in different contexts
SoS3	Communicate information and opinions clearly on a range of topics
SoS4	Respond appropriately to questions on a range of straightforward topics
SoS5	Follow and understand the main points of discussions
SoS6	Make relevant contributions to group discussions about straightforward topics
SoS7	Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Learners should be able to apply their speaking, listening and communicating skills in the following contexts at Entry Level 3:

- Short narratives
- Explanations and instructions
- Discussions; and
- Straightforward information and instructions

all of varying lengths.

The learner must achieve a pass on each scope of study reference to pass the assessment.

Table 1: The criteria for a Pass

Performance descriptor
<ul style="list-style-type: none">■ Learners demonstrate the requirements for the level:<ul style="list-style-type: none">□ consistently,□ effectively, and□ to an appropriate degree for that level.■ Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

Reference: Ofqual/18/6385/4

Assessment Tasks

The SLC assessment at Entry Level 3 is 30 minutes in duration excluding preparation time. The assessment consists of two tasks.

Task 1 (15 minutes): the learner participates in a one to one or group activity as appropriate

- following and understanding the main points of discussions
- identifying and extracting relevant information and detail in straightforward explanations
- making requests and asking concise questions using appropriate language
- responding appropriately to questions.

Task 2 (15 minutes): the learner participates in a group discussion

- following and understanding the main points of the discussion
- identifying and extracting relevant information and detail
- making requests and asking concise questions using appropriate language
- responding appropriately to questions
- communicating information and opinions clearly
- making relevant contributions to the discussion
- listening to and responding appropriately to other points of view, respecting conventions of turn-taking.

Every assessment task must be designed to assess a single level, i.e. Entry Level 3. The assessment must provide a reliable measure of proficiency at this level by providing significant evidence of success against the requirements for the Subject Content as outlined above.

Each assessment task consists of related sub-tasks with guidance on the preparation required, instructions to the provider assessor on how to manage the sub-task and a set of ideas to help maintain discussion.

Learners complete the assessment task and any related sub-tasks under controlled conditions in groups of not less than three and not more than five.

Learners are permitted to use aids, but care must be taken to ensure that the use of any aid does not detract from the need to demonstrate the skill through the scope of study.

Conducting the Assessment and Support for Learners

- Learners can take the assessment when they, and the tutor, feel they are ready.
- The SLC assessment may be taken on a different day to the Reading/Writing assessments.
- The learner should speak to someone with whom they are familiar.

- Assessments can take place in the classroom or any other suitable setting that will ensure the learner is not disadvantaged by the environment.
- At all Entry levels, tutors are allowed to read any instructions and/or statements for the tasks.
- Tutors can use the example topics provided or prepare their own to meet the individual needs of the learners.

Scheduling Assessments and Entering Results Using XAMS

All Speaking, Listening and Communicating assessments must be scheduled a minimum of 2 hours before the planned time of the assessment using our XAMS system. Assessment results must be entered into the system within five working days of the date of assessment. See our XAMS User Guidance for further information.

Please note: Speaking, Listening and Communicating assessments that are being invigilated by Open Awards must be scheduled a minimum of ten working days before the date of assessment.

Assessment Decisions

Marking of the Assessment

Providers are not required to produce mark schemes. This assessment involves competency-based marking, that is the Pass criteria are either met (observed) or not.

Each assessment and its sub-tasks must clearly enable performance against all of the coverage and range in the skills standard.

The standard [Record of Learner Achievement and Assessor Sheet](#) for the English Speaking Listening and Communicating Entry Level assessment components must always be used. This clearly states how skills are observed and recorded, and when to award a Pass or Fail grade.

- Assessors provide topic details for each learner/group undertaking the activity
- Assessors must complete an Assessment Record Sheet for the activity.
- Assessors must also complete individual performance-based judgements for each learner for the activity.
- Assessors evaluating an individual must judge whether or not the learner consistently meets the performance threshold for a given scope of study, while allowing for the variability and unpredictability inherent in discussions and exchanges.
- The assessment must produce a pass or fail outcome. Assessors must therefore make careful judgements about whether or the learner's performance meets the scope of study reference. Only learners who have a tick against all of the 'Achieved level' statements will be awarded a Pass.

Record of Learner Achievement and Assessor Sheet

The result must be entered onto the Record of Learner Achievement and Assessor Sheet after the assessment has been completed for each individual or group of 3 - 5 learners. Learners must not be shown their results which are provisional. Results are subject to internal quality assurance by the Provider and external quality assurance by Open Awards and are only confirmed on receipt of an Open Awards certificate.

