

Working it out – Feedback Requiring Improvement

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 – Feedback Requiring Improvement

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 some relevant and extended contributions to the discussion. He let others speak and answered questions clearly.
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 1 used the source documents to make notes. He used these to contribute to the discussion.
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 1 listened to others and asked questions. He worked with the others to come to an agreed conclusion at the end.
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 1 made some clear contributions and used appropriate language.
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 1	Assessor Name: Assessor 1
Centre Number: 00000	Centre Name: The College
Date: 4/12/15	Duration: 50 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):

Assessor feedback to learner:

Learner 1 has passed the speaking, listening and communication assessment. Spoke clearly and made good contributions

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: **12**

Learner achieved: **Y**

(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:

The observation grid has not been completed in sufficient detail. The Assessor has merely echoed the assessment criteria and has given no examples of how the candidate performed; this makes it hard to see how the marks awarded are justified and is poor practice. The Assessor must fill this section in with sufficient detail so that the IQA and EQA are able to get a clear picture of why the learner was awarded full marks. Examples of contributions made by the learner must be given in this section.

The feedback consists of two sentences that merely state that Learner 1 has passed the assessment and spoke clearly. The Assessor has written in the third person, this is not good practice. Feedback should be directed to the learner and personalised e.g. “well done Learner 1, you contributed well to the discussion and made sure that you listened carefully to others and asked relevant questions.” Feedback should take the form of “what went well” and “even better if”. This will ensure that relevant support and guidance is given to the learner so that they can develop their skills in order to progress. They will also gain credit for demonstrating good skills.

There is no evidence of the learners producing an agreed outcome; this is the final part of the assessment and should be recorded on the front sheet in the box provided. I would also 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.