**Learner Observation and Achievement Record**

NCFE Entry Level 3 Functional Skills Qualification in English (603/5052/0): Speaking, Listening and Communicating

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| **Learner name** | Ann Example |
| **Centre name** | ABC DEF |
|  |
| **Learner number** | 10000123 |  **Centre number** | 8000001 |  |

**Assessor’s feedback to learner:**

Well done Learner 1! You have taken part in two group discussions about healthy eating, making relevant contributions throughout and demonstrating enthusiasm for the topic. You have been able to ask and respond to questions and have communicated clearly during both discussions. You may now like to think about how you would present information to others, should you decide to progress onto Level 1.

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| **Assessor name** | John Smith |
| **Date of assessment** | 23/11/2020 |
|  |
| **SLC activity number** | SAM |  **Result (Pass/Fail)** | PASS |  |
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| **Reasonable Adjustments or Special Considerations:**None |
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**Learner declaration**

**Learner’s comments:**

I have read and understood the feedback and result of this assessment provided to me by my Assessor.

I confirm that the work contained in this internal assessment is all my own work.

Learner’s signature: ……………………………………... Date: ……………………………

**Assessor declaration**

I confirm the assessment was administered under the conditions set out and I have authenticated the learner’s work and can confirm to the best of my knowledge that the work contained in this assessment is solely that of the learner.

Assessor’s signature: …………………………………… Date: …………………………

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| **Learner name** | Ann Example |
|  |
| **Learner number** | 10000123 |

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| **Please indicate which of the following subject content statements have been met in discussion 1.** | Yes | No |

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| **EL3.1.1**  | Identify and extract relevant information and detail in straightforward explanations | √ |  |
| **EL3.1.2** | Make requests and ask concise questions using appropriate language in different contexts | √ |  |
| **EL3.1.3** | Communicate information and opinions clearly on a range of topics | √ |  |
| **EL3.1.4** | Respond appropriately to questions on a range of straightforward topics | √ |  |
| **EL3.1.5** | Follow and understand the main points of discussions | √ |  |
| **EL3.1.6** | Make relevant contributions to group discussions about straightforward topics | √ |  |
| **EL3.1.7** | Listen to and respond appropriately to other points of view, respecting conventions of turn-taking | √ |  |

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| Assessor comments*(Commentary* ***must*** *be made, clearly outlining what the learner has done to achieve each Subject Content Statement)** 1. The learner identified and extracted relevant information and detail within the discussion. Another learner explained the foods that a healthy diet should avoid, such as fatty and sugary foods, and the learner was able to respond with their own point of view based on the information gathered.
	2. The learner listened carefully to all contributions and asked questions throughout, such as “How much sugar do you think we should eat each day?”. The learner also asked all participants to agree on the best way to eat more healthily towards the end of the discussion
	3. During the discussion, the learner communicated information and opinions clearly and took part fully. The learner gave his/her own experiences of following a diet that didn’t work and also provided examples on how people could substitute sugary snacks such as chocolate bars with other items such as fruit. The learner stated, “Fruit actually contains its own sugar and can satisfy the sugar-craving”.
	4. The learner responded appropriately to questions when another learner asked “What else can keep you healthy?”. The learner answered by speaking about the need to take regular exercise and stated that “You can start off slowly by walking for short periods of time and gradually build yourself up to a jog or a run with time as you get more experienced”.

1.5/1.6 The learner was able to follow and understand the main points of discussion and listened carefully to other learners’ points of view. The learner was also able to make relevant contributions to the discussion, based on information given by others. The learner agreed with another learner about how many sugary foods are advertised and provided his/her own views about how adverts make you want to buy unhealthy foods.1.7 The learner listened to and responded appropriately to other points of view and respected the conventions of turn-taking within a discussion by not interrupting when others were speaking. The learner also listened carefully to others’ points of view and demonstrated active listening skills such as nodding. |

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| **Learner name** | Ann Example |
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| **Learner number** | 10000123 |

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| **Please indicate which of the following subject content statements have been met in discussion 2.** | Yes | No |

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| **EL3.1.1**  | Identify and extract relevant information and detail in straightforward explanations | √ |  |
| **EL3.1.2** | Make requests and ask concise questions using appropriate language in different contexts | √ |  |
| **EL3.1.3** | Communicate information and opinions clearly on a range of topics | √ |  |
| **EL3.1.4** | Respond appropriately to questions on a range of straightforward topics | √ |  |
| **EL3.1.5** | Follow and understand the main points of discussions | √ |  |
| **EL3.1.6** | Make relevant contributions to group discussions about straightforward topics | √ |  |
| **EL3.1.7** | Listen to and respond appropriately to other points of view, respecting conventions of turn-taking | √ |  |

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| Assessor comments*(Commentary* ***must*** *be made, clearly outlining what the learner has done to achieve each Subject Content Statement)** 1. The learner identified and extracted relevant information and detail throughout the discussion. One learner stated that a barrier to healthy eating could be time constraints and the learner gave the example of his/her own job and shift patterns, saying that “I have no time to cook meals from scratch when I’ve just finished a twelve hour shift”.
	2. The learner asked questions during the discussion using appropriate language, and asked one learner “Could you suggest how I might be able to eat more healthily at work, especially when I’m doing a night shift as this is very difficult to plan for?”.
	3. The learner communicated information and opinions clearly by describing his/her own struggle with anxiety and stress and how this led to overeating, saying “Food can be so comforting when you’ve had a stressful day and it’s hard to say no when you’re offered a take away!”.
	4. The learner responded appropriately when asked “What snacks do you tend to have throughout the day?”. The learner responded with a number of items such as crisps, biscuits, chocolate and even cheese and crackers.
	5. /1.6The learner followed and understood the main points of the discussion, particularly when another learner mentioned the cost of eating healthily and the amount of food that you need to buy. The learner made relevant contributions to the discussion when responding to this point by mentioning the shelf life of products stating, “Many of the fresh fruit and vegetables available at the supermarket have really bad ‘best before’ dates and I just don’t think I would be able to use them in time”.

1.7 The learner listened carefully to others’ points of view and responded appropriately without interrupting others when they were speaking. Another learner suggested making small changes because changing everything at once can be quite daunting and advised that the learner could decrease the amount of sugar in cups of coffee. The learner thanked them for the advice and agreed “It would be a good start!”. |

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| **Learner number** | 10000123 |

To pass, learners **must** demonstrate competency of the Subject Content Statement on more than one occasion and meet the requirements of the Pass level descriptor:Learners **generally** demonstrate the requirements for the level:

* **consistently**
* **effectively**
* 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.

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**Please tick to confirm that the learner has achieved a Pass**

**IQA feedback to Assessor: (if sampled)**

**EQA feedback to Assessor: (if sampled)**

IQA’s signature: ……………………………..................... Date: ……………………………

**(if sampled)**

EQA’s signature: …………………………………………. Date: ……………………………

**(if sampled)**