- Learners should be observed in each sub-task
- The Assessor should insert a tick if they have observed the learner performing the stated skill within the sub-tasks. The Assessor should insert an 'X' if not
- For each SoS, learners should be seen to demonstrate the requirements consistently and effectively
- In the next column, evidence should be provided to show how the learner achieved/did not achieve the SoS
- If all rows contain a tick, then the learner has met the requirement, and the Assessor should indicate a Pass (P) decision
- If any row contains an 'x', then the learner has not met the requirements and the Assessor should indicate a Fail (F) decision
- The record of learner achievement (along with any other evidence to support it e.g. learner notes, video recording etc) should be retained by the provider for external quality assurance
- Providers are reminded that work should also be part of a sample which has been internally quality assured or standardised before being submitted for external quality assurance.

Internal Quality Assurance

You must undertake initial quality assurance of assessment decisions before submitting results to the XAMS platform. Assessment decisions and the application of internal quality assurance processes will be monitored and reviewed through external quality assurance sampling and provider monitoring.

External Quality Assurance

Open Awards will review all available evidence (video recording, Record of Learner Achievement and any other supporting documentation) for a sample of learners and either confirm or overturn the results via the XAMS platform.

In the case of results being overturned, your QASA will liaise with you to gather further evidence or provide guidance and support as required. Outcomes from this activity will feed into the Provider's ongoing quality assurance and risk rating for Functional Skills.

The external quality assurance monitoring review of the Speaking, Listening and Communicating component will:

- ensure, through appropriate sampling/moderation, that assessment arrangements are fit for purpose and are being delivered in accordance with the requirements specified for each SLC assessment task
- ensure the Provider is taking all reasonable steps to prevent the occurrence of malpractice or maladministration
- confirm that assessments are conducted by appropriately qualified and occupationally expert assessors
- sample previously conducted Speaking, Listening and Communicating assessment records and interview current and, (where possible), completed learners
- ensure that provider staff have access to up-to-date versions of the SLC Assessment Tasks & Assessment Documentation

Guidance and support to providers is part of the regular external quality assurance monitoring activity.

Standardisation

You should use exemplar material, and live assessment decisions, to carry out regular internal standardisation activities with anyone involved in the delivery, assessment and internal quality assurance of SLC assessments. You must produce and retain evidence that these activities have taken place, as well as the outcome of the activity.

Attendance at Open Awards-run standardisation events is also required to ensure your ongoing compliance. Please visit our website for dates of standardisation events.

Ongoing Provider Monitoring

In addition to the external quality assurance of SLC assessment decisions, Open Awards monitors providers through a combination of quality compliance reviews and short notice observations.

Compliance reviews will cover, as a minimum every three years, a check of policies, procedures and controls for ensuring it undertakes the delivery, setting and marking of assessments for the SLC Component consistently, appropriately, and in line with Open Awards guidance, and the standardisation of marking between assessors at that Provider.

As all Providers receive an annual quality compliance visit or remote support session, it is anticipated that these checks will normally be completed on an annual basis. This will be monitored by the Head of Quality and Standards to account for any Providers that do not require an annual quality compliance visit e.g. due to a period of inactivity, to ensure that the minimum standards are upheld.

Level of language

Instructions that are given to the learner that are not part of the assessment task and its sub-tasks must be accessible to learners operating at the standard represented and no higher.

Setters (whether setting the assessment tasks for Open Awards, or from providers amending these tasks or devising their own) should also take care to ensure that use of English in any instructions to learners takes into account the fact that not all learners will have English as their first language.

All setters (again both those setting the Open Awards tasks and those from providers) are also responsible for ensuring that the content and instructions for the assessment task and its sub-tasks do not provide unnecessary obstacles to learners, for example, by demanding skills and knowledge outside those being assessed.

Inclusion

The assessment task and its related sub-tasks must support inclusion.

Speaking, listening and communicating within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face.

The term 'speaking, listening and communicating' as used in the Functional Skills Subject Content for this level 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 communicating, where BSL is the learner's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English;
- Can include access to augmentative speech equipment and such software as constitutes the learner's normal 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).

Equality Issues

Open Awards is responsible for ensuring that, where controlled assessment is used, Providers comply with the Functional Skills English Conditions and Requirements (Ofqual/18/6385/4), Functional Skills English Guidance (Ofqual/18/6385/5) and the relevant skills criteria in relation to equality, access and inclusion.

