



Training
QualificationsUK

Functional Skills

Level 2 SLC: Centre Devised Assessment
Template

Version 01 2023

Introduction

The Speaking, Listening and Communication (SLC) assessment component is largely defined by Ofqual guidance. However, as the Awarding Organisation, TQUK have taken the decision to allow centres to conceive of their own SLC assessment tasks. This will allow learners to interact with assessment materials relevant to their life experiences, academic progression aspirations or career goals. This decision also allows space for the delivery of diverse and inclusive assessment tasks.

This template has been designed to allow approved centres to author Assessor-facing assessment materials. The template has not been designed to create Learner-facing assessment materials and, as such, these materials should not be given to the Learner as they are not produced for their prospective.

Assessors

The SLC assessment component must be completed by an individual of suitable competence. This individual should be a qualified Assessor. This individual must be added to the centre's TQUK profile and must be approved to undertake the role.

Assessment Tasks

Assessment at both Level 1 and 2 must include one presentation (including a question-and-answer session) and one discussion. Presentations and discussions can vary in length, however, TQUK recommends a time range of 10-15 minutes for a discussion (including a question-and-answer session) and 5-7 minutes for a presentation. You may agree a duration longer than this with the Learner, but be sure to document these conversations. Centre-devised tasks must be approved by TQUK before use. TQUK recommends you use this template in approval of your centre-devised assessment.

Assessment tasks must be submitted to TQUK at least four weeks prior to any assessment taking place. The assessment will be reviewed against the scope of study for speaking, listening and communicating relevant to the level.

Using this template, Learners must complete both approved activities (Task 1 and Task 2) to pass the Speaking, Listening & Communicating component. At both Level 1 and Level 2 the assessment can be completed across more than one session.

Assessment Preparation

Learners must only be assessed when the nominated Assessor believes the learners are ready to attempt assessment. The particulars of the assessment tasks must be given to the learner with enough time for them to prepare. TQUK recommends giving the Learner the particulars of the assessment 10-days prior to the assessment attempt.

Learners should be encouraged to spend time preparing for the assessment. TQUK recommends at least 2-hours of preparation are scheduled within the teaching programme to allow Learners to do this on-site, where possible.

Assessment Conditions

SLC assessments at both Level 1 and Level 2 must be carried out with a minimum group of 3 learners and a maximum group of 5 learners, who will be observed using appropriate videoconferencing software, live and in 'real time' or observed face-to-face in more traditional assessment environments.

When delivered remotely, the Assessor and IQA (if involved) must also appear on-screen (for introductions, at least) and are not considered part of the group of learners.

Consult the following guidance documents for further information:

- TQUK Functional Skills SLC: Controlled Environments
- TQUK Functional Skills SLC: Remote Delivery.

Level 1 and Level 2 learners can be assessed together for a presentation task, however, we do not recommend Level 1 and Level 2 Learners share a discussion space as the difference in level, ability and confidence may negatively impact on learners at the lower level and the wider assessment experience.

Acceptable levels of intervention

All learners must be given the appropriate level of support when attempting their SLC assessment, including in understanding the requirement of the task being set, the content of the task and the preferred method of delivery. The centre must not alter their assessment tasks in ways which impact on meaning or difficulty for validity, comparability and reliability reasons. The centre should not ask the learner to present using technology which they are uncomfortable with: be sure to consider the digital literacy of the Learner when using presentation software. Assessors must not take an active role in the assessment. The Assessor must only facilitate and observe.

Providing feedback

Assessment feedback must always be constructive. The SLC LAR provided to centres includes a section for feedback from the Assessor to the learner at overall and task-specific levels.

Reasonable Adjustments and Special Considerations

For more information, see the following:

- TQUK Reasonable Adjustment Policy
- TQUK Special Circumstances Policy.

Both can be found on the TQUK website.

TQUK Functional Skills Qualification in English at Level 2

Speaking, Listening and Communicating (SLC)

Assessment Theme: Technology in the workplace

Insert introduction to the theme

Learners will need

- a pen or a pencil
- appropriate note paper

Time allowed: 20-30 minutes (with scheduled break)

Learners must be told – either on the day or in preparation for the tasks – there are two tasks to be completed (Task 1A and 1B, Task 2).

It is recommended that a break of 10 minutes is taken between both tasks (if all are to be completed within one assessment session) to allow learners a rest and to help them prepare ideas for Task 2 This will also allow time for the marking of Task 1A and 1B.

