

Functional Skills English Entry 2 Assessment



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Assessment Guidance for Speaking, Listening and Communicating

Document change history

Changes to specific sections of the document are listed below.

Changes for September 2020 (version 2.0)

Page	Section	Change
4	Guidance for Assessors	Clarification about remote assessment
5	Assessment evidence	Clarification of requirements for video evidence
7	Remote assessment of Speaking, Listening & Communicating activities	New section with guidance about conducting assessment of Speaking, Listening & Communicating activities remotely
7	Video or audio evidence	New section with guidance around requirements relating to video and audio evidence of activities
8	Online meeting security	New section with guidance around considerations that centres should consider when setting up online meeting software

Assessors must be familiar with the subject content, the performance descriptors and the assessment specifications for the Entry 2 Speaking, Listening and Communicating. These can be found in the Qualification Handbook for Entry Level English (E1-3).

Guidance for conducting the assessment

The candidate will need to take part in **two** activities:

- A short exchange on a straightforward topic.
- A group discussion on a different straightforward topic.

Candidates will need to demonstrate **all** of the following skills and meet the performance descriptors given on page 5:

- SCS1. Identify and extract the main information and detail from short explanations
- SCS2. Make requests and ask clear questions appropriately in different contexts
- SCS3. Respond appropriately to straightforward questions
- SCS4. Follow the gist of discussions
- SCS5. Clearly expressed straightforward information and communicate feelings and opinions on a range of straightforward topics
- SCS6. Make appropriate contributions to simple group discussions with others about a straightforward topic

Candidates should be informed that their contribution to the activities is to be assessed and be made aware of the above assessment criteria.

Topics

Activity 1

You may use the suggested activities (see Annex 1) or other activities suitable for the candidate.

Whatever topic(s) you choose, you must ensure candidates have the opportunity to meet all the criteria.

Examples of an exchange of information may include, but are not limited to:

- making a travel enquiry
- finding out about classes at the leisure centre
- asking about healthy eating
- complaining about an item.

Activity 2

Examples of a familiar discussion may include, but are not limited to:

- social networking
- holidays
- hobbies
- television programmes.

The activities can be formal or informal at this level, but due to the nature of the contexts Activity 1 is more likely to be a formal context and Activity 2 is more likely to be an informal context.

Guidance for assessors

- Assessments must be carried out by an appropriate member of staff. The assessor must be on the list of assessors submitted to City & Guilds and must attend the centre's standardisation meetings for Speaking, Listening and Communication assessment.
- The exchange (activity 1) could be with a staff member or another suitable person.
- The discussion (activity 2) could be with peers, staff members or other suitable people. It is important that all members of the group are able to play an active role in the discussion.
- Each activity must be completed within a single session.
- The assessor must choose topics that reflect real life as much as possible and are of interest to the candidate.
- Any topic used for assessment practice cannot be used for the live assessment.
- The candidate should be informed of the straightforward topics for the activities in the session that takes place before the assessment session, or a week beforehand, whichever is the greater. If this is not possible, the assessor should ensure the learner has plenty of time for preparation on the day of the discussion.
- The assessor needs to be familiar with the topic that is being discussed and should prepare questions/input to help move the discussion along, if required, and allow the candidate to show understanding. Questions should be pitched at the right level.
- Assessors should give the candidate time to respond before jumping in with a reformulation. If the candidate asks for repetition, repeat more slowly, then, if

necessary, reformulate using simpler language.

- Assessors should speak naturally, in a friendly and relaxed manner with clear delivery. As far as possible, they should avoid using grammatical structures that are beyond the repertoire expected at this level.
- If the candidate says something that is not clear, ask them to repeat or clarify using a simple request such as "I'm sorry, could you repeat that please?"
- Assessors should invite questions from members of the group.
- The assessor can take part in the discussion at this level.
- The assessor should indicate clearly the start and end of each activity.
- It is not necessary for the assessor to be in the same location as the candidate and other participants. While this option may not be suitable for all candidates it is permitted to assess the activities remotely. For further detail see the section on remote assessment below.

Assessment evidence

Details of the candidate's performance **must** be recorded on the Entry 2 Assessment record sheets. These sheets are available on the website as Word documents to allow records to be typed.

