



# SETTING CENTRE- DEvised SPEAKING, LISTENING AND COMMUNICATING ASSESSMENT TASKS GUIDANCE

Version Number: **Version 1 - September 2019**



**FutureQuals**<sup>®</sup>



01530 836662



[info@futurequals.com](mailto:info@futurequals.com)



[futurequals.com](http://futurequals.com)

This document is copyright under the Berne Convention. All rights are reserved. Apart from any fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright, Designs and Patents Act 1998, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrical, chemical, mechanical, optical, photocopying, recording or otherwise, without prior written permission of the copyright owner. Enquiries should be addressed to Future Awards and Qualifications.

Copyright © Future (Awards and Qualifications) Ltd 2019

## Contents

|  | Page no. |
|--|----------|
| Introduction                                       | 2        |
| Purpose of assessment                              | 3        |
| Record of learner achievement and assessment sheet | 5        |
| Level of language                                  | 5        |
| Inclusion  | 5        |
| Equality issues                                    | 6        |
| Setting specification Level 1                      | 7        |
| Setting specification Level 2                      | 8        |
| Appendix 1 – centre-devised SLC Level 1 template   | 9        |
| Appendix 2 – centre-devised SLC Level 1 checklist  | 15       |
| Appendix 3 – centre-devised SLC Level 2 template   | 16       |
| Appendix 4 – centre-devised SLC Level 2 checklist  | 22       |

## **Setting centre-devised Speaking, Listening and Communicating (SLC) assessment tasks**

### **Introduction**

FutureQuals have designed Level 1 and 2 Functional Skills Qualification in English Speaking, Listening and Communicating (SLC) assessment tasks to meet the requirements of the Functional Skills English Subject Content and Ofqual Functional Skills English Conditions and Requirements.

All learners should undertake one of the FutureQuals set assessment tasks at the appropriate level in order to achieve this component, which forms part of the FutureQuals Level 1 and Level 2 Functional Skills Qualification in English.

Centres who do not wish to use these assessment tasks, or who wish to tailor tasks for specific industries or client groups, may produce their own. However, centre-devised tasks must be approved by FutureQuals before use and should meet the setting specification which can be found in Tables 1 and 2, pages 7 and 8 of this document. FutureQuals will use a subject specialist to approve the assessment.

Please note there is a fee of £300 + VAT (£360) per centre-devised SLC assessment task submission. Upon submitting a request to FutureQuals for approval of a centre-devised SLC assessment task, you are agreeing to this fee.

Any tasks, along with a completed setting specification, should be sent to FutureQuals for review at least six weeks before the assessment is due to take place. Only if the tasks meet the requirements, will approval be given. If approval is not received by the time the assessment takes place, centres must use one of the FutureQuals set tasks. This also applies if the centre wishes to significantly adapt any of the set assessment tasks.

Centres should use the centre-devised templates provided in Appendices 1 and 3 and the checklists provided in Appendices 2 and 4 when submitting centre devised assessment tasks for approval.

More information about SLC can be found in the qualification specification and the Reformed Functional Skills Qualifications Handbook, all available on the FutureQuals website, [www.futurequals.com](http://www.futurequals.com).

## Purpose of assessment

To ensure that learners who achieve a pass mark have the required level of competence in the Speaking, Listening and Communicating skills, set out in the Subject Content, including meeting the full scope of study and range of contexts.

### Level 1

The scope of study (SoS) for Speaking, Listening and Communicating, including the SoS references from the DfE Subject Content is included below:

|   |  |
|---|--|
| 1 | Identify relevant information and lines of argument in explanations or presentations                       |
| 2 | Make requests and ask relevant questions to obtain specific information in different contexts              |
| 3 | Respond effectively to detailed questions  |
| 4 | Communicate information, ideas and opinions clearly and accurately on a range of topics                    |
| 5 | Express opinions and arguments and support them with evidence  |
| 6 | Follow and understand discussions and make contributions relevant to the situation and the subject         |
| 7 | Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium |
| 8 | Respect the turn-taking rights of others during discussions, using appropriate language for interjection   |

Learners should be able to apply their speaking, listening and communicating skills in the following contexts at Level 1:

- Narratives;
- Explanations;
- Discussions;
- Instructions;
- Information;
- Descriptions;
- Presentations\*;

all of varying lengths.

