



Achievement Record: Speaking, Listening and Communication (SLC)

Learner name:

Learner registration number:

Centre:

Centre Ref:

Name of Assessor/ Tutor:

Sample

Guidance for completing the Achievement Record (SLC)

All SLC assessment activity must be recorded in this Achievement Record. No other assessment documentation is required.

Centres using assessment tasks other than the SAM supplied by IQ should attach details of the assessment brief which must include details of how the criteria, coverage and range are assessed.

All assessment activity must be evidenced in this Achievement Record.

If a learner fails to meet the criteria during the two assessments they must be given a further assessment. Details of the new assessment and a further completed Achievement Record Sheet must be attached to this Achievement Record.

Centres are advised to contact the external verifier before they start to deliver the component to confirm their assessment arrangements. An external verification visit will not be necessary until after the assessment has been completed. The external verifier (EV) will make at least one visit to the centre each year and will issue an EV Report after each visit.

Direct claims status can be achieved once the EV is satisfied that the sampled records and the assessment materials meet the quality assurance requirements. In line with Ofqual requirements, all assessment records should be available to the EV and kept for a period of two years from the date of learner completion. Centres must keep a complete copy of the centre approval documentation issued by IQ, as the EV and other IQ personnel may wish to review such documentation. Further details of the internal and external processes for SLC can be found in the Functional Skills Centre Guide.

Please note. SLC component achievement will only be issued if requested by the centre.

IQ Functional Skills Qualification in English Entry Level 1 Achievement Record Sheet: Speaking, listening and communication

Learner Registration Number	2345	Learner Name	Bob Smith
Centre Number	1234	Centre Name	Any centre

Skill standard: The learner must participate and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation

The learner must achieve the skill standard, coverage and range at least once across the two discussions/exchanges

Context in which this assessment has taken place	<i>Classroom setting in a college</i>		
Contribution/role of the assessor	<i>Interacted with the learner for both discussions</i>		
I confirm that all the evidence presented is my own work. Learner signature Date	I confirm that the learner has prepared this work under limited supervision. Assessor Signature Date		
The evidence in this Achievement Record has been assessed against the skill standard, coverage and range for English Entry Level 1 and all criteria has been achieved			
Assessor name: Assessor signature: Date:	Internal verifier name: Internal verifier signature: Date:		

Skill standard	The learner has:	Assessor comments/feedback for the discussion on a familiar topic Assessment 1	Achieved/not achieved	Assessor comments/feedback for the discussion on a familiar topic Assessment 2	Achieved/not achieved
1a)	Understood the main points or short explanations	<i>Bob demonstrated an understanding of the gist of discussion by extending on the contributions of others and responding to general advice and comments appropriately.</i>	√	<i>Bob confirmed an understanding of short explanations throughout the discussion and demonstrated understanding by repeating main points and referring to them throughout the discussion.</i>	√
1b)	Understood and followed instructions	<i>Bob listened for specific details and instructions on how to care for animals in general. He confirmed his understanding by repeating instructions for clarification.</i>	√	<i>Bob understood and followed single step instructions. He asked for instructions to be repeated where necessary. Bob explained how to feed and care for animals.</i>	√
1c)	Responded appropriately to comments and requests	<i>Bob responded appropriately. He answered questions fully and respected the turn taking of others throughout the discussion.</i>	√	<i>Bob listened to comments effectively. He responded to requests for information</i>	√
1d)	Made contributions to be understood	<i>Bob spoke clearly throughout to be heard and made successful contributions. He expressed statements of fact clearly, articulating his own experience of caring for animals.</i>	√	<i>Bob made successful contributions throughout the conversation which were understood. Bob spoke clearly throughout and ensured the purpose of the discussion was apparent.</i>	√
1e)	Asked simple questions to obtain specific information	<i>Bob asked direct/ non- direct questions throughout the discussion to clarify the requirements of caring for animals in general using appropriate terms. He asked questions to obtain specific information about caring for animals such as feeding times, cost of food and cleaning requirements.</i>	√	<i>Bob demonstrated an understanding of the overall purpose of the exchange and ensured he asked relevant questions to obtain specific information such as; what animals eat, where they are kept, who to contact if they become ill and how often they need to be fed.</i>	√

IQ Functional Skills Qualification in English Entry Level 2 Achievement Record Sheet: Speaking, listening and communication:

Learner Registration Number	3457	Learner Name	Nikki Jones
Centre Number	1234	Centre Name	Any Centre

Skill standard: The learner must participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations

The learner must achieve the skill standard, coverage and range at least once across the two discussions/exchanges

Context in which this assessment has taken place	<i>Classroom setting in a college</i>		
Contribution/role of the assessor	<i>Interacted with the learner, took the role of the cashier</i>		
I confirm that all the evidence presented is my own work. Learner signature Date	I confirm that the learner has prepared this work under limited supervision. Assessor Signature Date		
The evidence in this Achievement Record has been assessed against the skill standard, coverage and range for English Entry Level 2 and all criteria has been achieved			
Assessor name: Assessor signature: Date:	Internal verifier name: Internal verifier signature: Date:		
Details of support given during the assessment Details of further assessment required Any other comments			

