

## 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](http://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. The examples on this document are what our Chief EQA would rate as below the acceptable standard and would require improvement.

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.

You will then be shown Activity 2 followed by the observation grid and marks completed by the Assessor. 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 is committed to raising local awareness about the importance of healthy eating. For the next committee meeting, each member has been asked to prepare a short presentation about one or two aspects of healthy eating that have particularly caught their interest and attention.

Each presentation is to conclude with a short question and answer session.

After the presentations the committee will hold a discussion to decide where best to focus their next awareness raising activities.

**You have 20 minutes to prepare for the following activity.**

### **Activity 1 - giving a presentation: 20 minutes for three or four committee member presentations.**

You have been asked to give a short **3 minute** presentation about healthy eating. Your presentation must target a particular group of your choice (children, teenagers, sportsmen/women, employees etc) and persuade them that healthy eating is really important and relevant.

Start your presentation by explaining which audience you have decided to address and why. End your presentation with a **2 minute** question and answer session with your fellow committee members.

The Assessor may also participate in the question and answer session.

**Your presentation and question and answer session should last approximately 5 minutes.**

## 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.

<b>The Learner's presentation: was highly structured, persuasive and effective (3 marks); had some structure, clearly presented, partly persuasive (2 marks); showed some ideas but lacked clarity, structure or persuasion (1 mark):</b>	
<b>Coverage and range</b>	<b>Presentation task</b>
Present information and ideas clearly and persuasively to others.	Learner 1 had not made notes to help him with his presentation but had noted in the source documents where the information appeared and used this to offer statistical information to support his views.  His presentation clearly showed how he felt about healthy eating.
<b>Marks awarded</b>	<b>3</b>
<b>The Learner's presentation: was highly engaging and adapted appropriately (3 marks); partially adapted (2 marks); only marginally adapted (1 mark):</b>	
<b>Coverage and range</b>	<b>Presentation task</b>
Adapt content to suit audience, purpose and situation.	He adapted the content to suit audience, purpose and situation.
<b>Marks awarded</b>	<b>3</b>
<b>The Learner's responses: were highly relevant and detailed (3 marks); partially convincing to complex ideas (2 marks); only marginally relevant (1 mark):</b>	
<b>Coverage and range</b>	<b>Presentation task</b>
Consider complex information and give relevant, cogent responses in appropriate language.	At the end of the presentation he listened to the group and answered questions in an appropriate and fitting manner.
<b>Marks awarded</b>	<b>3</b>
<b>Total marks (available 9)</b>	<b>9/9</b>

## **Activity 2 - Take part in a formal discussion: 20 minutes**

There will be a formal discussion about how to promote healthy eating in the local community. On the agenda the main items to be discussed are:

- any ideas for encouraging healthy eating in schools, at work or in the community
- planning an information stall to distribute leaflets or free samples of healthier alternative foods
- the best places within the community to set up such a stall.

The committee should appoint a Chair. The Chair may be one of the candidates or, at their discretion, the Assessor.

### **Plenary:**

A definite decision must be reached by the end of the meeting. For the last **5 minutes** of the discussion, the Chair will direct the committee to reach an agreed conclusion for example about the recommended content and location for a stall. The reasons for any choices are to be recorded in the minutes.

**The discussion should last approximately 20 minutes.**

## Activity 2: Formal Discussion

### 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.

<b>The Learner's formal discussion was: highly effective, persuasive use of range of techniques (3 marks); clearly presented and persuasive in parts (2 marks); some ideas presented, but lacking clarity and persuasion (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Present information and ideas clearly and persuasively to others.	In the discussion Learner 1 took a secondary role but was happy to get his points across.
<b>Marks awarded</b>	<b>2</b>
<b>The Learner's formal discussion was: highly engaging and adapted appropriately (3 marks); adapted some content to purpose and situation (2 marks); only marginally relevant to purpose and situation (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Adapt content to suit audience, purpose and situation.	He allowed others to contribute their ideas.
<b>Marks awarded</b>	<b>3</b>
<b>The Learner's responses were: highly relevant and effective in a range of roles (3 marks); some significant contribution moving discussion forwards (2 marks); responses only marginally relevant or pertinent (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Consider complex information and give relevant, cogent responses in appropriate language.	He listened to others and made appropriate suggestions throughout.
<b>Marks awarded</b>	<b>3</b>
<b>The Learner contributions were: highly relevant and effective in a range of roles (3 marks); had some significance and were able to move discussion forward (2 marks); single role with limited ability to move discussion forward (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.	He also contributed to the final proposal.
<b>Marks awarded</b>	<b>2</b>
<b>Total marks (available 12)</b>	<b>10/12</b>