Additionally, Open Awards must ensure that qualifications are non-discriminatory on the grounds of disability, gender, race, age, sexual orientation and religion / belief. Inclusion documents detail the full range of strategies that learners are permitted to use to meet the requirements of the assessment and are available through Open Awards as well as Ofqual.

Providers must ensure when amending or developing tasks for SLC, no unnecessary barriers are placed in the way of learner achievement.

Assessment Sample

ENTRY LEVEL 3 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH SPEAKING, LISTENING AND COMMUNICATING

SAMPLE ASSESSMENT – FASHION AND CLOTHING

TIME ALLOWED: 30 MINUTES

Learners need:

- Paper and pen/pencil to make notes
- Visual aids or pec/cue cards as appropriate

This assessment task must be kept secure until the assessment is scheduled to take place.

Instructions

- This assessment must be carried out under controlled conditions.
-

Preparation

Learners should be aware that there are TWO speaking and listening sub-tasks to be completed within a 30-minute window of time. It is recommended that suitable breaks are taken between the sub-tasks to allow learners a rest, and allow them some time to think about and briefly prepare ideas for the second sub-task (discussion). Learners may make notes of their ideas during this break.

The assessment at Entry Level 3 can take place as a 1-1 assessment or as part of a group (of no more than five learners) for sub-task 1.

Sub-task 2 requires participation in a group discussion. This should include between 3 and 5 people.

Assessor Guidance

For the purpose of this sample paper, the topic (chosen theoretically by the tutor) is 'Fashion or Clothing.'

Tutors may prepare an alternative topic that is appropriate for the individual or group of learners, ensuring that it is something they can participate fully with.

Tutors should prepare the opening statement in advance to ensure that the language is appropriate for the level, and it provides sufficient information to ensure a valid assessment. If an audio/video recording is being used, the tutor must ensure that the language within this clip is appropriate for the level of language being assessed.

Visual aids or cues can be used to aid understanding.

ONE-ONE OR GROUP ACTIVITY - Sub task 1

15 minutes

Introduction

The purpose of this assessment is to assess a learner's ability to:

- Follow and understand the main points of discussions
- Identify and extract relevant information and detail in straightforward explanations
- Make requests and ask concise questions using appropriate language
- Respond appropriately to questions.

Assessment instructions

Introduce the task and chosen topic. This sample uses the topic of 'fashion and clothing.'

The learners listen to an audio clip about high visibility clothes here:

<https://www.youtube.com/watch?v=o8LAh3AUyXs>

Alternatively, the tutor can prepare a short opening statement.

The tutor/assessor prompts the learner(s) to participate formally and/or informally in simple discussions or exchanges.

The tutor then asks the learner questions about the explanation they have just heard. These questions will be framed to ascertain whether the learner can:

- follow and understand the main points of discussions – e.g. what were the names of the two presenters? What were the two presenters talking about?
- identify and extract relevant information and detail in straightforward explanations – e.g. what can make a high-vis jacket expensive to buy?
- respond appropriately to questions – e.g. Who were leg warmers designed for?

The tutor then prompts the learner(s) to make requests and ask concise questions based on/informed by what they have heard. The learner should:

- make requests – e.g. tell me why I should wear a high-vis jacket...
- ask clear questions – e.g. where can I buy high-vis clothes?

Whilst the tutor may offer prompts, it is the learner's responsibility to initiate requests and questions and to distinguish between the two.

After 15 minutes, or once the activity has been completed, close the session. Indicate there will be a break to prepare for the next part of the assessment.

Group Discussion - Sub task 2

15 minutes

Introduction

The purpose of this assessment is to assess a learner's ability to engage in a small group discussion, in which they:

- follow and understand the main points of the discussion
- identify and extract relevant information and detail
- make requests and ask concise questions using appropriate language
- respond appropriately to questions
- communicate information and opinions clearly
- make relevant contributions to the discussion
- listen to and respond appropriately to other points of view, respecting conventions of turn-taking.

Assessment Instructions

Remind learners of the task – and the chosen topic.

For the purpose of this sample paper, the topic is 'Fashion and Clothing'

Prompted by the tutor, the learner could, for example, talk about and explain their own fashion preferences, likes and dislikes; they could briefly narrate/give an account of buying a fashion item; describe the item; show/instruct others how an item should be worn/used; they could offer opinions about clothes/clothes shops/prices etc.

