



Vtct

Functional Skills in English Speaking, Listening and Communication (SLC) Level 1

SLC Assessment Tasks and Assessment

Documentation

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Introduction

The following Functional Skills English Level 1 Speaking, Listening and Communication assessment tasks have been designed by Skillsfirst Awards to meet the requirements of the skills standard as shown below.

All learners should undertake one of the assessment tasks together with the relevant sub- tasks in order to achieve this component part of the Functional Skills English.

Centres who do not wish to use these assessment tasks may produce their own. Please note, centre devised tasks must be approved by Skillsfirst before use and should meet the setting specification which can be found in the document “Guidance on Setting Centre Devised Assessment Tasks” available from the VTCT website.

Amended and/or new tasks, along with a completed setting matrix, should be sent to Skillsfirst for review at least six weeks before assessment is due to take place. If approval is not received by the time the assessment takes place, centres should use one of the Skillsfirst approved tasks contained within this document. This also applies if the centre wishes to adapt any tasks for Level 2 learners.

Speaking, Listening and Communication Level 1

Skill standard	Coverage and range	
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.	Make relevant and extended contributions to discussions, allowing for and responding to others' input.	25%
	Prepare for and contribute to the formal discussion of ideas and opinions.	25%
	Make different kinds of contributions to discussions.	25%
	Present information / points of view clearly and in appropriate language.	25%

Support

VTCT/Skillsfirst have produced a DVD to support centres with the delivery, assessment and standardisation of Speaking, Listening and Communication. Copies of this DVD can be obtained by contacting customersupport@vtct.org.uk.

Note: Centres **must** ensure that all staff involved in the assessment of the Speaking, Listening and Communication have accessed, used and be conversant with the content of the VTCT DVD training guide before carrying out any assessments.

Functional Skills English Level 1

Speaking, Listening and Communication

Assessment Task 1: Mobile Phones

Total marks available: 48

Learners need

- A mobile phone (Optional)
-

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

Time Allowed: 30 minutes

Instructions

- In the week before the assessment learners should be informed that they could bring a mobile phone with them for this assessment task.
 - This assessment must be carried out under controlled conditions
-

Preparation

Learners should be aware that there are three ten-minute speaking and listening sub-tasks to be held within a one hour window of time. It is recommended that breaks of 5 - 20 minutes are taken between each sub-task to allow learners a rest, allow them some time to think about and briefly prepare ideas for the formal discussion (sub-task 3) and time for marking to be completed.

The group must be *at least three but no more than five learners*, to allow all the opportunity to speak and to provide an audience for each other. Arrange the learners around a boardroom style table so they may maintain eye contact with each other.

In the week before the assessment inform the learners that they will need to bring their mobile phones to the test room.

Mobile Phones – Sub-task 1 (*Informal discussion - familiar subject - 10 minutes*)

Introduction

Explain that your centre / college / company / organisation wants to find out more about its employees / students views on mobile phones and other electronic equipment and methods of communicating, with a view to offering a discount buying scheme with a local supplier and to contribute to a local community debate on technology.

As soon as all learners are settled use an ice-breaking technique to start the discussion.

- What do you think of my mobile phone? Is it OK? Or modify as appropriate, if it is an all singing and dancing one.
- Try to get a view from each person.

Respond by acknowledging but not replying - accepting that all comments are valid: be prepared to join in with humour, even at expense of self, i.e. establish, by example, good receipt of comments.

Initiate open discussion once a group dynamic has been established. If necessary, you could ask some prompts e.g.

- What's a good feature of **your** mobile phone?
- What do you think is the best feature of **your** mobile phone?
- What do you really want from a phone?
- What do you use your phone for?
- Appearance of the phone - colour, size, layout
- Camera facility
- e mail capability
- Easy to use buttons
- Games
- Ring tones
- Instant messaging
- GPS
- Ease of texting

Encourage the group members to show and refer to their phones or other learner's phones.

After 10 minutes, close the session. Indicate there will be a break (allow between 5 and 20 minutes) after which learners should return for the next part of the assessment. Over the break they should consider one good feature of a mobile phone and be prepared to briefly explain why they have chosen it on their return.

