

Working it out – Good Feedback

Introduction

These materials have been produced for the purpose of assisting the Assessor in completing the Speaking, Listening and Communication paperwork rather than supporting the learner.

The material has been compiled from the sample materials available at: ncfe.org.uk/functionalskills and have been completed by our Chief EQA to provide guidance on what they would expect as good feedback and observation.

In this document you will be given the Scenario then Activity 1 that the learner has to carry out, following that will be the observation grid for Activity 1 completed by the Assessor (containing the mark scheme) with the marks awarded and the comments on the task.

This then leads on to the Learner Assessment Record which shows the Assessor's feedback to the learner followed by the EQA comment.

All feedback and observations for live assessments must be personal to the learner being assessed and comments made in this document are merely an example of the type of comments that could be made.

If you are unsure as to what is required please refer to the Assessor guidance as your first option and for clarification your EQA is available for support.

Scenario

You are a member of a social committee that wants to make people more aware of the dangers of not eating a healthy diet. The committee is considering:

- asking for a ban on the sale of unhealthy foods in the canteen vending machines
- asking for a new, healthier menu in the canteen.

You have 20 minutes to prepare for the following activity.

Activity

The Canteen Manager has asked the committee to organise an open debate on the subject of 'healthy eating'. The results will be presented to the Canteen Manager. You have been asked to prepare for and take a full part in this debate.

At the start of the discussion the Chair will give each candidate 2-3 minutes in which to put across their own point of view about healthy eating and answer any direct questions.

This will then be followed by a 15 minute open discussion in which everyone is expected to take a full part (informal discussion/exchange).

At the end of the discussion the Chair will give the committee 10 minutes in which to reach their **agreed** conclusions about a ban on unhealthy food and a new menu in the canteen.

All members must then help the Chair draft a recommendation that can be taken to the Canteen Manager for consideration (formal discussion/exchange).

You are also encouraged to use any facts, ideas or opinions of your own.

Learner 1 – Good Feedback

Activity 1: Presentation

Learner Observation and Response Grid

Please complete the below information. Each learner will need an individually completed grid for Quality Assurance purposes.

Note: The grid should be used to record how the learner met the criteria (coverage and range). This should be reflective to show what was discussed and will be used to validate the discussion and the marks awarded by the IQA and EQA.

Did the Learner: consistently and appropriately (3 marks); occasionally (2 marks); only once or twice (1 mark) demonstrate that they:	
Made relevant and extended contributions to discussions, allowing for and responding to others' input.	Learner 1 made two contributions to the discussion, he spoke about the vending machines at college not selling his favourite chocolate anymore and answered Learner 2's question about his diet, saying "I always have chips at lunch time." He listened to the others, but did not fully engage in the discussion. Learner 1 made one contribution to the agreed conclusion.
Marks awarded	2
Did the Learner show: ample evidence of preparation, ideas, facts and opinions (3 marks); some evidence (2 marks); little evidence (1 mark) that they had:	
Prepared for and contributed to the formal discussion of ideas and opinions.	Learner 1 read the source documents and highlighted the key points. He refused to make any notes. He read from these documents to present information to the group.
Marks awarded	2
The Learner: consistently and appropriately (3 marks); occasionally (2 marks); only once or twice (1 mark)	
Made different kinds of contributions to discussions.	Learner 1 listened to the others but only asked one question, he asked Learner 3 "how can you eat salad? It's disgusting!" He worked with the others to come to an agreed conclusion at the end and made one suggestion – "can we get the canteen to do pizza?"
Marks awarded	1
The Learner: consistently and appropriately (3 marks); occasionally (2 marks); only once or twice (1 mark)	
Presented information/points of view clearly and in appropriate language.	Learner 1 spoke clearly, with sufficient volume and used appropriate language. He only made three contributions in total, despite encouragement from others in the group.
Marks awarded	2
Total Marks (available 12)	7

Learner Assessment Record

Please complete the below information. Each learner will need a completed record for quality assurance purposes. You will also need to provide a completed Learner Observation and Response Grid, a learner task document with notes and any other appropriate evidence to support the marks awarded.

