Reformed Functional Skills Qualifications in English: Speaking, Listening and Communicating Guidance

Version Control Information

Document details

Document name	RFSQ English SLC Guidance
Purpose of document	To provide information, guidance and requirements for centres who deliver English Functional Skills Qualifications.
Change applied to existing version	V19.09
Document owner	Product Development Team

Version history

New version number after amendment	Date amended	Section	Details of change/s
V2.0	05.12.2023	Footers/ version history/ pages – 9, 10, 13	Wording updated to align with the spec.

Contents

This guidance outlines the Speaking, Listening and Communicating (SLC) assessment requirements for FutureQuals Functional Skills Qualifications in English at Level 1 and Level 2.

This document outlines the activities which can be carried out to meet the Speaking, Listening and Communicating scope of study requirements. Centres should use the SLC assessment tasks provided by FutureQuals. Centres are permitted to devise their own SLC assessment tasks, however, these must by approved by FutureQuals prior to being used with learners in live assessment situations. A charge for this service applies.

This document must be read in conjunction with the Level 1 and Level 2 Functional Skills Qualifications in English specifications and the Functional Skills Operational Handbook.

An overview of SLC learner requirements at each level is set out below:

Qualification	Requirement
English Level 1	Two discussions (sub-tasks)
English Level 2	One presentation One discussion (sub-tasks)

Guidance on Setting and Delivering Internal Assessment Tasks

Task-setting:
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.

Assessment tasks can be accessed through the Learner results and resources SharePoint Hub, in a centre's individual folder in the SLC results section.

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. They must be submitted to FutureQuals at least six weeks prior to any assessment taking place. Centres should refer to the *Setting centre-devised Speaking, Listening and Communicating (SLC) assessment tasks* guidance on the FutureQuals website if they wish to devise and use their own assessment tasks. A fee of £300 + VAT (£360) per centre-devised SLC assessment task submission is imposed.

Task-taking: All centres must have a clearly defined procedure for the delivery of the assessment activity which meets the needs of the learners, which allows for adequate coverage of the scope of study and which provides sufficient opportunity to demonstrate proficiency at the level against all of the criteria, in a manner which is fair and consistent for all learners.

Each assessment task has two sub-tasks. Learners must demonstrate a secure overall performance for each SOS across the two sub-tasks in order to pass the assessment.

The minimum number of learners that would constitute a group for discussion purposes should be three but no more than five (not including the assessor).

The tasks can be taken at any point deemed appropriate during the Functional Skills Qualification programme, but this should be based upon an informed judgement that the learner is operating at the level to be assessed.

Centres are required to use and complete the Record of Learner Achievement and Assessment Sheet for each learner undertaking the assessment. Learners overall performance across the range of requirements for the level (1 or 2) must be secure; any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

Task-marking and Internal Quality Assurance: All centres must have a consistent approach to marking the assessment activity and for ensuring that standards applied in marking are consistent for all of their learners.

Centres must have undertaken standardisation exercises prior to the completion of any live learners. All assessors and IQAs must have viewed and completed the SLC Standardisation videos for Level 1 and Level 2, and submitted the assessment materials and Declaration form to FutureQuals. These videos are available on the FutureQuals website, via a secure link and password. Applications for the password can be made to functionalskills@futurequals.com.

For the first six cohorts, or a minimum of 10 learners, 100% of assessments are sampled by FutureQuals' moderators. Centres must upload to their secure SharePoint folder the following key documents for each cohort:
1. Completed Records of Learner Achievement Forms (scanned and uploaded as separate documents, <u>not</u> combined as one PDF)
2. Copies of audio or video recording(s)
3. Completed IQA report(s)

Following this, a minimum of 10% of assessments should be observed by an internal quality assurer (IQA) to ensure they are being conducted in accordance with our requirements. These observations should be completed using the Observation of Internal Assessment Form. When more than one assessor carries out the assessments, the observations should be spread proportionately.