Mobile Phones – Sub-task 2

(Semi-formal discussion - familiar subject - 10 minutes)

Introduction

Explain that in this 10 minute session you want each person to give their opinion as to what, after a mobile phone, is the next most 'essential' piece of electronic equipment e.g. iPod, computer, Blackberry etc OR method of communicating e.g. email, Twitter, Facebook and why. Explain that once everyone has done this you want the group to consider the things identified and to discuss which of these is most useful / important. The group needs to come to a decision on this, along with a ranking of all the items discussed. This will then be passed on to the company management to help them with their negotiations of a staff discount scheme.

You should also explain that you will be taking no further part in the discussion as the management want to capture their opinions, not yours.

Give a time warning at 9 minutes if the group is not nearing agreement.

After 10 minutes, close the discussion. If appropriate, you could summarise their ranking as a way of ending this session.

Indicate there will be a break (allow 5-20 minutes) after which learners should return for the next part of the assessment. You should inform them that the next part of the assessment will be a formal discussion and inform them of the subject i.e.

As part of a local debate on the value of technology in education, which your organisation is taking part in, you and your colleagues are being asked to spend 10 minutes discussing the advantages and disadvantages of parents providing mobiles to their children on starting school. You should agree recommendations which may be shared by your organisation with local schools on whether this should or should not be encouraged.

Inform learners that they may use their break to think about this and put together ideas, note any key points they wish to make or carry out any other preparation they wish.

Mobile Phones – Sub-task 3

(Formal discussion - unfamiliar subject - 10 minutes)

Introduction

Remind learners of the task. As part of a local debate on the value of technology in education, which your organisation is taking part in, you (i.e. the learner) and your colleagues are being asked to spend 10 minutes discussing the advantages and disadvantages of parents providing mobiles to their children on starting school. You should agree recommendations which may be shared by your organisation with local schools on whether this should or should not be encouraged.

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

End of Test

Note to centres:

The tasks above could be amended by the centre by using a different topic e.g. other aspects of modern technology such as laptops, DVDs etc. Alternatively, the centre can develop its own assessment tasks provided they follow the guidance provided in the document “Guidance on Setting Centre Devised SLC Assessment Tasks” available from the VTCT website. Amendments and new tasks, along with a completed setting matrix should be sent to Skillsfirst at least six weeks before assessment is due to take place for approval by the Functional Skills senior examiner. Only if your amendments / new tasks meet the requirements will approval be given. If approval is not received by the time the assessment takes place, centres should use one of the VTCT approved assessment tasks contained within this document.

Functional Skills English Level 1
Speaking, Listening and Communication

Assessment Task 2: Health and Safety

Total marks available: 48

Learners need

- Organisation's Health and Safety Policy
-

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

Time Allowed: 30 minutes

Instructions

- In the week before the assessment learners should be informed that they should bring a summary of their organisation's Health and Safety Policy with them for this assessment task and be familiar with its contents.
 - This assessment must be carried out under controlled conditions
-

Preparation

Learners should be aware that there are three ten-minute speaking and listening sub-tasks to be held within a one hour window of time. It is recommended that breaks of 5 - 20 minutes are taken between each sub-task to allow learners a rest, allow them some time to think about and briefly prepare ideas for the formal discussion (sub-task 3) and time for marking to be completed.

The group must be *at least three but no more than five learners*, to allow all the opportunity to speak and to provide an audience for each other. Arrange the learners around a boardroom style table so they may maintain eye contact with each other.

In the week before the assessment, learners should be informed that they should bring a summary of their organisation's Health and Safety Policy with them for this assessment task and be familiar with its contents.

