

Assessor Instructions and Guidance

Functional Skills Controlled Assessments Speaking, Listening and Communication at Level 1 and 2

Version 1.0 (September 2016)

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Introduction

This document is designed to assist centres in the administration and delivery of the NCFE Functional Skills Qualifications in English at Level 1 and 2 - Speaking, Listening and Communication.

Assessors **must** familiarise themselves with this document prior to delivery.

Assessment Overview

Speaking, Listening and Communication at Level 1 and 2 is internally assessed and internally quality assured by the centre, and then externally quality assured by NCFE.

Each learner will complete tasks set by NCFE to demonstrate achievement of all the associated Functional Skills criteria. A range of tasks will be provided throughout the year for use with learners.

Centres will choose the appropriate time, location and date for assessment. NCFE does not need to be advised. Following registration of learners, tasks will be sent via email to the centre's Functional Skills programme contact.

Centres may contextualise (amend/change) set Tasks in order to make scenarios more relevant and engaging for their learners. Contextualised tasks must be approved by NCFE in advance. Please see our **Guidance for Contextualisation** on p9 for further information.

Functional Skills Criteria

Skill standard	Coverage and range
Level 1 Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	a) Make relevant and extended contributions to discussions, allowing for and responding to others' input; b) Prepare for and contribute to the formal discussion of ideas and opinions; c) Make different kinds of contributions to discussions; d) Present information/points of view clearly and in appropriate language.
Level 2 Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	a) Consider complex information and give a relevant, cogent response in appropriate language; b) Present information and ideas clearly and persuasively to others; c) Adapt contributions to suit audience, purpose and situation; d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.

Task Breakdown

Level 1	<p>Learners are required to complete one formal and one informal discussion</p> <p>Preparation: up to 20 minutes Formal discussion: 2-3 minutes, per learner Informal discussion: up to 15 minutes Discussion outcome: up to 5 minutes</p>
Group size	Minimum of 3; maximum of 6 learners
Formal discussion	The chair should provide each learner with an equal opportunity to introduce themselves and present a formal 2-3 minute opening statement. This will allow for a demonstration of any preparation they may have undertaken as well as a chance to outline their ideas, points of view and answer any direct questions.
Informal discussion	This will be (up to) a 15 minute open discussion in which everyone is expected to take a full part. It is recommended that this takes place directly after the introductory formal discussion stage.
Discussion outcome	For the final 5 minutes learners need to reach an agreed outcome. This must be recorded, signed and dated by all learners.
Level 2	<p>Learners are required to make one presentation and take part in one formal discussion</p> <p>Preparation: up to 20 minutes Presentation: 5 minutes, per learner Formal discussion: up to 15 minutes Discussion outcome: up to 5 minutes</p>
Group size	Minimum of 3; maximum of 4 learners
Presentation	<p>Each learner in turn will be expected to make a 2-3 minute persuasive presentation. The presentation is followed by a 2 minute question and answer session.</p> <p>The Assessor may facilitate the latter, which can also be seen as an opportunity for learners listening to the presentations to make significant contributions.</p>
Formal discussion	Learners will be expected to take part in (up to) a 15 minute formal discussion. It is recommended that the discussion takes place directly after the presentations.
Discussion outcome	For the final 5 minutes learners need to reach an agreed outcome. This must be recorded, signed and dated by all learners.

Instructions for Assessors

The following instructions apply to both Level 1 and 2:

Prior to assessment

Pre-Release Source Documents should be distributed to learners **up to 3-4 weeks** prior to assessment. They are **not** an assessment component and can therefore be read, and/or discussed with learners as many times as necessary prior to assessment.

Learners are permitted to use ICT equipment to prepare for their assessment, for example, accessing the internet to research the topic. Centres are responsible for ensuring that there are no pre-prepared materials on the hard drive or otherwise that can be accessed by learners.

On the day

Learners are to be given **up to 20 minutes** to read the Tasks and carry out any necessary preparation. Learners must have access to the Tasks document, as well as the Pre-Release Source Documents, including any research/notes they may have completed prior to assessment.

Learners should be provided with any necessary resources, including paper and pens. Extra copies of the Pre-Release Source Documents should also be provided, where needed.