Following the completion of the assessments, an internal quality assurance panel must convene in which the assessors and the IQA discuss outcomes and ensure the Functional Skills scope of study have been applied consistently across all learners. Borderline pass/fail learners' results may be adjusted at this time. The meeting must be recorded using the Assessment Internal Quality Assurance Panel Form. IQA reports should be made available to FutureQuals' EQAs on request during any monitoring visit or external quality assurance activities.

The assessment process will be subject to external quality assurance and moderation by FutureQuals. Moderation takes place after the Record of Learner Achievement Forms have been uploaded to the centre's secure SharePoint folder, and the assessment outcome for each learner has been recorded in XAMS.

All Record of Learner Achievement Forms and any audio/video recordings must be retained by the Centre for a minimum of 3 years from the end of the year to which they relate.

Forms that relate to Internal Quality Assurance including the Assessment Internal Quality Assurance Panel Form can be found in the Appendices at the rear of this guidance document.

Equality, Access and Inclusion

Functional Skills Qualifications have been designed to be inclusive for the full range of learners. It is important that all centres understand the expectations for Speaking, Listening and Communicating in this context.

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).

The Scope of Study: Level 1

This should include narratives, explanations, discussions, instructions, information, descriptions and 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.

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

The Scope of Study: Level 2

This should include extended narratives, detailed explanations, discussions, information (which may be on technical, concrete or abstract topics) and presentations all of varying lengths.

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

English Speaking, Listening and Communicating Registration to Certification Process Flow

Create learner registration in QMIS

Schedule Functional Skills Assessment in XAMS

Conduct Internal Assessment for English: Speaking, Listening and Communication component

Conduct Internal Quality Assurance Activities (If applicable)

Complete and upload Record of Learner Achievement Forms into Huddle

Complete learner achievement outcome in XAMS and submit

External moderation completed by FutureQuals

Results - XAMS System

Resits (If applicable) - XAMS System

Certificate issued in QMIS

Level 1 Speaking, Listening and Communicating

Assessment Instructions

Assessors must assess individual performance (albeit in a group context and in relation to the input, contributions and behaviour of others) against the full set of criteria to determine whether they are proficient at the level. The assessors' judgements as to whether a learner has passed/failed the component **must** be recorded in the online XAMS system against the learner's record.

The Record of Learner Achievement templates available on the FutureQuals website or in the qualification specification reflect the information that must be provided. These forms support centres in recording judgements prior to internal quality assurance and entering final results into XAMS.

Making and Recording Assessment Judgements

1. Assessors are required to verify a learner's identity and authenticate that the work presented for assessment is the learner's own.
2. Assessors **must** complete individual performance, criterion-based judgements for each learner in all activities on the Record of Learner Achievement Form.
3. For the first six cohorts or a minimum of 10 learners*, all assessment session should either be audio or video recorded as well as the assessor completing the Record of Learner Achievement.
    4. Assessors evaluating an individual must judge a learner's 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.
5. The assessment must produce a pass or fail outcome. Assessors **must** make careful judgements about whether the learner's performance meets the criteria. Only learners who have had a "tick" (or ✓) against all of the Scope of study (SoS) reference statements in all activities associated with the level the learner is undertaking, will be awarded a Pass.
6. Once all assessment evidence has been captured on the Record of Learner Achievement Form, Assessors **must** sign and date the form. By signing the Record of Learner Achievement Form, the Assessor is confirming that the assessment has been conducted according the FutureQuals required controlled conditions.
7. Centres **must** scan all hard copies of the Record of Learner Achievement Form and these should be stored securely within the centre for a minimum of three years.
8. Centres **must** submit all Record of Learner Achievement Forms to FutureQuals via a secure method (i.e. upload these into the centre's SLC Results SharePoint folder).
9. Assessors **must** enter the learner's final assessment outcome (A Pass/Fail) into the required field against the learner's individual record in XAMS.
10. All learners scheduled and being presented for assessment in the same cohort will appear in the same XAMS screen.