Setting the scene

This task is based around health and safety within the centre / college / company (from now on referred to as the organisation) where the learners are based. The management of the organisation is intending to launch an awareness raising campaign about the importance of health and safety at work. To begin this, employees have been asked to take part in three short sub-tasks/discussions. The aim of each sub-task is as follows:

Sub-task 1: Learners discuss the purpose of health and safety in the workplace/college and identify two important benefits to employees and two important benefits to employers of health and safety

Sub-task 2: Learners consider a summary of the Health and Safety Policy of their own organisation and its effectiveness. They are asked to consider risks in their own organisation, identify the two most common and then recommend ways in which these risks could be reduced

Sub-task 3: Learners are asked to consider the most effective ways of getting the message of health and safety across to all employees in the organisation (and customers/visitors, where appropriate)

Health and Safety – Sub-task 1

(Informal discussion - familiar subject - 10 minutes)

Purpose

As part of your organisation's launch of a health and safety awareness raising campaign, the management have asked employees for their views on the importance of health and safety. The purpose of this sub-task is for the group to identify two important benefits of health and safety for employees and two important benefits for employers.

Instructions

As soon as all learners are settled use an ice-breaking technique to start the discussion.

- Why do you think we have health and safety laws?
- Where do you think they came from?
- How do they benefit employees here?
- Why are they important for your company?
- *Or modify as appropriate, depending on the nature of the organisation.*

Try to get views from each person.

Respond by acknowledging but not replying - accepting that all comments are valid: be prepared to join in with humour, even at expense of self, i.e. establish, by example, good receipt of comments.

Initiate an open discussion once a group dynamic has been established. If necessary, you could ask some prompts e.g.

- What would work be like if we had no health and safety laws?
- What would happen to you if you were injured at work?
- Why do management consider health and safety so important?
- How do we avoid accidents in the first place?
- What cost implications are there of health and safety?
- Do we put too much emphasis on health and safety?

Encourage the group members to talk about friends / family who may have been affected by an accident at work and how this impacted on income, career etc.

Remind learners that they need to agree on two benefits of health and safety for employees and two benefits for the organisation.

After 10 minutes, close the session. Indicate there will be a break (allow between 5 and 20 minutes) after which learners should return for the next part of the assessment. Over the break they should remind themselves of the organisation's Health and Safety Policy and think about the risks that employees within the organisation are most commonly exposed to.

Health and Safety – Sub-task 2

(Semi-formal discussion - familiar subject - 10 minutes)

Purpose

The management of your organisation is keen to find out employees' views of potential risks and how effective the current Health and Safety Policy is. The purpose of this sub-task is for the group to identify the two most common risks faced by employees within the organisation and possible ways to reduce them.

Instructions

Explain that in this 10 minute session you want each person to give their views on the effectiveness of the organisation's Health and Safety Policy before discussing what the main risks employees are exposed to and agree on the two most common risks. Explain that once everyone has done this you want the group to consider the best ways to reduce the two most common health and safety risks which have been identified.

You should also explain that you will be taking no further part in the discussion as the management want to capture their opinions, not yours.

Give a time warning at 9 minutes if the group is not nearing agreement. After 10 minutes, close the discussion. If appropriate, you could summarise their decisions as a way of ending this session.

Indicate there will be a break (allow 5-20 minutes) after which learners should return for the next part of the assessment. You should inform them that the next part of the assessment will be a formal discussion based on coming up with ideas on how best to publicise the importance of health and safety to all employees and, where appropriate, customers and visitors.

Inform learners that they may use their break to think about this and put together ideas, note any key points they wish to make or carry out any other preparation they wish.

Health and Safety – Sub-task 3

(Formal discussion - unfamiliar subject - 10 minutes)

Purpose

The purpose of this sub-task is for the group to identify and agree on the most effective way(s) of getting across the message of health and safety to all employees in the organisation (as well as customers / visitors, where appropriate). These proposals will then be presented to management who will hopefully include them in their health and safety publicity campaign.

Instructions

Remind learners of the task. You (i.e. the learner) and your colleagues are being asked to spend 10 minutes discussing the various ways in which the message of health and safety can be put across to employees and those who visit your organisation. You should then come to an agreement on which method(s) you will be recommending to the management of your organisation.

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

End of Test

Notes to centres:

The health and safety sub-tasks in this level 1 assessment could be amended by the centre by focussing on a different topic e.g. equal opportunities, employment law, child protection etc.