Chair

The Assessor can act as chair, or if appropriate within the group dynamic, a learner may volunteer for the role. The chair should be appointed by the group prior to the formal discussions at Level 1, or the presentations at Level 2.

Group members

The maximum group size per level is indicated in the Task Breakdown section. On occasions where it's not possible to reach the required minimum of 3 learners, other appropriate persons may take part in the discussions, for example, teaching/support staff or learner's peers, as long as they are not due to sit the same assessment at a different time. The Learner Assessment Record only needs to be completed for the learner being assessed. However, all group members must sign and date the discussion outcome.

Assessment Documents

The following documents will be needed to administer the assessments:

1. Tasks and Pre-Release Source Documents

Each learner **must** have access to the Tasks and the Pre-Release Source Documents throughout the assessment.

2. Learner Assessment Record

Each learner will need an individually completed Learner Assessment Record.

Assessors must provide evidence to show how the learner has 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 Internal and External Quality Assurer.

After the assessment, feedback to the learner should be provided regarding their performance. This can include examples of how the learner performed well and any areas for development.

3. Discussion Outcome

At the end of the discussion an agreed outcome must be reached and recorded. This can be recorded on the Discussion Outcome template provided, or in any other suitable format (eg flipchart paper). There is no stipulation as to who should record the discussion outcome, however, this must be signed and dated by all group members.

Please refer to the Assessor Checklist in **Appendix B** for additional support in administering this assessment.

Note: Assessment documents are provided in Microsoft Word format to allow for comments boxes to be expanded, as required. They may also be stored electronically.

Assessment Conditions

Centres must adhere to the instructions in this document, as well as the **NCFE Regulations for the Conduct of Controlled Assessment (Functional Skills)** when carrying out controlled assessments.

All tasks must be completed in controlled conditions. Learners must be formally supervised (ie within direct sight of the Assessor) at all times. Learners must be provided with a quiet, undisturbed assessment location. The learner's usual learning area (eg classroom) can be used for assessment, and there's no need to remove posters, displays or materials relating to their assessment.

The Assessor should clarify the requirements of the Tasks to learners to ensure their understanding.

Centres may choose to digitally record assessments. However, this alone cannot be used as evidence and must be used in conjunction with the Learner Assessment Records, completed in full.

Learners are not currently permitted to use Skype or any other method to carry out their assessment remotely.

Once an assessment is over, learner evidence **must** be stored securely in an appropriate place, ready for internal and external quality assurance.

Assessment conditions should allow assessment in British Sign Language (BSL), where required. For more information on the access arrangements for the NCFE Functional Skills qualifications, please see the **NCFE Reasonable Adjustments and Special Considerations** policy available at www.ncfe.org.uk

Evidence Requirements

The following evidence **must** be available for internal and external quality assurance:

- a completed Learner Assessment Record for each learner
- a signed and dated Discussion Outcome document, per group
- Internal Quality Assurance Reports and Sampling Plans
- Learner Tracking.

Evidence may be stored electronically or in hard-copy, provided they are secure and accessible for quality assurance purposes.

Any supplementary evidence generated should also be provided for quality assurance purposes. This may include:

- learner research
- audio / video recordings
- notes; annotations / highlighting / underlining.

For further guidance on assessing Speaking, Listening and Communication assessments including worked examples, take a look at our **'Working it out' Functional Skills Exemplar Materials** available at www.ncfe.org.uk/functional_skills

Guidance for Contextualisation

Centres may contextualise (amend/change) set Tasks in order to make the scenarios more relevant and engaging for their learners. Contextualised Tasks must be approved by NCFE in advance.

Centres are able to change the:

- scenarios, including the context/theme of the Tasks **and/or**
- Pre-Release Source Documents.

When contextualising Tasks centres must ensure that:

- the structure, approach and outcome of the Tasks are not changed
- new materials are a **direct comparison** in terms of level, language and complexity
- new materials are **like-for-like** in terms of the number and style of documents.

An example to demonstrate how contextualisation can be approached, based on the Level 1 Sample Set 1 – Healthy Eating, has been provided in **Appendix A**. Please note this does not include contextualised Pre-Release Source Documents.