\*At this level, learners can present specific pieces of information as required during a discussion within the group without carrying out a formal presentation. Assessment of learners' skills in Speaking, Listening and Communicating will be conducted using two discussions in a group of between three and five learners.

## Level 2

The scope of study (SoS) for Speaking, Listening and Communicating, including the SoS references from the DfE Subject Content is included below:

|    |   |
|----|---|
| 1  | Identify relevant information from extended explanations or presentations   |
| 2  | Follow narratives and lines of argument   |
| 3  | Respond effectively to detailed or extended questions and feedback  |
| 4  | Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts              |
| 5  | Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required |
| 6  | Express opinions and arguments and support them with relevant and persuasive evidence                                     |
| 7  | Use language that is effective, accurate and appropriate to context and situation   |
| 8  | Make relevant and constructive contributions to move discussion forward   |
| 9  | Adapt contributions to discussions to suit audience, purpose and medium   |
| 10 | Interject and redirect discussion using appropriate language and register   |

Learners should be able to apply their Speaking, Listening and Communicating skills in the following contexts at Level 2:

- extended narratives;
- information (information may be on technical, concrete or abstract topics);
- discussions;
- detailed explanations and presentations;

all of varying lengths.

Presentations at this level **must** be formal presentations to a group; learners may present information of various types as required by a particular task. Assessment of learners' skills in Speaking, Listening and Communicating will be conducted using one discussion and one presentation, in a group of between three and five learners.

### Assessment tasks

- The assessment includes two sub-tasks
- At Level 1, both tasks are a discussion, but must have a different purpose
- At Level 2, one task is a discussion and one task is a presentation
- Sub-tasks will cover the same theme, but can address different topics or perspectives within that theme
- The assessment will last for a maximum of 30 minutes
- Sub-tasks include realistic contexts and scenarios
- Sub-tasks are meaningful and relevant to the context / theme

Every assessment task must be designed to assess a single level, i.e. Level 1 or Level 2. The assessment must provide a reliable measure of proficiency at this level by providing significant evidence of success against the requirements for the Subject Content, as defined in the setting specification for Level 1 (see Table 1) and for Level 2 (see Table 2).

Each assessment task consists of related sub-tasks with guidance on the preparation required, instructions to the Assessor on how to manage the sub-task and a set of ideas to help maintain discussion.

Learners complete the assessment task and any related sub-tasks under controlled conditions in groups of not less than three and not more than five.

Learners are permitted to use aids, but care must be taken to ensure that the use of any aid does not detract from the need to demonstrate the skill through the scope of study.

## Record of learner achievement and assessment sheet

Centres are not required to produce mark schemes. This assessment involves competency-based marking, that is, the Pass criteria are either met (observed) or not.

There is a standard Record of Learner Achievement and Assessment Sheet for use in the English Speaking, Listening and Communicating Level 1 and Level 2 assessments. This Record of Learner Achievement **must** always be used. This clearly states how skills are observed and recorded, and when to award a Pass or Fail grade.

## Level of language

Instructions that are given to the learner that are not part of the assessment task and its sub-tasks must be accessible to learners and be no higher than the level being assessed.

Content Writers (whether setting the assessment tasks for FutureQuals, or from centres amending these tasks or devising their own) should also take care to ensure that use of English in any instructions to learners takes into account the fact that not all learners will have English as their first language.

All Content Writers are also responsible for ensuring that the content and instructions for the assessment task and its sub-tasks do not provide unnecessary obstacles to learners, for example, by demanding skills and knowledge outside those actually being assessed.

## Inclusion

The assessment task and its related sub-tasks must support inclusion.

Speaking, Listening and Communicating within Functional Skills English Qualifications are defined as non-written communication, normally conducted face-to-face.

The term 'speaking, listening and communicating' as used in the Functional Skills English Subject Content for this level is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to learners with speech or hearing impairment.

The needs of individual learners will vary, but as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- can include use of sign language (e.g. British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communicating, where BSL is the learner's normal way of communicating in the contexts described by the Scope of Study). No other languages are permitted as alternatives to English;
- can include access to augmentative speech equipment and such software as constitutes the learner's normal way of working;



- does not depend solely on the use of written language, or require the individual/s with whom the learner is communicating to be able to read (as these skills are covered by the requirements for Functional Skills English Reading and Writing components).

### **Equality issues**

FutureQuals must ensure that qualifications are non-discriminatory on the grounds of disability, gender, race, age, sexual orientation and religion / belief.

Centres must ensure when amending or developing tasks for Speaking, Listening and Communicating, no unnecessary barriers are placed in the way of learner achievement.

**Table 1 - Setting Specification Level 1**

| <b>Context</b>            | <b>The learner must have the opportunity to</b>   | <b>Discussion Sub-task 1</b> | <b>Discussion Sub-task 2</b> |
|---------------------------|---|------------------------------|------------------------------|
| Narrative                 | give an account of connected events   |                              |                              |
| Explanation               | explain how something worked or why they did something  |                              |                              |
| Discussion                | exchange ideas with others / talk with other people   |                              |                              |
| Instruction               | tell others what to do or how to do something   |                              |                              |
| Information               | give information to others  |                              |                              |
| Description               | describe an object or something they saw  |                              |                              |
| Presentation              | show or explain a product or idea to other people   |                              |                              |
| <b>Scope of Study ref</b> | <b>The learner must have the opportunity to</b>   |                              |                              |
| <b>SoS1</b>               | Identify relevant information and lines of argument in explanations or presentations.                       |                              |                              |
| <b>SoS2</b>               | Make requests and ask relevant questions to obtain specific information in different contexts.              |                              |                              |
| <b>SoS3</b>               | Respond effectively to detailed questions.  |                              |                              |
| <b>SoS4</b>               | Communicate information, ideas and opinions clearly and accurately on a range of topics.                    |                              |                              |
| <b>SoS5</b>               | Express opinions and arguments and support them with evidence.  |                              |                              |
| <b>SoS6</b>               | Follow and understand discussions and make contributions relevant to the situation and the subject.         |                              |                              |
| <b>SoS7</b>               | Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. |                              |                              |
| <b>Sos8</b>               | Respect the turn-taking rights of others during discussions, using appropriate language for interjection.   |                              |                              |

**Table 2 - Setting Specification Level 2**

| <b>Text type</b>          | <b>The learner must have the opportunity to:</b>   | <b>Presentation task</b> | <b>Discussion Sub-task</b> |
|---------------------------|--|--------------------------|----------------------------|
| Extended narrative        | Give an extended account of connected events.  |                          |                            |
| Information - technical   | Explain how something worked or pass on details of a system or part.   |                          |                            |
| Information - concrete    | Give information about something tangible (eg how to get to a supplier, details of their work history).                    |                          |                            |
| Information - abstract    | Give information about something conceptual or figurative (eg ideas, thoughts beliefs or opinions).                        |                          |                            |
| Discussion                | Exchange ideas with others / talk with other people.   |                          |                            |
| Detailed explanation      | Tell others in detail what to do or how to do something.   |                          |                            |
| Presentation              | Give a presentation to a group of other people.  |                          |                            |
| <b>Scope of Study ref</b> | <b>The learner must have the opportunity to:</b>   |                          |                            |
| <b>SoS1</b>               | Identify relevant information from extended explanations or presentations.   |                          |                            |
| <b>SoS2</b>               | Follow narratives and lines of argument.   |                          |                            |
| <b>SoS3</b>               | Respond effectively to detailed or extended questions and feedback.  |                          |                            |
| <b>SoS4</b>               | Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts.              |                          |                            |
| <b>SoS5</b>               | Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required. |                          |                            |
| <b>SoS6</b>               | Express opinions and arguments and support them with relevant and persuasive evidence.                                     |                          |                            |
| <b>SoS7</b>               | Use language that is effective, accurate and appropriate to context and situation.   |                          |                            |
| <b>SoS8</b>               | Make relevant and constructive contributions to move discussion forward.   |                          |                            |
| <b>SoS9</b>               | Adapt contributions to discussions to suit audience, purpose and medium.   |                          |                            |
| <b>SoS10</b>              | Interject and redirect discussion using appropriate language and register.   |                          |                            |