The tutor must make sure that each learner has the opportunity to participate fully in the task and meet the standards set out in the relevant scope of study references. If one or more of the learners struggles to meet these standards, the tutor may join the discussion to ensure the other learners are not disadvantaged.

Whilst the tutor may offer prompts, it is the learner's responsibility to follow the discussion, contribute to it, express opinions, initiate requests and questions, and to listen attentively and politely to the contributions of others.

END OF ASSESSMENT

Appendix 1: Record of Learner Achievement (ROLA)

ENTRY LEVEL 3 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: *Speaking, Listening and Communicating*

Learner full name:	
Date of birth:	Open Awards Learner no:
Assessment location:	
Date:	Time:

Provider name:
Assessor full name:
Assessment task:
Additional assessment requirements:
Additional comments / incidents:

Result (please indicate a pass if the learner has demonstrated a secure overall performance for each SOS i.e. there is a tick on each row of the assessment sheet overleaf. Please indicate a fail if there is a cross on any row of the assessment sheet overleaf)	Pass	Fail

Learner signature:	Date:
Assessor signature:	Date:
Internal Quality Assurer signature: (if sampled)	Date:

***This form must be completed and retained by the provider in a secure place.
It must be made available to Open Awards upon request.***

Assessment Sheet

Speaking, Listening and Communicating: Entry Level 3

Entry Level 3 overall performance across the range of requirements for the level must be secure; and any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

SoS reference	You must observe the learner doing the following consistently across the sub-tasks	Insert a tick (✓) for yes or a cross (x) for no	Evidence of learner achievement of each SoS, including timestamps
1	Identify and extract relevant information and detail in straightforward explanations		
2	Make requests and ask concise questions using appropriate language in different contexts		
3	Communicate information and opinions clearly on a range of topics		
4	Respond appropriately to questions on a range of straightforward topics		
5	Follow and understand the main points of discussions		
6	Make relevant contributions to group discussions about straightforward topics		
7	Listen to and respond appropriately to other points of view respecting conventions of turn-taking		

Additional assessor comments

IQA comments

Appendix 2: ROLA Example Pass

ENTRY LEVEL 3 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: *Speaking, Listening and Communicating*

Learner full name: <i>Ann Apprentice</i>	
Date of birth: <i>05/05/1995</i>	Open Awards Learner no: <i>555555</i>
Assessment location: <i>Provider School - Main Site</i>	
Date: <i>02/01/24</i>	Time: <i>11.30am</i>

Provider name: <i>Provider School</i>
Assessor full name: <i>Ann Assessor</i>
Assessment task: <i>Fashion/Clothing</i>
Additional assessment requirements: <i>N/A</i>
Additional comments / incidents: <i>A member of the group did not participate positively with the 2nd Task and did not contribute to discussions. There were 3 other members of the group, so the criteria were still fulfilled.</i>

Result (please indicate a pass if the learner has demonstrated a secure overall performance for each SoS i.e. there is a tick on each row of the assessment sheet overleaf. Please indicate a fail if there is a cross on any row of the assessment sheet overleaf)	Pass ✓	Fail
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Learner signature: <i>Ann Apprentice</i>	Date: <i>02/01/24</i>
Assessor signature: <i>Ann Assessor</i>	Date: <i>02/01/24</i>
Internal Quality Assurer signature: <i>Ann Verifier</i> (if sampled)	Date: <i>02/01/24</i>

This form must be completed and retained by the provider in a secure place.

It must be made available to Open Awards upon request.

Assessment Sheet

Speaking, Listening and Communicating: Entry Level 3

Overall performance across the range of requirements for the level must be secure; and any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