Submitting new materials for approval

NCFE will conduct an initial review of contextualised Tasks within **4 weeks** of submission. Feedback may be provided before materials are approved.

We'd recommend centres submit any contextualised Tasks in advance, where possible.

Please submit your contextualised materials to functionalskills@ncfe.org.uk

Appendix A Contextualisation Example

Sample Set 1 – Healthy Eating

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.

Task

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 full part in this debate.

At the start of the discussion the chair will give each learner **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, informal discussion in which everyone is expected to take full part.

Discussion outcome

At the end of the discussion the chair will give the committee approximately **5 minutes** in which to reach their agreed outcome 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. The discussion outcome is to be recorded, and must be signed and dated by each group member.

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

Top Tip: When devising contextualised Tasks, the premise of the assessment must be retained.

For example, at Level 1:

- there must be a **consideration** of some nature
- **preparation** should take place
- learners must have the opportunity to **put across their own points of view** and **answer any direct questions**
- there must be an **open, informal group discussion**
- an **agreed outcome** must be reached, and **recorded**

Sample Set 1 – (now) Early Years (Contextualised Example)

The structure and layout of the **Scenario** and **Task** should remain similar to the original

Pre-Release Source Documents should include a range of viewpoints on the chosen subject, including examples of news reports etc.

Scenario

You are an Early Years Practitioner and have been working for *Love to Learn* private nursery for five years. Recent news reports state that every nursery in England should have a qualified Early Years Teacher to help toddlers to develop their speech and language skills.

Love to Learn nursery is now considering recruiting a qualified Early Years Teacher.

Task

Love to Learn Nursery Manager, Allison Pringle, has asked a group of key Early Years Practitioners to express their views on the subject of recruiting a qualified Early Years Teacher. The views of the group will help inform her decision. You have been asked to prepare for and take full part in this discussion.

At the start of the discussion the chair will give each practitioner **2-3 minutes** in which to put across their own point of view about the recruitment of a qualified Early Years Teacher and answer any direct questions.

This will then be followed by a **15 minute** open, informal discussion in which everyone is expected to take full part.

Discussion Outcome

At the end of the discussion the chair will give the group approximately **5 minutes** in which to reach their agreed outcome about the recruitment of a qualified Early Years Teacher.

The group must then help the chair draft a recommendation that can be taken to Allison for consideration. The discussion outcome is to be recorded, and must be signed and dated by each group member.

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

Appendix B Assessor Checklist

Prior to assessment

- ☐ Assessor to provide learners access to Pre-Release Source Documents up to 3-4 weeks prior to assessment

On the day

- ☐ Assessor to provide each learner with a copy of the Tasks. Also ensuring additional copies of Pre-Release Source Documents are available, if required
- ☐ Learners to be allowed up to 20 minutes preparation time
- ☐ Assessor to provide learners with paper and pens, as required
- ☐ Assessor to clarify requirements of the Tasks to ensure learners' understanding, as required
- ☐ Group members to appoint chair
- ☐ Assessor to record evidence and examples of each learner's performance throughout the assessment, using the Learner Assessment Records

Level 1

- ☐ Chair to provide each learner an equal opportunity to introduce themselves
- ☐ Each learner to present 2-3 minute formal opening statement to outline their ideas and points of view, as well as answer any direct questions
- ☐ All learners to take part in an open discussion (up to 15 minutes)
- ☐ Group to reach an agreed discussion outcome to be recorded, signed and dated by each member

Level 2

- ☐ Each learner to make a 2-3 minute persuasive presentation, followed by a 2 minute question and answer session
- ☐ All learners to take part in a formal discussion (up to 15 minutes)
- ☐ Group to reach an agreed discussion outcome to be recorded, signed and dated by each member

After the assessment

- ☐ Assessor to collate all evidence, ensuring any supplementary evidence is authenticated by learners
- ☐ Assessor to ensure sufficient feedback is provided to each learner, as recorded in the Learner Assessment Records
- ☐ Assessor to ensure all evidence is securely stored for internal and external quality assurance