## Appendix 1

# LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: SPEAKING, LISTENING AND COMMUNICATING

## Centre Devised Assessment

**Assessment task title:** *[insert title of the task]*

### Learners need:

- A pen or pencil, and paper
  - *[insert any other item needed]*
  - *[insert any other item needed]*
- 

This assessment task must be kept secure until the assessment is due to take place.

**TIME ALLOWED: 30 Minutes**

---

### Instructions

- *(Insert any items needed)* should be provided for each group.
  - This assessment must be carried out under controlled conditions.
  - The group must consist of at least three but no more than five learners.
- 

### Preparation

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

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.

**Assessment task title:** *[insert title of the task]*

Instructions for assessors

Remind learners that within the sub-tasks they should include narratives, explanations, an exchange of ideas / talk with other people, instructions, information, descriptions and presentations.

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

- identifying relevant information and lines of argument
- making requests and asking relevant questions
- responding effectively to detailed questions
- communicating information, ideas and opinions clearly and accurately
- using appropriate phrases, registers and adapting their contributions to take account of the audience, purpose and medium of the discussion
- respecting the turn taking rights of others during the discussion, using appropriate language for interjection.

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

**Introduction**

*(insert details to introduce learners to the topic to be assessed).*

***Insert title of assessment task* - Sub task 1**

Discussion, 10 minutes

**Introduction**

*Insert details of sub-task 1*

You should explain that you will be taking no further part in the discussion.

After 10 minutes, close the session. Indicate there will be a 10 minute break to prepare for the next part of the assessment. Over the break they should consider *(insert details of sub-task 2)*.

---

***Insert title of assessment task - Sub task 2***

Discussion - 10 minutes

**Introduction**

Remind learners of the task.

*Insert details of sub-task 2*

You should also explain that you will be taking no further part in the discussion.

Give a time warning at 9 minutes if the group is not reaching the purpose of the discussion, e.g. agreeing on the theme for a charity project.

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:**

**By submitting this request to FutureQuals you are agreeing to pay the fee of £300 + VAT (£360).**

**PO number or name of authorised person:** .....

**Role:** .....

**Date:** .....

Amendments to centre devised SLC assessment tasks must follow the guidance within the document ""Setting Centre-Devised SLC Assessment Tasks"" available from [Functionalskills@futurequals.com](mailto:Functionalskills@futurequals.com). Amendments and new tasks, along with a completed setting matrix, should be sent to [Functionalskillss@futurequals.com](mailto:Functionalskillss@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 set assessment tasks available to centres.

# LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: SPEAKING, LISTENING AND COMMUNICATING

## ***Speaking, Listening and Communicating: Instructions to learners***

During this assessment you should include narratives, explanations, an exchange of ideas / talk with other people, instructions, information, descriptions and presentations.

You will also be assessed on:

- identifying relevant information and lines of argument
- making requests and asking relevant questions
- responding effectively to detailed questions
- communicating information, ideas and opinions clearly and accurately
- using appropriate phrases, registers and adapting their contributions to take account of the audience, purpose and medium of the discussion
- respecting the turn taking rights of others during the discussion, using appropriate language for interjection.



## Assessor guidance

### Record of Learner Achievement and Assessment Sheet

The result must be entered onto the Record of Learner Achievement and Assessment Sheet after the assessment has been completed for each group of 3-5 learners (one for each learner). Learners must not be shown their results which are provisional. Results are subject to external verification by FutureQuals and are only confirmed on receipt of a FutureQuals certificate.

Learners should be observed in each Speaking, Listening and Communicating sub-task.