The topic of health and safety is also an appropriate one for use at level 2. The sub-tasks above could easily be adapted to provide appropriate activities at this higher level. For example, sub-tasks 1 and 2 could be combined into one sub-task where the learner discusses the importance of health and safety, linked to issues / risk assessments within their particular organisation, a new sub-task 2 is introduced where learners give presentations on different aspects of health and safety they have researched such as PPE, COSHH, working at heights etc. Sub-task 3 would then be amended to consider making recommendations on how to publicise health and safety within their occupational sector e.g. construction, hair and beauty, customer services etc.

Alternatively, the centre can develop its own assessment tasks provided they follow the guidance provided in the document “Guidance on Setting Centre Devised SLC Assessment Tasks” available from the VTCT website. Amendments and new tasks, along with a completed setting matrix should be sent to Skillsfirst at least six weeks before assessment is due to take place for approval by the Functional Skills senior examiner. Only if your amendments / new tasks meet the requirements will approval be given. If approval is not received by the time the assessment takes place, centres should use one of the VTCT approved assessment tasks contained within this document. This also applies if the centre wishes to adapt this task for level 2 learners.

Functional Skills English Level 1
Speaking, Listening and Communication

Assessment Task 3: Customer Service (Hospitality and Catering Sector)

Total marks available: 48

Learners need

- Note paper and pen (optional)
-

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

Time Allowed: 30 minutes

Instructions

- This assessment must be carried out under controlled conditions
-

Preparation

Learners should be aware that there are three ten-minute speaking and listening sub-tasks to be held within a one hour window of time. It is recommended that breaks of 5 - 20 minutes are taken between each sub-task to allow learners a rest, allow them some time to think about and briefly prepare ideas for the formal discussion (sub-task 3) and time for marking to be completed.

The group must be *at least three but no more than five learners*, to allow all the opportunity to speak and to provide an audience for each other. Arrange the learners around a boardroom style table so they may maintain eye contact with each other.

Customer Service – Sub-task 1 *(Informal discussion - familiar subject - 10 minutes)*

Introduction

Your organisation has been asked to find out about the views of its employees on customer service within the Hospitality & Catering industry. To do this they have asked you to take part in small focus groups with a few of your work colleagues to study this important area and ultimately feedback suggestions for improvement to the Area Manager.

Within a group of 3-5 discuss the importance of good customer service within your organisation. Consider the following key areas:

What does 'customer service' mean to you?

- Have you had any previous roles in the Hospitality & Catering industry where customer service is important?
- How is it measured or observed within the organisation?
- Does your manager ever discuss the importance of effective customer service with you?
- Do you feel customer service plays an important role in the success of your organisation?

You are encouraged to be open and honest in your discussion.

After 10 minutes, close the session. Indicate there will be a break (allow between 5 and 20 minutes) after which learners should return for the next part of the assessment.

Customer Service – Sub-task 2 (Semi-formal discussion - familiar subject - 10 minutes)

Introduction

In this 10 minute session discuss your experiences of both good and poor customer service in the Hospitality & Catering industry. The discussion should include reasons why you feel these experiences were memorable.

You are encouraged to be open and honest in your discussion.

After 10 minutes, close the discussion. If appropriate, you could summarise their ranking as a way of ending this session.

Indicate there will be a break (allow 5-20 minutes) after which learners should return for the next part of the assessment. You should inform them that the next part of the assessment will be a formal discussion.

Inform learners that they may use their break to think about this and put together ideas, note any key points they wish to make or carry out any other preparation they wish.

Customer Service – Sub-task 3

(Formal discussion - unfamiliar subject - 10 minutes)

Introduction

Your organisation is looking at ways to increase customer service satisfaction levels in the Hospitality & Catering industry. You and your colleagues are asked to spend 10 minutes discussing the ways in which customer service could be improved within the whole industry. You are then expected to draw up a short-list of 5 main recommendations for improvement.

Key points to be noted and fed back to the Area Manager.

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

Once all 3 sub-tasks have been completed the facilitator will assess the evidence from each learner observed and mark against the Speaking, Listening and Communication standards using the SLC assessment sheet (page 24). Feedback will be given at an appropriate time and setting to each individual.

