

FUNCTIONAL SKILLS PILOT 2009-10

GUIDANCE NOTES FOR SPEAKING AND LISTENING

Entry 1 and 2

Assessment of Entry Levels 1 and 2 will be carried out in centres and assignments should be based, wherever possible, around scenarios sent out by EDI. The scenarios are written in such a way that many variations are possible from them. However, if staff prefer, they can adopt the approach which is recommended for practice sessions in the paragraph which follows because the aim should be SMART, holistic assessment.

If centre staff wish to adopt the style of marking grid provided by EDI for Entry 3, Level 1 and Level 2, this is perfectly acceptable, but a major change is that marks need no longer be allocated. Instead, a competence-based approach is being adopted for speaking and listening and staff may use ticks or crosses to denote competent/not yet competent. The ticks and crosses must be supported by comments which justify the judgements made.

At this level, it is recommended that practice sessions could derive from work carried out by learners in their programme of study or training. For example, learners may be working towards a unit at foundation level which requires discussion as an assessment method. This could be used as evidence towards mastery of speaking and listening in functional skills. The assessment should be between 5 and 10 minutes.

Entry 3

At entry 3, learners are expected to show greater independence. Centres will still be responsible for assessing in house as described in the opening paragraphs of this document.

It is suggested that small group sessions should be the way forward for learners at Entry 3 with no more than 5 learners present. The assessment should be between 5 and 15 minutes. Practice sessions or summative sessions could derive from work carried out by learners in their programme of study or training as identified under Entry 1 and 2 or topics may be chosen from the scenarios sent out by EDI.

Level 1

Handling a telephone call effectively and efficiently is an important part of Level 1 learning. The call must be between the learner and a tutor, with the tutor playing the part of the caller and the learner supplying the information required. Where a telephone call is a key part of a learner's programme of study, this may be used as a summative assessment providing it is of sufficient length; otherwise any variation from the scenarios supplied by EDI is perfectly acceptable. The assessment should be between 10 and 20 minutes.

As an alternative to a telephone call, discussions may be set up around a topic, with up to 4 people present and with the tutor carrying out assessments. Learners must clearly present a substantial amount of information during the discussion; e.g. a meeting to discuss a specific piece of centre policy where each learner is required to give a reasoned and logical argument. As stated above, the scenarios may be

used or something from the learners' programme of study. The assessment should be between 10 and 20 minutes.

Level 2

Level 2 focuses on the ability to present information clearly and concisely to other people and that is why a presentation is recommended as being the best way forward. The discussion can derive from a presentation as long as there are at least 3 people present in addition to the tutor.

Alternatively, discussions may be set up around a topic, with up to 4 people present and with the tutor carrying out assessments. Learners should clearly present a substantial amount of information during the discussion. Topics for the presentation and discussion may derive from the EDI scenarios or staff may choose to assess key discussions which take place as part of the learners' programme of study. The assessment should be between 15 and 30 minutes.

Important Information

At Entry 1 and 2 where the discussion may be one-to-one, the assessor may be discussing with the learner in addition to assessing. If group discussion is used, however, the assessor must remain outside the discussion so that accurate assessment is carried out.

At all other levels, assessors must remain entirely outside of group discussions to allow accurate judgements to be made.

Initially, for the final year of the pilot, centres are required to record one session only from each window. This need not be sent to EDI but should be retained by the centre. In the spring of 2010, final arrangements will be sent out to centres. The consultant who visits the centre will ask to observe a session and will want to interview 2 or 3 learners to discuss how speaking and listening was carried out.

Copies of individual mark sheets and centre results sheet must to be sent, recorded delivery, to the following address:

FAO Sarah Jukes
International House
Siskin Parkway East
Middlemarch Business Park
Coventry
CV3 4PE

THE MATERIAL MUST BE SENT WITHIN 48 HOURS OF THE ASSESSMENT BEING TAKEN. THE SPEAKING AND LISTENING COMPONENT CAN BE TAKEN AT ANY TIME DURING THE YEAR.

DO NOT SEND THE RECORDINGS OF THE ASSESSMENTS

Quarterly Report for Speaking and Listening

Centre internal verifiers, or internal quality monitors, must complete and submit a quarterly Report for speaking and listening to EDI on the following dates; 31st November, 31st February, 31st May and 31st August.

The report must include all learners who have completed (pass/fail) the speaking and listening assessment during that quarter. The assessor must sign against the person they assessed. The internal verifier must verify a sample of the assessments and sign and date against the learners that have been verified.

The report must then be sent to the following address:

FAO Cheryl Bott
International House
Siskin Parkway East
Middlemarch Business Park
Coventry
CV3 4PE

HOW TO COVER THE ASSESSMENT

REQUIREMENTS

Listening in discussions

Learners will show that they are listening in many different ways. For example, they may:

- make brief notes or ask for clarification of a point
- keep constant eye contact with whoever is speaking and nod, smile, gesture to show agreement or understanding
- use mirroring body language, e.g. leaning forward, smiling nodding to show agreement and understanding
- ask questions which are relevant to the discussion or moving the discussion forward.