*For centres that are approved to deliver both Level 1 and Level 2 qualifications, the total of six cohorts or a minimum of 10 learners can be combined and split between the two levels. For example, 3 cohorts of Level 1 learners and 3 cohorts of Level 2 learners.

Level 1 - Two Discussions

One Formal and One Informal Discussion	Guidance for Assessors
10 minutes in duration for each sub-task (30 minutes overall)	The duration of the two discussions/sub-tasks may vary slightly but should be as far as possible consistent for learners being assessed at the same level. Both discussions must allow adequate time for the topic in the task to be covered and the assessment criteria to be demonstrated. The discussions and exchanges must allow for the consistent assessment of the skills defined in the scope of study, irrespective of when the assessment takes place.
Conditions	The nature of discussions means that unpredictable elements may be present but it is important that centres ensure that the assessment tasks and conditions provide fair and equivalent opportunities for all learners to demonstrate their level of proficiency against the skill standards. The discussions will be based upon a topic set down in the set task. While the duration of discussions may vary slightly, it is important that this type of variation is limited and does not present different opportunities to demonstrate the standard across assessments.
Topics	All learners should undertake one of the FutureQuals set assessment tasks. Centres can devise their own assessment tasks, however, these have to be agreed at least six weeks in advance of any live assessment. A charge for this applies. **Further information and guidance on centre-devised assessments can be found in Setting centre-devised Speaking, Listening and Communicating (SLC) assessment tasks.**

Preparation	Learners should be aware that there are two 10-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. This allows them some time to think about and briefly prepare ideas for the second discussion as well as time for marking of the first sub-task to be completed. Learners may make notes of their ideas during this break. The group must be 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 that they may maintain eye contact with each other.
Evidence	Learners may use prompts from this preparation but external support should be restricted to preparation stages.

Use of the Record of Learner Achievement Form is mandatory during assessment delivery and internal quality assurance. Final outcomes for individual learner performance must be completed in the XAMS system in order for the component to be awarded.

All assessment evidence should be logged on Record of Learner Achievement Form for each learner undertaking the assessment.

For the first six cohorts or a minimum of 10 learners *, all Record of Learner Achievement Forms and either audio or video recordings of the assessment session and the IQA's report must be uploaded to the centre's secure SharePoint site and will be moderated by FutureQuals.

Thereafter, a minimum of 10% of assessments will be moderated, however, this percentage is determined and reviewed by FutureQuals.

Following the internal centre assessment and the |

Reformed FSQ in English: SLC Guidance V2 (05/12/2023)

| | FutureQuals moderation of six cohorts (with a minimum of at least ten learners in total), and confirmation from FutureQuals, all assessments should continue to be recorded (audio or video). These recordings will however, not need to be uploaded to SharePoint but must be retained, along with all IQA sampling records, by the approved centre for a minimum of three years from the assessment date. All Record of Learner Achievement Forms **must** be uploaded for every learner.

Although there is no requirement to submit these recordings to FutureQuals as part of the moderation process, access to these records may be requested at any time during unannounced visits and/or quality reviews. Centres are responsible for checking that all assessment session recordings are fit-for-purpose. If a centre identifies that a recording of an assessment session has failed, then it must notify FutureQuals immediately.

Centres have a maximum of 30 days to upload assessment results to XAMS from the date the learner undertakes the assessment. |
|---|---|

*For centres that are approved to deliver both Level 1 and Level 2 qualifications, the total of six cohorts or a minimum of 10 learners can be combined and split between the two levels. For example, 3 cohorts of Level 1 learners and 3 cohorts of Level 2 learners.

Assessment Instructions

Assessors must assess individual performance (albeit in a group context and in relation to the input, contributions and behaviour of others) against the criteria to determine whether they are proficient at the level. The assessors' judgements as to whether a learner has passed/failed **must** be recorded in the online XAMS system against the learner's record.

The Record of Learner Achievement templates available on the FutureQuals website or in the qualification specification reflect the information that must be provided. These forms support centres in recording judgements prior to internal quality assurance and entering final results into XAMS.