Overall performance across the range of requirements for the level must be secure; any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

The Assessor must observe each learner doing all of the Scope of Study (SOS) consistently across the sub-tasks as specified in the Assessment Sheet and insert a tick if observed, or a cross if not against each SOS. The Assessor should also record their justification for decisions made for each sub-task in the space provided.

The Record of Learner Achievement and Assessment Sheet (along with any other evidence to support it e.g. learner notes, audio or video recording etc., including any IQA reports or evidence of internal sampling) should be uploaded to the Learner Results and Resources > SLC Results folder in the FutureQuals SharePoint site for moderation. All materials **must** be retained by the centre for a minimum of 3 years. This evidence may be requested during an EQA visit or through other external quality assurance activities.

Centres are reminded that assessments should have been internally quality assured and standardised, before being uploaded for moderation.

## Appendix 2

# LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: SPEAKING, LISTENING AND COMMUNICATING

### Checklist

Please complete this checklist and submit to FutureQuals together with your centre devised Speaking, Listening and Communicating (SLC) assessment task(s) for approval, please email to [Functionalskills@futurequals.com](mailto:Functionalskills@futurequals.com)

|   |  |  |
|---|--|--|
| 1 | Title of assessment task:  |  |
| 2 | Have you completed all sections of the assessment template?  | Yes / No                               |
| 3 | <b><i>The assessment activity must ensure that learners have the opportunity to make a range of contributions in a range of contexts</i></b> |  |
|   | Please confirm that within the assessment activity there is opportunity for learners to make contributions in the following:                 | Specify which subtask this is in (1/2) |
|   | Narratives   | Yes / No                               |
|   | Explanations   | Yes / No                               |
|   | Instructions   | Yes / No                               |
|   | Information  | Yes / No                               |
|   | Descriptions   | Yes / No                               |
| 4 | Have you included opportunities for learners to be involved in <b>2 discussions</b>  | Yes / No                               |
| 5 | Is the assessment task clear and unambiguous throughout?   | Yes / No                               |
| 6 | Could learners carry out both sub-tasks without needing further information or explanation?  | Yes / No                               |
| 7 | Have you proof read the assessment task?   | Yes / No                               |
| 8 | Can you confirm there are no errors in the assessment task in terms of:  |  |
|   | Grammar  | Yes / No                               |
|   | Spelling   | Yes / No                               |
|   | Punctuation  | Yes / No                               |

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 3

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

## Centre-Devised Assessment

**Assessment task title:** *[insert title of the task]*

### Learners need:

- paper and pen/pencil to make notes
  - any visual aids they wish to use in their presentation
  - *[insert any other item needed]*
- 

This assessment task must be kept secure until the assessment is due 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.
- 

### 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.

---

**Assessment task title:** *[insert title of the task]*

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 Instructions to Learners) or alternatively centres can choose to display this information to all learners on a notice board.

## Introduction

*(insert details to introduce learners to the topic to be assessed).*

***Insert title of assessment task - Sub task 1***

Presentation 10 minutes (4-7 minutes presentation, 3-6 minutes Q&A session)

**Introduction**

*Insert details of sub-task 1*

**Introduction**

Explain that in this 10 minute session (depending on number in group) you want each person in the group of 3-5 to use their prepared material to support and sustain a 2-3 minute presentation.

Remind them of the task:

Give a brief presentation, lasting no longer than 4 to 7 minutes, *insert relevant information / instructions*

Visual aids may be used if the learner feels they will be useful. Listeners should be encouraged to take notes ready for sub-task 2.

You should indicate to each learner when they have been speaking for 4 minutes and stop them after 7 minutes. When all members of the group have completed their presentations, remind them that they will be moving straight on into sub-task 2.

***Insert title of assessment task - Sub task 2***

Discussion, 10 minutes

**Introduction**

Having listened to several presentations, you (the learner) should now discuss key learning points from each of them relating to *insert relevant information / instructions*

You may wish to include points such as:

- *insert relevant information / instructions*

Key points should be noted, *insert relevant information / instructions*

The Assessor should explain that they will be taking no further part in the discussion.

A time warning will be given at 9 minutes, if the group is not nearing agreement. After 10 minutes, end the discussion in a timely manner by summarising the key points and recommendations and close the session with a positive comment.