SoS reference	You must observe the learner doing the following consistently across the sub-tasks	Insert a tick (✓) for yes and a cross (x) for no	Evidence of learner achievement of each SoS, including timestamps
1	Identify and extract relevant information and detail in straightforward explanations	✓	Ann was able to identify relevant information and lines of arguments and respond appropriately.
2	Make requests and ask concise questions using appropriate language in different contexts	✓	Ann asked numerous questions throughout both discussions. 18:43: "What is the best bargain you've ever got from a sale?" 28:51: "Are you more likely to shop somewhere that offers discounts to students?"
3	Communicate information and opinions clearly on a range of topics	✓	Ann was very clear in both discussions, speaking at an appropriate level and ensuring that her opinions and ideas were understood.
4	Respond appropriately to questions on a range of straightforward topics	✓	Ann answered questions confidently and clearly. 19:29: "No, I've never bought anything from Shein, but a lot of my friends have." 29:24: "I definitely prefer to shop at places where there is a reward scheme". 30:56: "Yes, it puts me off if I have to pay for postage as I don't feel like I'm getting a good deal."
5	Follow and understand the main points of discussions	✓	Ann followed the discussion throughout and remained focused. She contributed well to the discussions, offering her views. 15:18: "My favourite place to shop is ASOS as they have lots of nice clothes and they aren't too expensive". 17:22: "Yes, I love the sales too and bought a

			coat from the New Look sale last week".
6	Make relevant contributions to group discussions about straightforward topics	✓	Ann made relevant contributions throughout the discussion. She explained to one learner who the petite section in shops was for (26:46) and discussed why she liked clothes from New Look (16:22).
7	Listen to and respond appropriately to other points of view respecting conventions of turn-taking	✓	Ann respected the turn-taking of others and used appropriate language to interject, ensuring not to interrupt others in the group.

Additional assessor comments

N/A

IQA comments

I agree with the assessor's comments.
Ann, you were very confident in this assessment and you remained focused throughout, well done.

Appendix 3: ROLA Example Fail

ENTRY LEVEL 3 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: *Speaking, Listening and Communicating*

Learner full name: <i>Theo Apprentice</i>	
Date of birth: <i>15/01/2007</i>	Open Awards Learner no: <i>66666</i>
Assessment location: <i>Provider School - Main Site</i>	
Date: <i>02/01/24</i>	Time: <i>11am</i>

Provider name: <i>Provider School</i>
Assessor full name: <i>Ann Assessor</i>
Assessment task: <i>Fashion/Clothing</i>
Additional assessment requirements: <i>N/A</i>
Additional comments / incidents: <i>A member of the group did not participate positively with the 2nd Task and did not contribute to discussions.</i> <i>There were 3 other members of the group, so the criteria were still fulfilled.</i>

Result (please indicate a pass if the learner has demonstrated a secure overall performance for each SOS i.e. there is a tick on each row of the assessment sheet overleaf. Please indicate a fail if there is a cross on any row of the assessment sheet overleaf)	Pass	Fail ✓

Learner signature: <i>Theo Apprentice</i>	Date: <i>02/01/24</i>
Assessor signature: <i>Ann Assessor</i>	Date: <i>02/01/24</i>
Internal Quality Assurer signature: <i>Ann Verifier</i> (if sampled)	Date: <i>04/01/24</i>

***This form must be completed and retained by the provider in a secure place.
It must be made available to Open Awards upon request.***

Assessment Sheet

Speaking, Listening and Communicating: Entry Level 3

Overall performance across the range of requirements for the level must be secure; and any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

SoS reference	You must observe the learner doing the following consistently across the sub-tasks	Insert a tick (✓) for yes and a cross (x) for no	Evidence of learner achievement of each SoS, including timestamps
1	Identify and extract relevant information and detail in straightforward explanations	✓	Theo was able to remember details from my statement in Sub-Task 1.
2	Make requests and ask concise questions using appropriate language in different contexts	x	Theo did not ask any questions during either task.
3	Communicate information and opinions clearly on a range of topics	x	Theo didn't speak to share his ideas and opinions.
4	Respond appropriately to questions on a range of straightforward topics	✓	During Sub-Task 1, Theo answered numerous questions. 09:25: "I remember that you said you liked to shop in Next." 10:16: "I like to wear sports clothes like tracksuits and T-shirts." 10:33: "JD has a lot of Nike stuff, and I spent my birthday money in there last year."
5	Follow and understand the main points of discussions	x	Theo appeared to be following the discussion, but he did not contribute.
6	Make relevant contributions to group discussions about straightforward topics	x	While Theo answered questions during the first task, he didn't demonstrate that he could make relevant contributions to meet the requirements.
7	Listen to and respond appropriately to other points of view respecting conventions of turn-taking	x	Theo did not speak to demonstrate that he could respond effectively or respect the turn-taking of others.

Additional assessor comments

Theo was more confident when speaking on a one-to-one basis but became shy in the group discussion.
Theo needs to practise speaking in a group to build his confidence and enable him to meet the assessment criteria.

IQA comments

I agree with the assessor's decision and comments.