End of Test

Note to centres:

The tasks above could be amended by the centre by using different industries e.g. Leisure, Retail, Banking etc. Alternatively, the centre can develop its own assessment tasks provided they follow the guidance provided in the document “Guidance on Setting Centre Devised SLC Assessment Tasks” available from the VTCT website. Amendments and new tasks, along with a completed setting matrix should be sent to Skillsfirst for at least six weeks before assessment is due to take place for approval by the Functional Skills Senior Examiner. Only if your amendments / new tasks meet the requirements will approval be given. If approval is not received by the time the assessment takes place, centres should use one of the VTCT approved assessment tasks contained within this document.

Functional Skills English Level 1
Speaking, Listening and Communication

Assessment Task 4: Advertising and Marketing

Total marks available: 48

Learners need

- Note paper and pen (optional)
-

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

Time Allowed: 30 minutes

Instructions

- This assessment must be carried out under controlled conditions
-

Preparation

Learners should be aware that there are three ten-minute speaking and listening sub-tasks to be held within a one hour window of time. It is recommended that breaks of 5 - 20 minutes are taken between each sub-task to allow learners a rest, allow them some time to think about and briefly prepare ideas for the formal discussion (sub-task 3) and time for marking to be completed.

The group must be *at least three but no more than five learners*, to allow all the opportunity to speak and to provide an audience for each other. Arrange the learners around a boardroom style table so they may maintain eye contact with each other.

Advertising and Marketing – Sub-task 1

(Informal discussion – familiar subject – 10 minutes)

Introduction

Your company would like to find out more about the views of its employees regarding what aspects of their advertising are most effective, with an ultimate view to discussing the marketing and advertising that could potentially be used to interest the youth market. To do this they have asked you to take part in a focus group with a few colleagues to study this important area and ultimately provide feedback to the management team.

Discuss with your colleagues what types of advertising and marketing are carried out by the Company and what you think works best. Consider the following key areas:

- What did you know about the Company's advertising and how it promoted itself prior to joining the organisation?
- Why was this memorable?
- What other forms of company advertising and marketing have you encountered since joining the organisation?
- How effective do you think this is?
- How could it possibly be improved?

You are encouraged to be open and honest in your discussion.

After 10 minutes close the session. Indicate there will be a break (allow between 5 and 20 minutes) after which learners should return for the next part of the assessment.

Advertising and Marketing – Sub-task 2 (Semi-formal discussion – familiar subject - 10 minutes)

Introduction

In this 10 minute session discuss other forms of advertising and marketing you think are effective within your business sector. Consider what you have seen either on a regional or national level and why they were memorable before coming to a group decision on which 3 you feel are most effective.

You are encouraged to be open and honest in your discussion.

After 10 minutes, close the discussion. If appropriate, you could summarise their ranking as a way of ending this session.

Indicate there will be a break (allow 5-20 minutes) after which learners should return for the next part of the assessment. You should inform them that the next part of the assessment will be a formal discussion.

Inform learners that they may use their break to think about this and put together ideas, note any key points they wish to make or carry out any other preparation they wish.

Advertising and Marketing – Sub-task 3

(Formal discussion – unfamiliar subject - 10 minutes)

Introduction

Your Company have been asked by the Advertising Standards Authority (ASA) to find out the views of their employees on the advertising and marketing that is aimed at the youth market. Your managers have therefore asked that you discuss this area and feedback to them any considerations and opinions on the best advertising to attract potential young customers.

Please discuss the following points that the ASA would like considered:

- Would the current company advertising and marketing materials be appropriate for the youth market?
- What sort of additional advertising would be appropriate to attract the youth market?
- What forms of advertising would be considered unsuitable for the youth market?
- What products and services could be incorporated into future youth advertising and marketing?

Key points to be noted and fed back to the company management team for referral to the ASA.

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

Once all 3 sub-tasks have been completed the facilitator will assess the evidence from each learner observed and mark against the Speaking, Listening and Communication standards using the SLC assessment sheet (page 24). Feedback will be given at an appropriate time and setting to each individual.