If they are not listening, learners are apt to:

- yawn, gaze out of the window or across the room etc
- fiddle or doodle with pencils etc
- start to put papers away and generally shuffle things
- make comments or asides in whispers to other people
- fidget.

Generally, listening skills are enhanced if the people taking part in discussions have prepared for the discussion and have notes to help move forward.

Speaking

Learners should demonstrate that:

- their speech patterns are grammatically correct appropriate to the level, i.e. at Level 2 you would expect good grammatical constructions which mirror what has been learned during reading and writing practice
- they avoid the use of slang or specific dialect words that would be misunderstood outside of the local area; the use of bad language is not permitted in any form
- they have prepared for what they have to say because they can give clear and concise information
- they know when to give other people the opportunity to speak
- they understand what is acceptable speech in informal and formal situations
- they can lead discussions or take on the role of a participator
- they always make clear contributions to discussions rather than remaining silent.

Applying the mark scheme

In order to demonstrate competence, learners must achieve every skill standard. For example, at Entry 3, a learner may be very good at following the main points of discussions and making relevant contributions, respecting others' turn taking rights etc, so that competence is clearly demonstrated. The use of formal and informal language may not be quite so good so competence is not demonstrated. The learner might be marvellous at giving his or her own point of view, but listening and responding appropriately to others' points of view is poor because the learner is completely self-centred so competence cannot be confirmed. However, the same learner is certainly not afraid to ask questions in order to clarify and confirm understanding. If the person who is controlling the discussion can see that there are potentially some weaknesses, every opportunity should be made to enable the learner to prove competence.

Inevitably, there will be some instances where the learner is borderline on the day of the final assessment. In these instances, staff should review what has happened in practice sessions and seek advice from the person responsible for quality monitoring or the IV. Alternatively, the judgement could be reviewed by another tutor who has regular contact with the learner; in this way, no learner should be disadvantaged.

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SPEAKING AND LISTENING TOPICS

Telephone calls

The learner must be in the position of giving out information to a caller. This gives scope for the learner to carry out some research prior to the call.

Suggested topics are:

- Answering calls in the local council about community issues; for example, giving details of rubbish collections, recycling activities, community events, etc
- Answering calls in the local library giving details of what amenities are available and any special events taking place there
- Answering calls in an office that deals with booking tickets for events; for example, cinemas, theatres, festivals etc
- Answering calls in an office that gives transport details; i.e. train or bus times and costs
- Answering calls in an office that gives details of local hotels within a prescribed budget, giving details of facilities, etc
- Answering calls in a hotel that caters for all sorts of events like parties, dances etc, giving information about prices, menus, numbers of people that can be accommodated, facilities, etc
- Answering calls in a health centre where advice is given about a healthy lifestyle.

Presentations

Suggested topics are:

- Family celebrations
- The history of my school
- What my school offers which is beneficial to students
- The history of my town (or any town in the locality)
- What my town has to offer to visitors
- The advantages and disadvantages of pop festivals
- Living a healthy lifestyle

NB Any variation on the above themes is perfectly acceptable.

Discussions

Discussions can derive from any of the topics listed above or any variation on those topics.



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SPEAKING AND LISTENING LEARNER SUMMATIVE RECORD ENTRY 3

Centre name:

Centre no:

Candidate name:

Candidate no:

Coverage and range	Competence demonstrated	Comments justifying judgements	Pass/Fail
Use techniques to clarify and confirm understanding			
Give own point of view and listen to and respond appropriately to others' points of view			
Use formal and informal language as appropriate			
Follow the main points of discussions and make relevant contributions, respecting others' turn-taking rights			

Tutor comments



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SPEAKING AND LISTENING LEARNER SUMMATIVE RECORD LEVEL 1

Centre name:

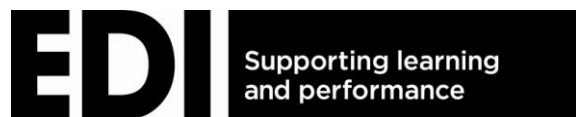
Centre no:

Candidate name:

Candidate no:

Coverage and range	Competence demonstrated	Comments justifying judgements	Pass/Fail
Make relevant contributions to discussions, responding appropriately to others			
Prepare for and contribute to formal discussion of ideas and opinions			
Be flexible in discussion, making different kinds of contributions			
Present information/points of view clearly and in appropriate language			

Tutor comments:



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SPEAKING AND LISTENING LEARNER SUMMATIVE RECORD LEVEL 2

Centre name:

Centre no:

Candidate name:

Candidate no:

Coverage and range	Competence demonstrated	Comments justifying judgements	Pass/Fail
Listen to complex information and give a relevant, cogent response to appropriate language			
Present information and ideas clearly and persuasively to others			
Adapt contributions in discussions to suit audience, purpose and situation			
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward to reach decisions			

Tutor comments:

