



***Functional Skills in English  
Speaking, Listening and  
Communication (SLC) Level 2***

*SLC Assessment Tasks and Assessment*

*Documentation*

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## Introduction

The following Functional Skills English Level 2 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 including 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 2

Skill standard	Coverage and range	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar and make effective presentations.	Consider complex information and give a relevant, cogent response in appropriate language.	25%
	Present information and ideas clearly and persuasively to others.	25%
	Adapt contributions and ideas clearly and persuasively to others.	25%
	Make significant contributions to discussions taking a range of roles helping to move discussions forward	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](mailto: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 Skillsfirst DVD training guide before carrying out any assessments.

## *Functional Skills English Level 2*

### *Speaking, Listening and Communication*

#### **Assessment Task 1: Observation and Reporting**

Total marks available: 48

#### **Learners need**

- Paper and pencil to make notes
- 

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

***Time Allowed: 30 minutes***

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#### **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 2-3 minute presentation. The context and details of the presentation (as found in sub-task 2) should be given to learners at this stage.

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#### **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 a break of 5 - 20 minutes is taken between sub-tasks 1 and 2 to allow learners a rest, and allow them time for final preparations for their presentation. Sub-task 3 will follow on immediately from sub-task 2.

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.

## *Observation and reporting – Sub-task 1 (Unfamiliar subject, informal context - 10 minutes)*

### **Introduction**

Explain that there has been an increase in accidents recently within your organisation. However, despite witnesses often being present, the health and safety officer has noticed that they are frequently unable to supply any information on what they have seen, or that the information they give is very vague and so of little help in preventing future accidents or determining, in some cases, who or what caused the accident.

To try to improve this situation, the health and safety officer has asked all employees / students to work together to raise awareness of the importance observation and reporting.

You have therefore been invited to a meeting with a group of 2-4 other colleagues to discuss the issues. The health and safety officer has provided the following list of prompts (these can be written on a flip chart or whiteboard) to ensure his needs are met.

- What is a witness statement?
- What might influence how a witness views a situation?
- How can different witnesses give different statements about the same event?
- What do you see as the police's role in taking a witness statement? How might this affect what you say?
- What do you see as the role of witness statements in court cases?

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

After 10 minutes, close the session. Indicate there will be a break (allow between 5 and 20 minutes) after which learners should return for formal presentations on the following topic. These presentations may be watched by a member of your organisation's management in order to help them support staff to move towards improved observation and reporting.

*Give a brief presentation, lasting no longer than 2 minutes, describing something you have seen or done recently, trying to include as much detail as possible. If you have actually witnessed an accident, then you could offer a witness testimony on that. Alternatively, you might give your presentation based on a lesson you have had recently, what you saw over lunch, a description of a recent journey. Your description should be as detailed and as interesting as possible and you should indicate what you found easy to remember and what was more difficult.*

## *Observation and reporting – Sub-task 2 (Presentation, familiar subject, unfamiliar formal content – 2-3 minutes each)*

### **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 2 to 3 minutes, describing something you have seen or done recently, trying to include as much detail as possible. If you have actually witnessed an accident, then you could offer a witness testimony on that. Alternatively, you might give your presentation based on a lesson you have had recently, what you saw over lunch, a description of a recent journey. Your description should be as detailed and as interesting as possible and you should indicate what you found easy to remember and what was more difficult.*

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

You should indicate to each learner when they have been speaking for 2 minutes and stop them after 3 minutes. When all members of the group have completed their presentations remind them that they will be moving straight on into sub-task 3.

## *Observation and reporting – Sub-task 3*

*(Formal discussion - unfamiliar subject - 10 minutes)*

### **Introduction**

Having listened to several presentations, you (the learner) should now discuss key learning points from each of them relating to ways of encouraging and helping people to become more observant and so more accurate when reporting what they have witnessed. You may offer some prompts:

- Were there any patterns in what helped people to remember accurately?
- Were there things said in the presentations which you really remember? Why?
- How could that improve other people's observation skills.

Key points should be noted on a flip chart, which will be returned to the health and safety officer for possible inclusion on a leaflet to all staff. If your 'top tip' is taken forward you may have the opportunity to win a prize so make sure you present your ideas persuasively so they get noted down.

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 eg energy saving efficiencies (initial discussion what do we mean by energy saving and why is it important, presentations on particular, preferred, methods of saving energy, discussion about which is the best to be included in leaflet to staff)

Alternatively, the centre can develop its own assessment tasks provided they follow the guidance provided in the document "Guidance on Setting Centre Devise 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 Skillsfirst approved assessment tasks contained within this document.