- Centres **must** use the Assessment record sheets provided by City & Guilds. Any changes **must** be agreed with the centre's External Quality Assurer and competence against each of the criteria **must** be evident.
- **Two** assessment record sheets fully and accurately completed are required at this level.
- The tick boxes should be completed where the assessment criteria have been demonstrated. Quotes **must** be given to illustrate the candidate's performance at the level. The recorded comments should address the candidate's performance as a whole, and need not address each assessment criterion individually. However, when making overall comments it is important that the assessment criteria are not merely repeated, as comments and quotes should show **HOW** the candidate met the criteria.
- Additional notes or observations will enhance the assessor's observation but are not compulsory.
- Video or audio evidence is not compulsory, (except where assessment is being carried out remotely, see below) but it can be particularly useful for

assessors when several learners are being assessed. It is also good practice for a proportion of assessments to be recorded for quality assurance purposes. However, video or audio recordings do not replace the written assessment records needed for each assessment.

Candidate performance and feedback

- Candidates must demonstrate **consistent** and **effective** application of the skills requirements from the subject content.
- The candidate must meet **all** the criteria across the activities consistently to obtain a 'pass' decision.
- For each of the subject content statements the following descriptors must be considered when coming to a decision about if the candidate has met the requirements for a Pass.

Pass descriptor:

Learners generally demonstrate the requirements for the level:

- consistently,
 - effectively, and
 - to an appropriate degree for that level.
- Overall performance across the range of requirements for the level must be secure; any insufficient demonstration of any individual subject content statement must be balanced by appropriate demonstration of the same content statement elsewhere.
 - Candidates should be given feedback as soon as possible after the assessment activity. The written records should be completed within 14 days. Candidates can be shown the assessment record as part of the feedback but the record should be kept securely in the centre together with any supporting evidence such as candidate notes.
 - Any other evidence such as audio/video evidence, peer assessment records, and assessor recording notes should be kept with the assessment record, if used.
 - Candidates who are unsuccessful should be given clear feedback and actions for future assessment. Additional teaching and learning should be available. All records of assessment (pass and fail) should be kept for sampling by IQA and EQA.
 - Assessment records should be kept for three years before shredding. They are not returned to the learner.

Remote Assessment of Speaking, Listening & Communicating activities

- For the SLC assessment, the assessor does not have to be in the same location as the candidate or other participants. While this method of assessment may not be suitable for all learners, it is permitted where this is a suitable arrangement for individual learners.
 - It is permitted for the candidate to be supported with accessing the online meeting software. For example, a responsible person could set up the equipment and accept the meeting request on behalf of the candidate and be on hand to support with the equipment such as laptops, tablets or phones. Where this support is used, the assessor should record that this took place on the assessor record sheet. This should include their relationship to the candidate.
- Where the remote assessment approach is taken, in all cases, the centre must:
 - meet all requirements of the assessment
 - be able to verify the candidate's identity
 - have video or audio evidence of each assessment
 - keep records on which assessments were completed remotely
 - email their EQA with dates and times of any remote Speaking, Listening & Communicating activities, the EQA may choose to attend a session as part of a sampling activity.
- The assessor must be confident about the identity of every candidate that completes an assessment. If the assessor suspects that a candidate has taken an assessment in the name of another candidate, this must be reported to City & Guilds immediately as potential malpractice.

Video or audio evidence

- Where video or audio evidence is being used in remote assessment situations, the centre is responsible for:
 - testing all video or audio recording equipment before the assessment begins
 - instructing candidates to clearly state their full name and candidate enrolment number at the beginning of each recording
 - securely storing all recordings, on the centre's computer system as soon as practically possible, **not on** the individual assessor's personal drive.
 - providing good quality recording with clear audio and video
 - ensuring the voices of the candidate(s) and the assessor are clearly audible throughout the assessment
 - using a quiet location for recording
 - storing all recordings until after the next EQA activity
 - ensuring that the recordings are not edited.

- All filenames of the recordings must be labelled with:
 - centre name and number
 - candidate enrolment number(s)
 - level and assessment activity
- Important information to be included in the recording by the assessor:
 - centre name
 - centre number
 - name of the assessor
 - date of activity
 - type of assessment taking place, e.g. Level 1 group discussion
 - name and candidate number(s) of the candidate(s) being assessed, and the names of any participants not being assessed
 - location of participants, e.g. workplace or home – not specific details
 - the time the assessment begins and the time the assessment ends.