Sample Material	
Learner Name: Learner 1	Assessor Name: Assessor 1
Centre Number: 00000	Centre Name: The College
Date: 4/12/15	Duration: 60 mins
Group Size: 4	Internal Quality Assurer: IQA 1

Discussion Outcome (as per task requirements learners must draft up their recommendations please provide evidence of the outcome here or reference how this is evidenced):

The group agreed the following points:

- Have more healthy choices in the canteen e.g. fruit pots, salad bar, wraps and pasta.
- Offer a meal deal that includes water rather than fizzy drinks.
- Offer a choice of breakfast items – porridge, granola etc. rather than fried food.
- Have a better selection of drinks – juices, smoothies – “can we have a juice bar?”

Assessor feedback to learner:

A good try Learner 1, but you have not yet passed the speaking, listening and communication assessment. You did not fully engage in the group discussion, which is a shame as I know you usually have lots to say. You need to make sure that in future you make some discussion notes, as I am sure that your lack of notes prevented you from joining in fully. We will look at ways of summarising information and presenting it over the next few English lessons, so that you can prepare yourself for your resit.

Assessor and learner declaration

This confirms that (Learner 1) took part in the Speaking, Listening and Communication task(s) under controlled assessment conditions and has met the Functional Skills English Speaking, Listening and Communication standards at Level 1.

Total marks awarded for assessment: **7**

Learner achieved: **N**

(Pass mark 9/12)

Signed (Assessor): *Assessor 1*

Date: 4/12/15

Signed (Learner): *Learner 1*

Date: 4/12/15

Signed (IQA): *IQA 1*

Date: 4/12/15

Chief EQA comment:

This is a good example of feedback and Assessor notes for a learner that did not achieve a pass. The feedback from the Assessor has identified areas of strength, has made suggestions for improvement and is supportive and encouraging. It is important to not demotivate a learner that has not yet achieved and to help to prepare them for their re-sit.

The observation notes have given clear examples of how the learner contributed and fully justify the marks awarded e.g. only two marks awarded for relevant and extended contributions as he only contributed three times throughout the assessment. He has been deducted one mark for preparing and contributing, this has been justified with the comments about him refusing to make any notes and reading from the documents to present information to the group. Each section of the observation grid contains good detail about how Learner 1 contributed; this is helpful to the IQA and EQA and paints a picture of how the assessment took place.

The discussion outcome has been recorded in the Assessor feedback section, which is acceptable, however I would want to see additional evidence, for example a separate sheet listing the agreed outcomes that has been signed and dated by all learners that took part in the assessment.

Learner 2 – Good Feedback

Learner Observation and Response Grid

Please complete the below information. Each learner will need an individually completed grid for Quality Assurance

Note: The grid should be used to record how the learner met the criteria (coverage and range). This should be reflective to show what was discussed and will be used to validate the discussion and the marks awarded by the IQA and EQA.