## 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	
<b>Learner Name: Learner 1</b>	<b>Assessor Name: Assessor 1</b>
<b>Centre Number: 00000</b>	<b>Centre Name: Centre 1</b>
<b>Date: 20/05/2020</b>	<b>Duration: 60 mins</b>
<b>Group Size: 3</b>	<b>Internal Quality Assurer: IQA 1</b>

**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):*

Recommendations written up and attached to paperwork.

**Assessor feedback to learner:**

Your presentation was well constructed and showed that you had done plenty of preparation. You answered questions in an informative manner. During the discussion you took a little bit of a back seat but you still got your points across. You helped complete the final proposal.

## 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 2.

Total marks awarded for assessment: **19**

Learner achieved: **Y**

**(Pass mark 17/21)**

Signed (Assessor): *Assessor 1* Date: 20/05/2020

Signed (Learner): *Learner 1* Date: 20/05/2020

Signed (IQA): *IQA 1* Date: 20/06/2020

## Chief EQA comment:

The feedback here is basic and does not reflect the comments in the observation report, regarding the level of planning. This feedback is not developmental, it does show where marks were deducted 'you took a back seat' however this could be developed further. What could Learner 1 do to gain full marks in their discussion? What did they do well to enable full marks to be gained in his presentation?

The observation reports are too brief, no examples have been provided to show why marks have been awarded/deducted. How did they feel about healthy eating? What points did they raise? What questions did they ask?

There is also no confirmation from the Assessor to state whom the discussion was aimed at e.g. teenagers, or a record of the outcome of the discussion, as requested in the task.

The use of examples enables IQAs and EQAs to verify the marks awarded. It is important to remember that IQAs and EQAs are not present when the discussion takes place and therefore rely on detailed comments to verify the marks, without full details this is not possible.

## Learner 2

### 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.

<b>The Learner's presentation: was highly structured, persuasive and effective (3 marks); had some structure, clearly presented, partly persuasive (2 marks); showed some ideas but lacked clarity, structure or persuasion (1 mark):</b>	
<b>Coverage and range</b>	<b>Presentation task</b>
Present information and ideas clearly and persuasively to others.	Learner 2 chose to promote healthy eating. She welcomed everyone first, told them why healthy eating is important and summarised the benefits.  She used persuasive language <u>'Eating healthy will keep you fit and will and help you to live longer.'</u>
<b>Marks awarded:</b>	<b>3</b>
<b>The Learner's presentation: was highly engaging and adapted appropriately (3 marks); partially adapted (2 marks); only marginally adapted (1 mark):</b>	
<b>Coverage and range</b>	<b>Presentation task</b>
Adapt content to suit audience, purpose and situation.	She was aware of the needs of her audience and adapted her discussions accordingly.
<b>Marks awarded:</b>	<b>3</b>
<b>The Learner's responses: were highly relevant and detailed (3 marks); partially convincing to complex ideas (2 marks); only marginally relevant (1 mark):</b>	
<b>Coverage and range</b>	<b>Presentation task</b>
Consider complex information and give relevant, cogent responses in appropriate language.	<u>She discussed some of the different healthy foods such as fruit, lean meat and pasta and referred to the 'eat well plate'.</u>  She read from her notes, spoke confidently and maintained eye contact. She also answered all questions.
<b>Marks awarded</b>	<b>3</b>
<b>Total marks (available 9)</b>	<b>9/9</b>