End of Test

Note to centres:

The tasks above could be amended by the centre by using different industries e.g. Leisure, Retail, Banking etc. Alternatively, the centre can develop its own assessment tasks provided they follow the guidance provided in the document “Guidance on Setting Centre Devised SLC Assessment Tasks” available from the VTCT website. Amendments and new tasks, along with a completed setting matrix should be sent to Skillsfirst at least six weeks before assessment is due to take place for approval by the Functional Skills Senior Examiner. Only if your amendments / new tasks meet the requirements will approval be given. If approval is not received by the time the assessment takes place, centres should use one of the VTCT approved assessment tasks contained within this document.

Functional Skills English Level 1 SLC Assessment Documentation

The following documentation should be used to record and mark the SLC sub-tasks:

Record of learner achievement

One to be completed for each learner.

SLC assessment sheet: level 1

One to be completed for each learner. Learners should be observed against the coverage and range of the skill standard for each SLC sub-task (ST). The assessor should tick the box that most closely describes the performance of the learner for each SLC sub-task (ST).

Marking:

There are 48 marks available in total, 16 for each sub-task. Marks for each sub-task should be totalled and then added together to provide an overall mark, which should be entered on the top of the assessment sheet and transferred to the Record of Learner Achievement. Learners must achieve 36 marks or more to obtain a pass, with at least 10 marks being achieved in each sub-task.

Verification:

Centres are reminded that work should also be part of a sample which has been internally verified or standardised before being submitted for external verification.

Next steps:

The following two forms must be completed for each learner and retained by the centre in a secure place for a minimum of 6 months, together with other supporting evidence e.g. learner notes, video tape etc. They must be available for external verification visits or returned to Skillsfirst upon request.

Record of learner achievement

Functional Skills English Level 1 English Speaking, Listening and Communication

Learner full name:			
Date of birth:		VTCT learner no:	
Work location:			
Assessor name:			
Assessment task:			
Additional assessment requirements			
Additional comments/incidents:			
Total score:	Result: <i>(please tick)</i>	Pass	Fail
Learner signature:		Date:	
Assessor signature:		Date:	
IQA signature: <i>(if sampled)</i>		Date:	

Speaking, Listening and Communication assessment sheet: Level 1

Learner: Assessor: Date:

ST1 total		ST2 total		ST3 total	
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Overall total	
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Level 1 Skill Standard: Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.									
Mark									
4 – Good Pass	Made a range of relevant and extended contributions	ST1	Very well prepared to contribute to the formal discussion of opinions of ideas	ST1	Made a wide range of different types of contribution	ST1	Presented a variety of Information and points of view clearly	ST1	
	Played a key part in Discussions	ST2		ST2		ST2		Used appropriate language at all times	ST2
	Responded appropriately to others	ST3		ST3		ST3			ST3
3 – Pass	Made relevant and extended contributions	ST1	Appropriately prepared to contribute to the formal discussion of ideas and opinions	ST1	Made different kinds of contribution to the discussion	ST1	Presented information / points of view clearly	ST1	
	Allowed for and responded appropriately to others' input	ST2		ST2		ST2		Used appropriate language	ST2
		ST3		ST3		ST3			ST3
2 – Borderline Fail	Made some relevant Contributions	ST1	Prepared to contribute to discussion of ideas and opinions	ST1	Made some different kinds of contribution	ST1	On the whole, presented information and points of view clearly	ST1	
	Allowed for and Responded to others' Input most of the time	ST2		ST2		ST2			ST2
		ST3		ST3		ST3		Used mostly Appropriate language	ST3
1 – Fail	Made some contributions, although not always relevant	ST1	Not fully prepared to contribute to the discussion of ideas and / or opinions	ST1	Made a limited type of contribution	ST1	Contributions needed clarification	ST1	
		ST2		ST2		ST2		At times language not Fully appropriate to Subject and / or audience	ST2
		ST3		ST3		ST3			ST3
0 – Insufficient to Assess	Made little or no contribution	ST1	Was not prepared for the discussion	ST1	Made little / no contribution to the discussion	ST1	Contributions could not really be understood and / or language used was inappropriate	ST1	
		ST2		ST2		ST2			ST2
		ST3		ST3		ST3		Made little or no contribution	ST3