Did the Learner: consistently and appropriately (3 marks); occasionally (2 marks); only once or twice (1 mark) demonstrate that they:	
Made relevant and extended contributions to discussions, allowing for and responding to others' input.	Learner 2 spoke about the impact of children being given unhealthy food by their parents. He stated that at home his Mum always has crisps and chocolate biscuits in the cupboards and he finds it hard not to be tempted. He spoke about how his friends at college tended to avoid the canteen as it only offered healthy food choices – they would rather go to the chip shop at lunchtime. He said that he worried about his weight, but found it hard to follow a healthy diet “there are too many ‘nice’ things to eat”. He listened to what Learner 3 said about eating disorders and added “it is not just girls that are affected, more boys are getting anorexia these days.”
Marks awarded	3
Did the Learner show: ample evidence of preparation, ideas, facts and opinions (3 marks); some evidence (2 marks); little evidence (1 mark) that they had:	
Prepared for and contributed to the formal discussion of ideas and opinions.	Learner 2 had read the source documents about healthy eating and produced some notes in preparation for the discussion. (See attached notes). He used this information to make full contributions to the discussion; he spoke confidently and with sufficient volume. He listened to others' points of view and related to what they said e.g. agreed with Learner 3 that it is worrying that girls in particular feel pressured into being skinny because of media pressure.
Marks awarded	3
The Learner: consistently and appropriately (3 marks); occasionally (2 marks); only once or twice (1 mark):	
Made different kinds of contributions to discussions.	Learner 2 listened carefully to each person's contributions and asked relevant questions. He asked Learner 4 if he managed to eat five a day adding that he found it hard to do. He agreed with Learner 4's comments about the need for a healthy lifestyle, stating “people need to exercise more”. Learner 2 took a lead role at the end of the discussion and prompted the others to come to an agreed conclusion.
Marks awarded	3

The Learner: consistently and appropriately (3 marks); occasionally (2 marks); only once or twice (1 mark):	
Presented information/points of view clearly and in appropriate language.	Learner 2 played a full part in the discussion. He asked the others if they felt that a ban on unhealthy foods in the college canteen was a good thing; he gave his opinion that there needed to be more choices available as people were “voting with their feet” at the moment – “all my friends go to the chip shop at lunchtime”. He gave some clear examples of how the canteen could make their food healthy, but make it appealing to teenagers e.g. suggested that wraps and pizzas were tasty but could also be healthy.
Marks awarded	3
Total Marks (available 12)	12

Learner Assessment Record

Please complete the below information. Each learner will need a completed record for Quality Assurance purposes. You will also need to provide a completed observation grid, a learner task document with notes and any other appropriate evidence to support the marks awarded.

Sample Material	
Learner Name: Learner 2	Assessor Name: Assessor 2
Centre Number: 00000	Centre Name: The College
Date: 4/12/15	Duration: 60 mins
Group Size: 4	Internal Quality Assurer: IQA 2

Discussion Outcome (as per task requirements learners must draft up their recommendations please provide evidence of the outcome here or reference how this is evidenced):

The group agreed the following points:

- Have more healthy choices in the canteen e.g. fruit pots, salad bar, wraps and pasta.
- Offer a meal deal that includes water rather than fizzy drinks.
- Offer a choice of breakfast items – porridge, granola etc. rather than fried food.
- Have a better selection of drinks – juices, smoothies – “can we have a juice bar?”

Assessor Feedback:

Well done Learner 2, you have passed your speaking, listening and communication assessment. You used your notes well to make good contributions to the discussion and encouraged others to consider your ideas. You may want to think about how you present your information when you progress on to Level 2 – make sure you don't just read from your notes. You gave some good examples of the impact of unhealthy eating, based on your own experience and spoke confidently and clearly throughout the assessment. Well done for taking the lead on producing an agreed conclusion, you made sure that everyone contributed.

Assessor and learner declaration

This confirms that (Learner 2) took part in the Speaking, Listening and Communication task(s) under controlled assessment conditions and has met the Functional Skills English Speaking, Listening and Communication standards at Level 1.

Total marks awarded for assessment: **12**

Learner achieved: **Y**

(Pass mark 9/12)

Signed (Assessor): *Assessor 2*

Date: 4/12/15

Signed (Learner): *Learner 2*

Date: 4/12/15

Signed (IQA): *IQA 2*

Date: 4/12/15

Chief EQA comment:

The feedback given to the learner contains good detail and clearly outlines areas where Learner 2 performed well and also gives suggestions for improvement. The Assessor has made sure that they encourage the learner to improve their skills in order to progress on to Level 2.

The observation notes are detailed and each section gives clear examples of how the learner has contributed and fully justifies why the marks have been awarded. It is easy to see from these notes that Learner 2 had fully researched the topic and that he used his own knowledge to add depth to the discussion.