*Functional Skills English Level 2*  
*Speaking, Listening and Communication*

**Assessment Task 2: Local Development**

Total marks available: 48

**Learners need**

- Paper and pencil to make notes
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This assessment task must be kept secure until the assessment is to take place.

***Time Allowed: 30 minutes***

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**Instructions**

In the week before the assessment candidates must be informed that as part of their SLC assessment they will each be required to give a 2-3 minute presentation. The context and details of the presentation (as found in sub-task 2) should be given to candidates at this stage.

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**Preparation**

Candidates 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 a break of 5 - 20 minutes is taken between sub-tasks 1 and 2 to allow candidates a rest, and allow them time for final preparations for their presentation. Sub-task 3 will follow on immediately from sub- task 2.

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

## Setting the scene

This task is based on a proposed development of the local town / city or area. A development company is planning to invest a large amount of money to turn part of the area into a major centre for tourists. The local council has formally invited residents and those studying or working in the area to respond to the application by discussing the proposal and feeding back views. The centre / college / company (from now on referred to as the organisation) where the candidates are based has agreed to contribute to the debate by enabling employees / students to take part in three short sub-tasks / discussions. The aim of each sub-task is as follows:

- Sub-task 1: Candidates take part in a general discussion of the proposal and consider whether they agree with the benefits suggested by the company. Possible environmental concerns should also be discussed and noted, so they can be fed back.
- Sub-task 2: The development company is keen to hear suggestions on which parts of the town / area should be left alone. Each candidate should select a building or neighbourhood and give a short presentation that presents a case for keeping this building / neighbourhood as it is.
- Sub-task 3: Candidates will take part in a detailed consideration on the types of development that would be of most benefit to the local community, and will agree 2-3 specific examples to be put forward to the development company.

## *Local Development – Sub-task 1*

*(Informal discussion - unfamiliar subject - 10 minutes)*

### **Purpose**

A development company is planning to invest a large amount of money to turn part of your town / local area into a major centre for tourists. Potential plans include demolishing part of the town and building new roads, leisure / activity centres, hotels, bars and clubs. The development company claim that their proposals will benefit the local community as:

- there will be an increase in the number of jobs available
- tourists will bring money into the local economy
- the town will become better known
- there will be more leisure facilities / activities available for local people as they will have full access to the proposed sporting facilities, state-of-the-art cinemas, bars and clubs.

Those living, studying or working in the area have been asked to discuss this proposal, focussing on whether they agree with the above benefits. There is also a need to consider any environmental concerns that may need to be addressed (eg more traffic, pollution, the loss of traditional areas). The purpose of this sub-task is for colleagues to discuss these issues and agree on feedback to the development company.

### **Instructions**

The above list of proposed benefits can be written on a flip chart or whiteboard as prompts. After initiating the discussion, however, you (the assessor) should take no further part.

After 10 minutes, close the session. Indicate there will be a break (allow between 5 and 20 minutes) after which candidates should return for formal presentations on the following topic.

*Each candidate should select a building or area that they personally feel should **not** be demolished or altered. They will give a brief presentation, lasting 2-3 minutes, which presents a case for keeping this building / area as it is. For example, they may select somewhere on the grounds of benefit to local residents, historical associations, or where they live. Alternatively, candidates may prefer to propose an area **for** demolition. This information will go forward to the development company who are keen to hear the views of those living, studying or working in the area.*

## *Local Development – Sub-task 2*

*(Presentation, familiar subject, unfamiliar formal context – 2-3 minutes each)*

### **Purpose**

The development company is keen to hear the views of local people. The purpose of this sub-task is for those living, studying or working in the area to give their views on which parts of the town should **not** be changed, or alternatively to suggest areas most suitable for development.

### **Instructions**

Explain that in this 10 minute session (depending on number in group) each person in the group of 3-5 should use their prepared material to support and sustain a 2-3 minute presentation. An unfamiliar person (from the council / development company) may be present in the audience to receive the feedback directly or alternatively, the content of the presentations will be passed on.

Remind them of the task:

*Each candidate should select a building or area that they personally feel should **not** be demolished or altered. They will give a brief presentation, lasting 2-3 minutes, which presents a case for keeping this building / area as it is. For example, they may select somewhere on the grounds of benefit to local residents, historical associations, or where they live. Alternatively, candidates may prefer to propose an area **for** demolition. This information will go forward to the development company who are keen to hear the views of those living, studying or working in the area.*

Candidates should be encouraged to use visual aids, such as photographs or maps.