Once both sub-tasks have been completed, the Assessor will assess the evidence from each learner observed and record this on the Record of Learner Achievement and Assessment Sheets. Feedback will be given at an appropriate time and setting to each individual learner.

**END OF ASSESSMENT**

---

**Note to centres:**

**By submitting this request to FutureQuals you are agreeing to pay the fee of £300 + VAT (£360).**

**PO number or name of authorised person:** .....

**Role:** .....

**Date:** .....

Amendments to centre devised SLC assessment tasks must follow the guidance within the document “Setting Centre-Devised SLC Assessment Tasks” available from [Functionalskills@futurequals.com](mailto:Functionalskills@futurequals.com). Amendments and new tasks, along with a completed setting matrix, should be sent to [Functionalskillss@futurequals.com](mailto:Functionalskillss@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 set assessment tasks available to centres

# 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
- 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.

## Assessor guidance

### Record of Learner Achievement and Assessment Sheet

The result must be entered onto the Record of Learner Achievement and Assessment Sheet after the assessment has been completed for each group of 3 - 5 learners (one for each learner). Learners must not be shown their results which are provisional. Results are subject to external verification by FutureQuals and are only confirmed on receipt of a FutureQuals certificate.

Learners should be observed in each Speaking, Listening and Communicating sub-task.

Overall performance across the range of requirements for the level must be secure; any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

The Assessor must observe each learner doing all of the Scope of Study (SOS) consistently across the sub-tasks as specified in the Assessment Sheet and insert a tick if observed, or a cross if not against each SOS. The Assessor should also record their justification for decisions made for each sub-task in the space provided.

The Record of Learner Achievement and Assessment Sheet (along with any other evidence to support it e.g. learner notes, audio or video recording etc., including any IQA reports or evidence of internal sampling) should be uploaded to the Learner Results and Resources > SLC Results folder in the FutureQuals SharePoint site for moderation. All materials **must** be retained by the centre for a minimum of 3 years. This evidence may be requested during an EQA visit or through other external quality assurance activities.

Centres are reminded that assessments should have been internally quality assured and standardised, before being uploaded for moderation.



## Appendix 4

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

### Checklist

Please complete this checklist and submit to FutureQuals together with your centre devised Speaking, Listening and Communicating (SLC) assessment task(s) for approval, please email to [Functionalskills@futurequals.com](mailto:Functionalskills@futurequals.com)

|   |  |  |
|---|--|--|
| 1 | Title of assessment task:  |  |
| 2 | Have you completed all sections of the assessment template?  | Yes / No                               |
| 3 | <b><i>The assessment activity must ensure that learners have the opportunity to make a range of contributions in a range of contexts</i></b> |  |
|   | Please confirm that within the assessment activity there is opportunity for learners to make contributions in the following:                 | Specify which subtask this is in (1/2) |
|   | Extended narratives  | Yes / No                               |
|   | Information (on technical, concrete or abstract topics)  | Yes / No                               |
|   | Discussions  | Yes / No                               |
|   | Detailed explanations  | Yes / No                               |
|   | Presentations  | Yes / No                               |
| 4 | Have you included opportunities for learners to be involved in <b>1 presentation</b> and <b>1 discussion</b> ?                               | Yes / No                               |
| 5 | Is the assessment task clear and unambiguous throughout?   | Yes / No                               |
| 6 | Could learners carry out both sub-tasks without needing further information or explanation?  | Yes / No                               |
| 7 | Have you proof read the assessment task?   | Yes / No                               |
| 8 | Can you confirm there are no errors in the assessment task in terms of:  |  |
|   | Grammar  | Yes / No                               |
|   | Spelling   | Yes / No                               |
|   | Punctuation  | Yes / No                               |

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



**SETTING CENTRE-DEvised SPEAKING, LISTENING  
AND COMMUNICATING ASSESSMENT TASKS  
GUIDANCE**



**FutureQuals**<sup>®</sup>



01530 836662



[info@futurequals.com](mailto:info@futurequals.com)



[futurequals.com](http://futurequals.com)