## Activity 2: Formal Discussion

### 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.

<b>The Learner's formal discussion was: highly effective, persuasive use of range of techniques (3 marks); clearly presented and persuasive in parts (2 marks); some ideas presented, but lacking clarity and persuasion (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Present information and ideas clearly and persuasively to others.	Learner 2 presented her ideas clearly at all times, she asked the group for their opinions on healthy eating. She listened to their comments and made eye contact.
<b>Marks awarded</b>	<b>3</b>
<b>The Learner's formal discussion was: highly engaging and adapted appropriately (3 marks); adapted some content to purpose and situation (2 marks); only marginally relevant to purpose and situation (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Adapt content to suit audience, purpose and situation.	She listened to everyone and did not interrupt. She asked many questions and asked everyone to reach an agreed conclusion and wrote this down.
<b>Marks awarded</b>	<b>3</b>
<b>The Learner's responses were: highly relevant and effective in a range of roles (3 marks); some significant contribution moving discussion forwards (2 marks); responses only marginally relevant or pertinent (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Consider complex information and give relevant, cogent responses in appropriate language.	She referred to her own experiences and discussed some of the healthy meals that she likes to eat. She also gave some healthy options that you can choose when eating out.
<b>Marks awarded</b>	
<b>The Learner contributions were: highly relevant and effective in a range of roles (3 marks); had some significance and were able to move discussion forward (2 marks); single role with limited ability to move discussion forward (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward	She moved the discussion forward by asking 'how do you eat healthily?' She also waited for the discussion to come to a natural end and made eye contact at all times.
<b>Marks awarded</b>	<b>3</b>
<b>Total marks (available 12)</b>	<b>12/12</b>

## 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 Materials	
<b>Learner Name: Learner 2</b>	<b>Assessor Name: Assessor 2</b>
<b>Centre Number: 00000</b>	<b>Centre Name: Centre 1</b>
<b>Date: 20/05/2020</b>	<b>Duration: 60 mins</b>
<b>Group Size: 3</b>	<b>Internal Quality Assurer: IQA 2</b>

**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 was confident, knowledgeable and engaged immediately. Gave good relevant detail and asked questions.

## 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 2.

Total marks awarded for assessment: **21**

Learner achieved: **Y**

**(Pass mark 17/21)**

Signed (Assessor): *Assessor 2* Date: 20/05/2020

Signed (Learner): *Learner 2* Date: 20/05/2020

Signed (IQA): *IQA 2* Date: 20/06/2020

## Chief EQA comment:

This feedback is very weak and should be directed to Learner 2 not 'the learner.' Learner 2 did a great assessment and achieved full marks but this is not reflected in her feedback. This may make her feel de-motivated. Examples should be provided to explain why she gained full marks and plenty of praise should be offered.

The observation comments are difficult to fully justify and it is unclear why full marks have been awarded, examples should be provided to include:

- how her presentation was highly structured, presented and persuasive
- the benefits of healthy eating she provided and how she ensured these benefits were persuasive
- what she did that was particularly engaging. Was this when discussing the 'eat well plate'?
- how she engaged with the audience other than making eye contact.

Note that a mark is missing for the discussion criteria. All sections should be fully completed and marked.

There is also no confirmation from the Assessor to state whom the discussion was aimed at e.g. teenagers or a recorded the outcome of the discussion, as requested in the task.

The use of examples enables IQAs and EQAs to verify the marks awarded. It is important to remember that IQAs and EQAs are not present when the discussion takes place and therefore rely on detailed comments to verify the marks, without full details this is not possible.

## Learner 3

### 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.

<b>The Learner's presentation: was highly structured, persuasive and effective (3 marks); had some structure, clearly presented, partly persuasive (2 marks); showed some ideas but lacked clarity, structure or persuasion (1 mark):</b>	
<b>Coverage and range</b>	<b>Presentation task</b>
Present information and ideas clearly and persuasively to others.	Learner 3 stood up and introduced herself. Her views were persuasive and made clear to the group and she tried to persuade the group that healthy eating is important and should be promoted.  She prepared notes during the preparation time.
<b>Marks awarded</b>	<b>2</b>
<b>The Learner's presentation: was highly engaging and adapted appropriately (3 marks); partially adapted (2 marks); only marginally adapted (1 mark):</b>	
<b>Coverage and range</b>	<b>Presentation task</b>
Adapt content to suit audience, purpose and situation.	She adapted the content to suit the needs of the audience.
<b>Marks awarded</b>	<b>3</b>
<b>The Learner's responses: were highly relevant and detailed (3 marks); partially convincing to complex ideas (2 marks); only marginally relevant (1 mark):</b>	
<b>Coverage and range</b>	<b>Presentation task</b>
Consider complex information and give relevant, cogent responses in appropriate language.	She demonstrated good knowledge of healthy eating. She listened carefully to their questions and give some convincing responses.  She made eye contact throughout and used positive body language. Her tone was also professional at all times.
<b>Marks awarded</b>	<b>2</b>
<b>Total marks (available 9)</b>	<b>7/9</b>