You should indicate to each candidate when they have been speaking for 2 minutes and stop them after 3 minutes. When all members of the group have completed their presentations remind them that they will be moving straight on into sub-task 3.

## *Local Development – Sub-task 3*

*(Formal discussion, unfamiliar subject - 10 minutes)*

### **Purpose**

The development company would also like to know of which particular developments would be most welcomed by locals. The purpose of this sub-task is for candidates to discuss the types of development that would give the best opportunities for local people. Examples suggested by the development company could include:

- a stadium for sporting and music events
- landscaped parks / adventure playgrounds
- a new cinema or theatre
- more car parking or park and ride facilities
- any other sport or leisure facilities.

At the end of the discussion the group should agree on 2-3 specific examples to be recommended to the development company.

### **Instructions**

Explain that in this 10 minute session you want the group to discuss potential developments from a list which may include those suggested above but may include alternatives added by the assessor which would be of particular relevance. Key points should be noted and the group should select 2-3 specific examples to be recommended to the development company.

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

***End of Test***

## Note to centres:

The sub-tasks on local development used in this level 2 assessment are designed to be broadly applicable to any area; however, the focus of the topic could be amended by the centre. Some options might include a supermarket development proposal, town centre pedestrianisation or any relevant local issues. An alternative focus might consider the relocation of your organisation, where sub-tasks cover the selection of a new location, ideas for improved facilities and suggestions for reuse of the existing buildings.

The topic of local development is also an appropriate one for use at level 1, and the sub-tasks above could be adapted to provide activities at the lower level. For example, sub-task 1 could be a discussion initiated to obtain views from each candidate on the proposals and the anticipated benefits or disadvantages. Sub-task 2 could follow on from this to identify suitable areas for development or demolition. The formal discussion of sub-task 3 would then aim to identify and agree on 2-3 proposals that would give the best opportunities for residents.

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 Skillsfirst approved assessment tasks contained within this document. This also applies if the centre wishes to adapt this task for level 1 candidates.

*Functional Skills English Level 2*  
*Speaking, Listening and Communication*

**Assessment Task 3: Complaints (Retail Sector)**

Total marks available: 48

**Learners need**

- Note paper and pen (optional)
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This assessment task must be kept secure until the assessment is to take place.

**Time Allowed: 30 minutes**

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**Instructions**

- This assessment must be carried out under controlled conditions
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**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.

## *Complaints (Retail Sector) – Sub-task 1 (Informal discussion - familiar subject - 10 minutes)*

### **Introduction**

Your company have recently created a new vision. One of the key principles of this vision is re- transacting. The directors are looking at how complaints are dealt with in store to ensure the maximum possibility of re-transaction.

- Apart from this industry, which business sector do you feel deals with the most complaints?
- Why?
- How do they go about handling their complaints?

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.

## *Complaints (Retail Sector) – Sub-task 2 (Presentation, familiar subject, unfamiliar formal context – 2-3 minutes each)*

### **Introduction**

Give a brief presentation, lasting 2-3 minutes, describing a complaint you have received and how you resolved it. Your description should be as detailed and as interesting as possible and you should indicate what specific challenges you faced and what solutions you had.

You are required to use any prepared material to support and sustain a 2-3 minute presentation. Your description should be as detailed and as interesting as possible.

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

You should indicate to each learner when they have been speaking for 2 minutes and stop them after 3 minutes. When all members of the group have completed their presentations remind them that they will be moving straight on into sub-task 3.

## *Complaints (Retail Sector) – Sub-task 3 (Formal discussion - unfamiliar subject - 10 minutes)*

### **Introduction**

Having listened to the presentations, what methods and ideas have you discussed about dealing with complaints that you could take back to the store with you which might improve the likelihood of customers re-transacting?

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

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 20). 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 for any retail outlet. 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 Skillsfirst approved assessment tasks contained within this document.

*Functional Skills English Level 2*  
*Speaking, Listening and Communication*

**Assessment Task 4: Job description review**

Total marks available: 48

**Learners need**

- Note paper and pen (optional)
  - A relevant job description for their current role
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This assessment task must be kept secure until the assessment is to take place.

***Time Allowed: 30 minutes***

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**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 2-3 minute presentation. The context and details of the presentation (as found in sib-task 2) should be given to learners at this stage.

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**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.