Online meeting security

Where online meeting software is used, the centre may want to consider the following:

- if the meeting can be locked to the invited attendees only or where this functionality is not available, a meeting password can be set and shared with the candidate in advance.
- reviewing the security, meeting best practice and privacy policy for the chosen virtual meeting software.
- after the assessment has finished, the assessor should also end the meeting.
- regularly check for any security issues or technical issues that may affect your selected virtual meeting product.

Definitions

Discussion: a conversation (with at least two other people at this level) about a specific topic to reach a decision and/or exchange ideas. A discussion includes elements of 'listen and respond' and 'speak to communicate'. The group should engage in discussion to establish a shared understanding about a topic by communicating their own point of view and listening and responding to others.

Informal context: a discussion regarding an ordinary everyday subject with a relaxed and informal manner, more suitable for ordinary everyday conversations with a friend.

Formal context: a discussion regarding an ordinary everyday subject where a more formal manner, is expected eg an exchange with a health professional.

Familiar topic: a topic that will be recognisable to the candidate and of which they will have prior knowledge.

Straightforward: a subject or material that students often meet in the course of their work, studies or other activities.

Group: In this context a group is defined as three or more people. The group can include candidates working at another level and/or other people who are not being assessed. It is important to ensure the group size is appropriate for the candidate and allows him/her to make sufficient contributions. The other members of the group should have sufficient knowledge of the topic to take part in the discussion.

Assessors may find it easier to record performance with smaller groups (eg three to six candidates). The group size should not impede upon the assessor's ability to adequately record performance of all group members who are being assessed.

Timing of assessments

- Candidates may have up to **20** minutes to complete the two activities.
- It is suggested that **5-10** minutes be allowed for the exchange of information.
- It is suggested that **5-10** minutes be allowed for the discussion.
- In order that the criteria can be demonstrated by any one individual, within a group situation, the timing of the discussions may vary according to the size of the group.
- Preparation time may occur outside of teaching time or in class. It is suggested that no more than 60 minutes is allowed for preparation.
- Preparation time should be time for individual preparation and can include research and making notes. Any additional notes/preparation materials should be attached to the candidate's Assessment Record Sheet.

Annex 1

Entry 2 Speaking, Listening and Communicating Suggested Assessment Activities

Activity 1 - Exchange of information (5 -10 minutes suggested)

Introduce the activity to the candidate:

You would like to join a class at your local leisure centre and you want to find out if the class is suitable for you. I will play the part of the receptionist.

You must ask me at least one question.

You may like to have local information to read out to the candidate during the assessment.

(Suggested script)

Hello. Can I help you?

Candidate replies according to the type of class they are looking for e.g. I am looking for something easy because I don't do much exercise at the moment.

Assessor provides local information e.g. We have several classes that would suit you. There are yoga classes for beginners – these are on a Monday evening or a Tuesday morning. Or we have a keep fit to dance session every morning, which is great fun. There are also classes in the pool such as aqua aerobics or you may prefer the gym.

Ask the candidate a question related to the information you have provided

- *e.g. Which class do you think would be most suitable for you?*
- *candidate replies and asks a question related to time and/ or price*
- *Assessor answers question(s) and asks if there is anything else the candidate wishes to know.*

Details of the candidate's performance **must** be recorded on the Entry 2 Assessment record sheets. Please see the relevant assessment guidance document and the assessment record sheets.

You may use this activity or another activity suitable for the candidate. For example:

- making a travel enquiry
- asking about healthy eating
- complaining about an item.

Whatever topic you choose, you must ensure candidates have the opportunity to meet all the criteria for Activity 1.

Activity 2 Group discussion (5 – 10 minutes suggested)

Introduce the activity to the candidate:

We are going to have a discussion about social media. We can talk about

- the sites we use such as Facebook
- what we like about social media.
- what is not so good about social media.

or

You are going to have a discussion about social media. You can talk about

- the sites you use such as Facebook
- what you like about social media.
- what is not so good about social media.

Details of the candidate's performance **must** be recorded on the Entry 2 assessment record sheets. Please see the relevant assessment guidance document and the assessment record sheets.

You may use this activity or another activity suitable for the candidate. For example:

- hobbies
- holidays
- television programmes.

Whatever topic you choose, you must ensure candidates have the opportunity to meet all the criteria for Activity 2.