## Activity 2: Formal Discussion

### 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.

<b>The Learner's formal discussion was: highly effective, persuasive use of range of techniques (3 marks); clearly presented and persuasive in parts (2 marks); some ideas presented, but lacking clarity and persuasion (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Present information and ideas clearly and persuasively to others.	Learner 3 took the lead to open the discussion <u>'I'm in favour of healthy eating and think it should be promoted in schools and the work place'</u> .
<b>Marks awarded</b>	<b>3</b>
<b>The Learner's formal discussion was: highly engaging and adapted appropriately (3 marks); adapted some content to purpose and situation (2 marks); only marginally relevant to purpose and situation (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Adapt content to suit audience, purpose and situation.	She listened to the group and used active listening techniques such as nodding and eye contact.
<b>Marks awarded</b>	<b>3</b>
<b>The Learner's responses were: highly relevant and effective in a range of roles (3 marks); some significant contribution moving discussion forwards (2 marks); responses only marginally relevant or pertinent (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Consider complex information and give relevant, cogent responses in appropriate language.	The group made some comments about healthy eating being difficult especially when you are busy. Learner 3 responded to this by saying <u>'eating healthy does not need to be difficult or boring'</u> .
<b>Marks awarded</b>	<b>3</b>
<b>The Learner contributions were: highly relevant and effective in a range of roles (3 marks); had some significance and were able to move discussion forward (2 marks); single role with limited ability to move discussion forward (1 mark)</b>	
<b>Coverage and range</b>	<b>Formal discussion</b>
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward	Learner 3 took the final notes for the plenary.
<b>Marks awarded</b>	<b>2</b>
<b>Total marks (available 12)</b>	<b>12/12</b>

## 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 Materials	
<b>Learner Name: Learner 3</b>	<b>Assessor Name: Assessor 3</b>
<b>Centre Number: 00000</b>	<b>Centre Name: Centre 1</b>
<b>Date: 20/05/2020</b>	<b>Duration: 60 mins</b>
<b>Group Size: 3</b>	<b>Internal Quality Assurer: IQA 3</b>

**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):*

Recommendations written up and attached to paperwork.

**Assessor feedback to learner:**

You have demonstrated some good speaking and listening skills and have passed the assessment, well done.

## Assessor and learner declaration

This confirms that (Learner 3) 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 2.

Total marks awarded for assessment: **19**

Learner achieved: **Y**

**(Pass mark 17/21)**

Signed (Assessor): *Assessor 3*

Date: 20/05/2020

Signed (Learner): *Learner 3*

Date: 20/05/2020

Signed (IQA): *IQA 3*

Date: 20/06/2020

## Chief EQA comment:

The feedback provided is very basic and Learner 3 will gain very little from this. She knows she has passed, but what did she do well in her discussion and presentation?

In her presentation she lost 1 mark for her ability to present information and ideas clearly and persuasively to others and another for her ability to consider complex information and give relevant, cogent responses in appropriate language. Feedback is an opportunity for the Assessor to explain why she lost these mark and to offer some advice on how full marks can be gained in future discussions.

With regards to the observation response grid, much more detail and examples are required to allow the IQA and EQA to verify the marks awarded. It is important to remember that the IQA and EQA were not present when the discussion took place and therefore they rely on detailed comments to verify the marks, without full details this is not possible. Examples could include information regarding what Learner 3 did well. For example:

### Presentation

Did she use props, pictures or was it her delivery style? Was she able to persuade the group that healthy eating should be promoted? What convincing responses did she give? How did she make her presentation engaging?

### Discussion

How did she try to persuade others or adapt the content to suit the situation? Did she make significant contributions to move the discussion forward and consider complex information?

Notice also that the total marks in the mark scheme do not reflect the marks on the observation record for that of the discussion.

There is also no confirmation from the Assessor to state whom the discussion was aimed at e.g. teenagers or a recorded the outcome of the discussion, as requested in the task.