

LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: SPEAKING, LISTENING AND COMMUNICATING

SAMPLE ASSESSMENT TASK: OBSERVATION AND REPORTING

Learners need:

- paper and pen/pencil to make notes
 - any visual aids they wish to use in their presentation.
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This assessment task must be kept secure until the assessment is scheduled to take place.

Time allowed: 30 minutes

Instructions

- In the week before the assessment, learners must be informed that, as part of their SLC assessment, they will each be required to give a presentation lasting between 4 and 7 minutes, followed by a Q&A session of 3 to 6 minutes, making a total time of 10 minutes. The context and details of the presentation (as found in sub-task 1) should be given to learners at this stage.
 - Learners must be given sufficient time to prepare any visual aids they wish to use during their presentation.
 - The group must consist of *at least three but no more than five learners*.
 - This assessment must be carried out under controlled conditions.
 - This document consists of **5** pages.
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Preparation

Learners should be aware that there are two ten-minute speaking and listening sub-tasks to be held within a half hour window of time. It is recommended that a break of 10 minutes is taken between sub-tasks 1 and 2 to allow learners a rest, and allow them some time to think about and briefly prepare ideas for the second discussion and time for the marking of the first sub-task to be completed.

The group must consist of *at least three but no more than five learners*, to allow all learners the opportunity to speak and to provide an audience for each other.

Arrange the learners around a boardroom style table so they can maintain eye contact with each other.

Observation and reporting - Introduction

Instructions for assessors

Remind learners that within the sub-tasks they should include extended narratives and information, discussions, detailed explanations and presentations.

Also remind learners that within the sub-tasks they will be assessed on

- identifying relevant information
- following narratives and lines of argument
- responding effectively to detailed or extended questions and feedback
- making requests and asking detailed and pertinent questions
- communicating information, ideas and opinions clearly and effectively
- expressing opinions and arguments, supporting them with relevant and persuasive evidence
- using language that is effective, accurate and appropriate
- making relevant and constructive contributions to move the discussion forward
- adapting contributions to suit audience, purpose and medium
- interjecting and redirecting discussion using appropriate language and register.

The above information must be provided to learners prior to the assessment beginning. This can be in the form of a handout (see Appendix A) or alternatively centres can choose to display this information to all learners on a notice board.

Introduction

Explain that your centre / college / company / organisation is concerned at the poor quality of observation and reporting. Frequently staff have been unable to remember what has happened and the reports / witness statements they have produced have been vague and / or inconsistent, omitting key details.

In order to improve the quality of observation and reporting, your centre / college/ company / organisation has decided to find out more about what things people remember and what helps them to remember things and to work with staff to improve their observation and reporting skills.

Observation and reporting - Sub-task 1

(Presentation followed by Question & Answer - 10 minutes)

Explain that there has recently been an increase in incidents, including accidents, within your organisation. However, witnesses, when they are questioned afterwards, frequently cannot remember the details of what they saw, and this is not helpful when it comes to preventing future incidents or determining who or what caused the incident.

To increase the company's understanding of observation skills and how they can be improved, each of the group has been asked to give a brief presentation followed by opportunities for questions and answers. These presentations may be watched by a member of your organisation's management in order to help them support staff to improve their observation and reporting skills.

The presentation should be on something which the learner has seen and remembered. This could be

- a recent journey
- a holiday or outing
- a lesson / training session
- something they saw at lunch time or on their way to work
- an incident or accident they themselves have seen or been involved in.

The total time allowed for this is 10 minutes. Within this time, the presentation must be at least 4 minutes long and at least 3 minutes must be allowed for questions and answers. Within these guidelines, it is up to the learner to decide how to run the session, provided it lasts for 10 minutes overall.

The presentation should be as detailed and as interesting as possible. As well as describing the event, the learner giving the presentation should indicate:

- what they found easy to remember and what was more difficult
- what helped them to remember or jogged their memory.

Visual aids may be used in the presentation if the learner feels they will be useful.

Listeners should be encouraged to take notes ready for the Q&A session which will follow and to take forward into sub-task 2.

You should explain that you will be taking no further part in the session, as the organisation wants to capture their thoughts, feelings and ideas, not yours. Tell the group that interruptions, including questions or comments will not be allowed during the presentation but that, at the end of the presentation, there will be a Q&A session. In the Q&A session, members of the group should ask for any information they feel would be useful both about the event / incident / programme described in the presentation and also about what made it memorable.

You should indicate to each learner giving a presentation when they have been speaking for 4 minutes and stop them after 7 minutes if they have not already ended their presentation, at

which point they should move onto the Q&A session and be prepared to take and respond to questions. Warn the group when the assessment has been running for 9 minutes and stop the Q&A at the end of 10 minutes from the start of the assessment.

Indicate there will be a break (allow 10 minutes) after which learners should return for a discussion on how people can be helped to become more observant and more accurate when reporting what they have seen.

Specimen

Observation and reporting - Sub-task 2 (Discussion - 10 minutes)

Introduction

Having listened to several presentations, the learners should now discuss key learning points from each of them, relating to ways of encouraging and helping people to become more observant and therefore more accurate when reporting what they have witnessed. Display the following prompts.

- Were there any patterns in what helped people to remember accurately (e.g. smell, making notes immediately after the event, photographs etc.)?
- Were there things said in the presentations which you really remember? Why?
- How could people's observation and reporting skills be improved?

Key points made in the discussion should be noted on a flip chart or similar, which will be returned to the Health and Safety Officer for possible inclusion on a leaflet to all staff. If someone's 'top tip' is taken forward they may have the opportunity to win a prize, so encourage everyone in the group to present their ideas persuasively so they get noted.

After 10 minutes end the discussion by summarising the key points and recommendations and close the session with a positive comment.

END OF ASSESSMENT

Note to centres:

The tasks above could be amended by the centre by using a different topic (e.g. energy saving efficiencies – presentations on particular ways of saving energy followed by Q&A on individual presentation, discussion about which is the best / most effective to be included in leaflet to staff).

Alternatively, the centre can develop its own assessment tasks, provided they follow the guidance within the specification available from www.futurequals.com. Amendments and new tasks, along with a completed setting matrix, should be sent to functionalskills@futurequals.com at least six weeks before the assessment is due to take place, for approval by a Functional Skills subject specialist. Approval will be granted only if your amendments / new tasks meet the requirements. If approval is not received by the time the assessment takes place, centres must use one of the FutureQuals approved assessment tasks available.



LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: SPEAKING, LISTENING AND COMMUNICATING

Speaking, Listening and Communicating: Instructions to learners

During this assessment you should include extended narratives and information, discussions, detailed explanations and presentations.

You will also be assessed on:

- identifying relevant information
- following narratives and lines of argument
- responding effectively to detailed or extended questions and feedback
- making requests and asking detailed and pertinent questions
- communicating information, ideas and opinions clearly and effectively
- expressing opinions and arguments, supporting them with relevant and persuasive evidence
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