## *Job description review – Sub-task 1*

*(Informal discussion - unfamiliar subject - 10 minutes)*

### **Introduction**

Explain that there has been a request from the Senior Management Team (SMT) to review staff's job descriptions with a view to improving them, bringing them up to date and ensuring they are accurate. SMT are asking for all colleagues to review their own job description and feedback on their current relevance.

The learner has therefore been invited to a meeting with a group of 2 – 4 colleagues, to discuss the job description that is relevant to their own specific roles within the organisation. The SMT have provided the following list of prompts to ensure that certain points are discussed:

- What is a 'job description' and what is its purpose?
- Who do you think has traditionally written job descriptions in your company?
- What specific criteria are included within your job description?
- Do they accurately reflect what you do?
- Who do you think should be involved in reviewing and updating your job description?

You should explain that you (the tutor/assessor) will be taking no further part in the discussion, as the management want to capture staff opinions, not yours.

After 10 minutes, close the session. Indicate there will be a break) allow between 5 – 20 minutes) after which learners should return for the next part of the assessment – the formal presentations on the following topic.

Give a brief presentation, lasting no longer than 2 – 3 minutes, describing a typical day in your current role, trying to include as much detail as possible. Indicate if any of the tasks you do are not actually in your current job description and also state if there are any tasks/activities shown on your job description which you do not actually do. Your description should be as detailed and as interesting as possible.

You may use the break to think about this and put together ideas, note any key points you wish to make, or carry out any other preparation. These presentations may be watched by a member of your organisation's SMT in order to help them revise staff job descriptions.

*Job description review – Sub-task 2  
(Presentation, familiar subject, unfamiliar formal context –  
2-3 minutes each)*

**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 2 – 3 minutes, describing a typical day in your current role, trying to include as much detail as possible. Indicate if any of the tasks you do are not actually in your current job description and also state if there are any tasks/activities shown on your job description which you do not actually do. Your description should be as detailed and as interesting as possible.

Learners should be encouraged to use visual aids e.g. power point, highlighting who they are and/or key aspects of their job description, hand out of their job description, charts showing similarities/differences between their job description and what they actually do. Listeners should be encouraged to take notes ready for the next sub-task.

You should indicate to each learner when they have been speaking for 2 minutes and stop then after 3 minutes. When all members of the group have completed their presentations, remind them that they will be moving straight on into sub-task 3.

## *Job description review – Sub-task 3*

*(Formal discussion - unfamiliar subject - 10 minutes)*

### **Introduction**

Having listened to several presentations of people's job descriptions, you (the learner) should now discuss what you have discovered about the accuracy of people's job descriptions. You should discuss what improvements could be made to the specific job descriptions, for your own job description and those of others in the group. You may wish to discuss some, or all of the following points:

- Were the job descriptions, on the whole, similar to the jobs people were actually doing?
- Were there many things in the job descriptions which were not actually being done? What were they?
- Were people carrying out tasks which were not mentioned in their job description? What sort of activities/tasks were these?
- Were the activities that were mentioned in the job description, but not carried out, still relevant to the actual job description for the role?
- To what extent are current job descriptions still up to date, or do they need to be re-written?

Key points should be noted, especially any recommended changes to the actual job descriptions, which will be returned to the SMT for consideration when job descriptions are updated.

The facilitator should explain that they will be taking no further part in the discussion, as the management want to capture staff opinions, not the facilitator's.

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.

### ***End of Test***

#### **Note to centres:**

The tasks above could be amended by the centre by using a different topic e.g. person specifications, health and safety responsibilities, supplier contracts, internal/inter-departmental servicing agreements. (initial discussion on what do we mean by internal servicing agreements and why are they important? Presentations on particular internal contracts, discussion about whether internal purchasing is the best way forward).

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 must use one of the Skillsfirst approved assessment tasks contained within this document.

## *Functional Skills English Level 2 Speaking, Listening and Communication*

### **Assessor/tutor guidance on the marking and completion of SLC assessment records**

The assessor/tutor must observe learners in each of the SLC sub-tasks

The following assessment documentation must be used to record and mark the SLC sub-tasks for all learners. These can be found on pages 24 & 25 of this document.

- Record of learner achievement – one to be completed for each learner
- SLC assessment sheet level 2 – one to be completed for each learner

Learners must be observed against the coverage and range of the skill standards, as specified for each SLC sub-task (ST).

### **Marking:**

There are 48 marks available in total, 16 for each sub-task. Learners must achieve 36 marks or more to obtain a pass. Learners achieving less than 10 marks for any one sub-task will fail the SLC assessment and will be required to re-sit it.