Making and Recording Assessment Judgements

1. Assessors are required to verify a learner's identity, and authenticate that the work presented for assessment is the learner's own.
2. Assessors **must** complete individual performance, criterion-based judgements for each learner in all activities on the Record of Learner Achievement Form.
3. For the first six cohorts or a minimum of 10 learners*, all assessment session should either be audio or video recorded as well as the assessor completing the Record of Learner Achievement.
4. Assessors evaluating an individual must judge a learner's 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.
5. The assessment must produce a pass or fail outcome. Assessors **must** make careful judgements about whether the learner's performance meets the criteria. Only learners who have had a "tick" (or ✓) against all of the Scope of study (SoS) reference statements in all activities associated with the level the learner is undertaking, will be awarded a Pass.
6. Once all assessment evidence has been captured on the Record of Learner Achievement Form, Assessors **must** sign and date the form. By signing the Record of Learner Achievement Form, the Assessor is confirming that the assessment has been conducted according the FutureQuals required controlled conditions.
7. Centres **must** scan all hard copies of the Record of Learner Achievement Form and these should be stored securely within the centre for a minimum of three years.
8. Centres **must** submit all Record of Learner Achievement Forms to FutureQuals via a secure method (i.e. upload these into the centre's SLC Results SharePoint folder).
9. Assessors **must** enter the learner's final assessment outcome (APass/Fail) into the required field against the learner's individual record in XAMS.
10. All learners scheduled and being presented for assessment in the same cohort will appear in the same XAMS screen.

*For centres that are approved to deliver both Level 1 and Level 2 qualifications, the total of six cohorts or a minimum of 10 learners can be combined and split between the two levels. For example, 3 cohorts of Level 1 learners and 3 cohorts of Level 2 learners.

Level 2 – One Presentation and One Discussion

Two Formal Discussions	Guidance for Assessors
10 minutes in duration for each sub-task (30 minutes overall)	The presentation should last between 4 and 7 minutes, followed by a Q&A session of 3 to 6 minutes, making a total time of 10 minutes.
	The duration of the discussion may vary slightly but should be as far as possible consistent for learners being assessed at the same level.
Conditions	The learners will be assessed on making effective formal presentations to an audience (comprising a minimum of three people).
	The nature of discussions means that unpredictable elements may be present but it is important that centres ensure that the assessment tasks and conditions provide fair and equivalent opportunities for all learners to demonstrate their level of proficiency against the skill standards.
	The presentation and discussion will be based upon a topic set down in the set task.
	While the duration of discussions may vary slightly, it is important that this type of variation is limited and does not present different opportunities to demonstrate the standard across assessments.
Topics	All learners should undertake one of the FutureQuals set assessment tasks. Centres can devise their own assessment tasks, however, these have to be agreed at least six weeks in advance of any live assessment. A charge for this applies.
	Further information and guidance on centre-devised assessments can be found in Setting centre-devised Speaking, Listening and Communicating (SLC) assessment tasks.
Preparation	Learners should be aware that there are two 10-minute speaking and listening sub-tasks. The first task will be a presentation. They may use prompts or visual aids

Evidence	during the presentation if they wish.

It is recommended that a break of 10 minutes is taken between the sub-tasks to allow Learners a rest. This allows them some time to think about and briefly prepare ideas for the second discussion as well as time for marking of the first sub-task to be completed. Learners may make notes of their ideas during this break.

Use of the Record of Learner Achievement Form is mandatory during assessment delivery and internal quality assurance. Final outcomes for individual learner performance must be completed in the XAMS system in order for the component to be awarded.

All assessment evidence should be logged on Record of Learner Achievement Form for each learner undertaking the assessment.

For the first six cohorts or a minimum of 10 learners*, all Record of Learner Achievement Forms and either audio or video recordings of the assessment session and the IQA's report must be uploaded to the centre's secure SharePoint site and will be moderated by FutureQuals.