SLC assessments at Level 2 must be carried out with a minimum group of 3 learners and a maximum group of 5 learners, who will be observed using appropriate video conferencing software, live and in 'real time' or observed face-to-face in more traditional assessment environments.

Task 1A: Presentation (5-7 minutes)

Instructions for assessors

The following information must be provided to learners prior to the assessment taking place. You may choose to present the information visually or through a printout. You may also choose to deliver this information before the beginning of the assessment or prior to each assessment task.

Make sure all learners are aware they will be assessed against:

- identifying relevant information from extended explanations or presentations
- following narratives and lines of argument
- responding effectively to detailed or extended questions and feedback
- making requests and asking detailed and pertinent questions to obtain specific information in a range of contexts
- communicating information, ideas and opinions clearly and effectively, providing further detail and development if required
- expressing opinions and arguments and supporting these with relevant and persuasive evidence
- using language that is effective, accurate and appropriate to context and situation
- making relevant and constructive contributions to move discussion forward
- adapting contributions to discussions to suit audience, purpose and medium
- interjecting and redirecting discussions using appropriate language and register.

Presentation topics

insert details of presentation topic, aims and any format/presentation/software requirements

Instructions for end of task

Bring the presentation to a close after 5-7 minutes.

Give a time warning if necessary.

Inform learners about the next part of the assessment.

(see the following page for information).

Task 1B: Question and Answer (3-5 minutes)

Instructions for assessors

The following information must be provided to learners prior to the assessment taking place.

Make sure all learners are aware they will be assessed against:

- identifying relevant information from extended explanations or presentations
- following narratives and lines of argument
- responding effectively to detailed or extended questions and feedback
- making requests and asking detailed and pertinent questions to obtain specific information in a range of contexts
- communicating information, ideas and opinions clearly and effectively, providing further detail and development if required
- expressing opinions and arguments and supporting these with relevant and persuasive evidence
- using language that is effective, accurate and appropriate to context and situation
- making relevant and constructive contributions to move discussion forward
- adapting contributions to discussions to suit audience, purpose and medium
- interjecting and redirecting discussions using appropriate language and register.

Introduction

Insert details of question and answer session. This may include location, format, equipment to be used and the order of questions from the audience

Instructions

Once the presentation has finished, the learner (delivering the presentation) will invite questions from the audience on the topic. The presenting learner must be told of this condition beforehand. The presenting learner should react and respond accordingly to each question offered by the audience.

During the presentation, all audience members must provide **at least** one relevant question to ask the presenting learner. Questions can only be asked at the end of the presentation and all learners must be encouraged to refrain from asking questions until the presentation has finished to avoid disrupting the presentation.

Bring the question-and-answer session to a close after a maximum of five minutes. Give a time warning if necessary.

Inform the learners of any scheduled break, where necessary. Encourage learners to use this time to prepare for the discussion as part of Task 2.

Task 2: Discussion (10-15 minutes)

Instructions for assessors

The following information must be provided to learners prior to the assessment taking place.

Make sure all learners are aware they will be assessed against:

- identifying relevant information from extended explanations or presentations
- following narratives and lines of argument
- responding effectively to detailed or extended questions and feedback
- making requests and asking detailed and pertinent questions to obtain specific information in a range of contexts
- communicating information, ideas and opinions clearly and effectively, providing further detail and development if required
- expressing opinions and arguments and supporting these with relevant and persuasive evidence
- using language that is effective, accurate and appropriate to context and situation
- making relevant and constructive contributions to move discussion forward
- adapting contributions to discussions to suit audience, purpose and medium
- interjecting and redirecting discussions using appropriate language and register.

Discussion topic

Insert details of group discussion. This will include the topic, aims and any results or conclusions required for the discussion to be successful. For example, a group discussion based on suitable *Student Leaders* may include a condition where one Learner from the group is successfully nominated by the group as the ideal Student Leader.)

Instructions

Following Task 1A and Task 1B, learners will be required to take part in a group discussion (identified above). During the discussion, learners are required to ask relevant questions and encourage natural conversation to obtain specific, pertinent information and achieve any outlined goals.

Assessors should make limited interventions into the discussion, as identified below.

Prompts

If necessary, prompt discussion by asking the following questions:

- Insert suitable prompts to promote suitable discussion
- Insert suitable prompts to promote suitable discussion
- Insert suitable prompts to promote suitable discussion

Bring the group discussion to a close after a maximum of 15 minutes.

Give a time warning if necessary.