To summarise, if a learner has:

- gained 36 marks or more overall
- a pass or good pass (i.e. 3 or 4 marks) for each component, in one or more of the sub-tasks

The learner should be provisionally awarded a 'pass' and the record of learner achievement (along with any other supporting evidence e.g. learner notes, videos etc) should be retained by the centre.

## *Completing the SLC assessment records*

### **SLC assessment sheet**

The assessor should complete one SLC assessment sheet for each learner.

Each column has 5 marks available (0 – 4) shown on the left hand side of the SLC assessment sheet. Against each mark is the standard of performance to be observed to obtain the mark. The headings above each column show the skill standards required for Functional Skills English Level 2 SLC and the coverage and range to be assessed.

The assessor should tick the box of each descriptor which most closely describes the performance of the learner for each SLC sub-task. There should be three ticks in each column by the end of the assessment.

At times the learner performance will be between two descriptors. In such cases you should tick the box which most closely describes the performance of the learner.

Marks for each sub-task should be totalled and then added together to provide the overall mark.

This must be entered on the top of the assessment sheet and then transferred to the record of learner achievement after the assessment has been completed for each group of 3 – 5 learners.

### **Record of learner achievement**

The assessor should complete one record of learner achievement for each learner.

Once the SLC assessment sheet has been completed and the marks for each sub-task have been totalled and added together, the overall mark should be transferred to the record of learner achievement.

Learners must not be shown their results as they are provisional. Results are subject to internal verification by Skillsfirst.

### **Verification/quality assurance**

Centres are reminded that SLC assessments should be part of a sample which has been internally verified or standardised, before retaining for external verification.

The Skillsfirst external verifier will sample SLC assessments taking place at least once a year.

## Record of learner achievement

### Functional Skills English Level 2 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 2

**Learner:** ..... **Assessor:** ..... **Date:** .....

ST1 total		ST2 total	
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Overall total	
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<b>Level 2 Skill Standard: Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.</b>								
Mark	Consider complex information and give a relevant, cogent response in appropriate language		Present information and ideas clearly and persuasively to others		Adapt contributions to suit audience, purpose and situation		Make significant contributions to discussions, taking a range of roles and helping to move discussions forward	
<b>4 – Good Pass</b>	Considered complex information in detail. Gave highly relevant, cogent responses. Used appropriate language	ST1	Presented relevant information and ideas in a highly effective way, using a range of techniques including visual or other aids. Presented information persuasively to others	ST1	Adapted contribution / presentation to actively engage the audience and fully meet their needs and also to suit purpose and situation	ST1	Made significant contributions. Took on a wide range of roles. Lead in moving discussion forward / effectively structured presentation	ST1
		ST2		ST2		ST2		ST2
		ST3		ST3		ST3		ST3
<b>3 – Pass</b>	Considered complex information. Gave relevant, cogent responses. Used appropriate language	ST1	Presented information and ideas clearly (including visual or other aids if appropriate). Presented information persuasively, where appropriate	ST1	Adapted contributions to suit audience, purpose and situation	ST1	Made significant contributions to discussions. Took on range of roles. Helped to move discussion forward / reasonably structured presentation	ST1
		ST2		ST2		ST2		ST2
		ST3		ST3		ST3		ST3
<b>2 – Borderline / Fail</b>	Listed to information. Gave relevant responses. Used appropriate language most of the time	ST1	Presented information and ideas reasonably clearly. Some attempt at persuasion, though not always successful	ST1	Contribution on the whole appropriate to the audience, purpose and situation	ST1	Made reasonable Contributions. Occasionally took on another role. Attempted to move discussion forward but not always successfully /made some attempt to structure presentation	ST1
		ST2		ST2		ST2		ST2
		ST3		ST3		ST3		ST3
<b>1 – Fail</b>	Listed to information at times. Gave relevant responses but these were not always relevant. Used appropriate language at times	ST1	Presented information and/ideas, although sometimes needed clarification	ST1	Made limited contributions – some of which may not have been relevant to the audience and/or purpose and/or situation	ST1	Made limited contributions. Took on only one role eg advocate. Took little or no responsibility for taking discussion forward / limited structure to presentation	ST1
		ST2		ST2		ST2		ST2
		ST3		ST3		ST3		ST3
<b>0 – Insufficient to Assess</b>	Made little or no contribution	ST1	Little or no information presented	ST1	Made little or no Attempt to make contributions suitable	ST1	Made little or no contribution / little or no structure to presentation	ST1
		ST2		ST2		ST2		ST2
		ST3		ST3		ST3		ST3