Thereafter, a minimum of 10% of assessments will be moderated, however, this percentage is determined and reviewed by FutureQuals.

Following the internal centre assessment and the FutureQuals moderation of six cohorts (with a minimum of at least ten learners in total), and confirmation from FutureQuals, all assessments should continue to be recorded (audio or video). These recordings will however not need to be uploaded to SharePoint but must be retained, along with all IQA sampling records, by the approved centre for a minimum of three years from the assessment date. All Record of Learner Achievement Forms **must** be uploaded for every learner. |

	Although there is no requirement to submit these recordings to FutureQuals as part of the moderation process, access to these records may be requested at any time during unannounced visits and/or quality reviews. Centres are responsible for checking that all assessment session recordings are fit-for-purpose. If a centre identifies that a recording of an assessment session has failed, then it must notify FutureQuals immediately. Centres have a maximum of 30 days to upload assessment results to XAMS from the date the learner undertakes the assessment.

*For centres that are approved to deliver both Level 1 and Level 2 qualifications, the total of six cohorts or a minimum of 10 learners can be combined and split between the two levels. For example, 3 cohorts of Level 1 learners and 3 cohorts of Level 2 learners.

Structure:

The assessor should confirm the topic at the outset. They should also confirm that all of the learners have been informed in advance of the topic (for the preparation-based formal discussion) and that they have had the opportunity to prepare for the discussion. The assessor must confirm to learners the criteria on which they will be assessed. The Scope of study can be displayed as a poster in the assessment room or given out as a hand-out to learners. Assessors should also remind the learners that they will be individually assessed against the scope of study.

The assessor must not take part in the assessment, other than to introduce the session and remind learners of the time they have left in the assessment. If there are insufficient numbers of learners (i.e. less than three) then an independent assessor/facilitator must take part in the session allowing the main assessor to remain impartial.

Assessing Learner Performance

The assessor must consider the performance threshold and carefully monitor each learner's performance throughout the assessment sub-tasks in relation to these defined standards.

While assessors are ultimately required to make evidence-based, professional judgements on a "best fit" basis due to the variability inherent in group discussions, they must be in a position to confirm whether or not a learner consistently demonstrates a specific skill standard over the course of the discussion.

This means that a learner will repeatedly and consistently demonstrate the performance requirement at the required level, during the sub-tasks despite the fact that, for example, one of their points may have been interrupted by another participant they may not have had a chance to respond to a particular aspect of the conversation, or they may not have persuaded some participants of their fundamental position.

Assessors are looking for positive examples of the level requirements to be demonstrated despite the changing conditions, and should note whether the learner is proficient against each scope of study at the level, or falls below this performance expectation, throughout the discussion.

The assessor should note several representative examples of performance which supports their decisions, and while these types of conversations can be fast paced, it is important that the assessor can provide evidence to back-up their assessment decisions.

Wherever possible, the assessor should make a brief note on the Record of Learner Achievement Form of how each one of the SoS - or most of the SoS - are demonstrated, as evidence. This will allow assessors to be confident about their final judgements, when they are required to state "pass" or "fail" as a final decision against each SoS, and to confirm whether the learner's achievement against each SoS is secure and consistent (i.e. Pass/Yes), or inconsistent and more closely aligned to the "fail" criteria (i.e. Fail/No).

It is important that standardisation and quality assurance exercises take place prior to any live assessments being undertaken. This so that consistent standards are being applied for all assessments at a specific level, irrespective of the assessment occasion, assessor, or location of the assessment. Centres (assessors and IQAs) must undertake the standardisation exercises as part of the SLC video and submit these to FutureQuals. Centres must also submit the *SLC Declaration Form* to confirm that these activities have taken place.

Centres should be able to provide further evidence for standardisation and quality assurance through audio-visual evidence. Where this is not possible, centres are responsible for ensuring consistent and comparable assessment, and will be subject to external quality assurance checks, both through scheduled visits and assessment observations, and unannounced "spot checks" to confirm that assessment procedures, judgements about performance, and supporting evidence support these secure standards in the assessment of the Speaking, Listening and Communicating component.

Appendix 1: Functional Skills Report on Observation of Internal Assessment – English Speaking, Listening and Communication

Instructions for Centres

Centres must ensure that an internal quality assurer/observer carries out formal observation, including a written report of performance for a minimum of 10% of the cohort for Functional Skills English Speaking, Listening and Communicating at **all** levels. This is to ensure that the assessments, which require very limited learner recording of responses, are being conducted appropriately.

A *minimum* 10% of the cohort must be observed proportionately across the relevant levels.

When more than one tutor conducts the assessments, the observation of assessments should be spread proportionately across all tutors.

A separate copy of this Report on Observation of Internal Assessment should be completed by the observer for each tutor carrying out assessment

The form should be scanned and uploaded to FutureQuals' secure site along with all completed Record of Learner Achievement Forms and audio or video recordings.

Name of Centre		
Level	**Level 1**	**Level 2**
Date(s) of Assessment		
Name of Tutor/Assessor		
Name of Observer		
Learners Observed	**Name**	**FutureQuals Learner Number**
Were assessments conducted in accordance with the FutureQuals Functional Skills guidance?	**Yes**	**No**
		(if no, please detail recommendations to address in the action plan section)
Do you agree with the assessor's decisions? **Give details of any adjustments applied to the assessor's assessment of the performance of the learners as an outcome of this observation process (with reference to specific learners)**	**Yes**	**No**
		(if no, please detail recommendations to address in the action plan section)
Action Plan		
Observer's signature and date	**Signature**	**Date**
Tutor/Assessor's signature and date	**Signature**	**Date**

Appendix 2: Functional Skills English Speaking, Listening and Communication Internal Quality Assurance Tracking Form

English Component		Level (Tick appropriate)		Level 1	
				Level 2	
Cohort/Assessment Title/Topic		Discussion			
		Discussion			
		Presentation			
		Discussion			
Assessor		IQA			

Learner Name	Sample (✓Appropriate)		Assessment Title/Component Title	Agree/Not Agree with Decision (✓Appropriate)		Comments
	Yes			Agree		
	No			Not Agree		
	Yes			Agree		
	No			Not Agree		
	Yes			Agree		
	No			Not Agree		
	Yes			Agree		
	No			Not Agree		
	Yes			Agree		
	No			Not Agree		
Internal Quality Assurer *(Name)*						
Internal Quality Assurer *(Signature)*						
Date						
Assessor *(Name)*						
Assessor *(Signature)*						

Appendix 3: Functional Skills Internal Quality Assurance Feedback to Assessor Form

English Component		Level (Tick appropriate)	Level 1	
			Level 2	
Cohort/Assessment Title/Topic		Discussion		
		Discussion		
		Presentation		
		Discussion		

Learners sampled:
General Feedback to Assessor:
Good Practice Identified:
Action Plan

Internal Quality Assurer (Name)	
Internal Quality Assurer (Signature)	
Date	
Assessor (Name)	
Assessor (Signature)	
Date	

Appendix 4: Speaking, Listening and Communication Assessment Internal Quality Assurance Panel Form

Date of meeting	
Location of meeting	
Cohorts covered by the panel	

No	Agenda	Notes	Actions
1.	Present: *(As a minimum all assessors and Internal Quality Assurer)*		
2.	Apologies:		
3.	Matters arising from previous panel: *(where applicable)*		
4.	Review and confirmation of results: *The panel should consider:* a) *Have the scope of study and standards been consistently*		

	applied? b) *Results in comparison to predicted learner performance* c) *Observation reports* d) *Application of standard in comparison with previous cohorts (where applicable)* **Decisions must be made in accordance with the Speaking, Listening and Communicating Assessment specification.**		
5.	Any other business:		

Present (add addition rows if required)

Name **Signature** **Date**

_____   _____   _____
(Internal Quality Assurer)

_____

_____   _____   _____

_____   _____   _____