Skill standard	The learner has:	Assessor comments/feedback for the discussion on a familiar topic Assessment 1	Achieved/not achieved	Assessor comments/feedback for the discussion on a familiar topic Assessment 2	Achieved/not achieved
1a)	Identified the main points of short explanations and instructions	<i>Nikki followed the overall the gist of the discussion, listened for detail and identified the main points throughout. She identified what activities the group would like to do in Kent by recognising the expressed feelings and opinions of others.</i>	√	<i>Nikki followed short instructions throughout the exchange by providing requested information.</i>	√
1b)	Made appropriate contributions that are clearly understood	<i>Nikki made appropriate contributions throughout, supporting others' point of view and offerings. She spoke clearly and expressed statements of fact and description by referring to the "Best Place to visit in Kent" website. She successfully justified her opinions and personal choice of activity for the group's weekend away in Kent.</i>	√	<i>Nikki made appropriate, clear contributions that were evidently heard and understood. She stated the booking requirements for her particular group and this in turn, enabled the box office to respond accordingly.</i>	√
1c)	Expressed simple feelings or opinions	<i>Nikki effectively expressed feelings and opinions about the itinerary for the weekend away in Kent whilst still respecting the opinion and turn taking rights of others.</i>	√	<i>Nikki stated that her group would rather see a matinee show on a Saturday and proceeded to ask if this would be possible. She also asked if there were disabled facilities for her friend and stressed the importance of this. She expressed relevant feelings and opinions successfully to suit the context of the exchange.</i>	√
	Understood the feelings and opinions expressed by others	<i>Nikki demonstrated an understanding of the feelings and opinions expressed by others by supporting peers verbally and non-verbally throughout the discussion. She nodded and extended on their contributions to clarify her own personal understanding.</i>	√	<i>Nikki clearly understood that seats for the show would be cheaper if they went on a weekday. She proceeded to book the recommended show for herself and her friends.</i>	√
1d)	Communicated information so that the meaning is clear	<i>Nikki expressed herself clearly throughout to ensure the intended meaning was clear. She</i>	√	<i>Nikki clearly communicated her group's needs and requirements by expressing favourable</i>	√

		<i>spoke calmly and used a range of intonation and stress patterns to communicate information successfully.</i>		<i>dates and necessary requirements for her disabled friend.</i>	
1e)	Asked and responded to straightforward questions	<i>Nikki clarified understanding from others by answering questions fully and she sought understanding by asking relevant questions.</i>	√	<i>Nikki successfully provided relevant information when straightforward questions about the group booking were asked such as personal information and chosen method of payment.</i>	√
1f)	Followed the gist of the discussions	<i>Nikki successfully followed the gist of the discussion which allowed her to make appropriate contributions throughout. She summarised what the group hoped to do in Kent during their weekend away and stated the top choice of activity to effectively conclude the discussion.</i>	√	<i>Nikki followed the gist of the discussion and demonstrated this by responding to questions, asking questions and repeating information to confirm understanding.</i>	√

Sample

IQ Functional Skills Qualification in English Entry Level 3 Achievement Record Sheet: Speaking, listening and communication:

Learner Registration Number	9087	Learner Name	Martyn Ling
Centre Number	1234	Centre Name	Any Centre

**Skill standard: The learner must respond to others and make some expended contributions in familiar formal and informal discussions and exchanges
The learner must achieve the skill standard, coverage and range at least once across the two discussions/exchanges**

Context in which this assessment has taken place	Classroom setting in a college		
Contribution/role of the assessor	Observer		
I confirm that all the evidence presented is my own work. Learner signature Date	I confirm that the learner has prepared this work under limited supervision. Assessor signature Date		
The evidence in this Achievement Record has been assessed against the skill standard, coverage and range for English Entry Level 3 and all criteria has been achieved			
Assessor name: Assessor signature: Date:	Internal verifier name: Internal verifier signature: Date:		
Details of support given during the assessment Details of further assessment required Any other comments			

Skill	The learner has:	Assessor comments/feedback for the discussion on a familiar informal topic Assessment 1	Achieved/not achieved	Assessor comments/feedback for the discussion on a familiar formal topic Assessment 2	Achieved/not achieved
1a)	Followed the main points of the discussion	<i>Martyn followed the main points of the discussion by extending on various contributions/suggestions about the Lake District as a holiday destination for a holiday. He listened for and identified relevant information from the discussion and commented/ engaged effectively.</i>	√	<i>Martyn followed the main points of the formal discussion by identifying relevant information and actively seeking new information about the Lake District.</i>	√
1b)	Use techniques to clarify and confirm understanding	<i>Martyn effectively used strategies to confirm and clarify understanding regarding the discussion both verbally and non- verbally. He nodded to demonstrate agreement.</i>	√	<i>Martyn repeated specific information to confirm understanding. He also asked relevant questions where required to gain a broader understanding of the Lake District and what it has to offer.</i>	√
1c)	Given own point of view	<i>Martyn provided his own point of view during the discussion by stating that in the UK, we cannot guarantee good weather so he suggested travelling abroad instead.</i>	√	<i>Martyn expressed his own point of view clearly to the Tourist Board throughout the exchange by commenting on the unpredictable nature of British weather and his dislike of adventure parks. He also positively commented on the natural beauty of the Lake District which was informed by his research and the resources provided.</i>	√
	Responded appropriately to others' point of view	<i>Martyn respected the point of view from other members of the discussion by respecting their turn taking rights and listening/ responding appropriately. At times, he extended their points with his own contributions.</i>	√	<i>Martyn listened attentively to the Tourist Board's activity recommendations and responded appropriately to them by displaying interest and generally engaging during the exchange.</i>	√
1d)	Used appropriate language in formal discussions/exchanges	N/A		<i>Martyn used the appropriate level of formal language and register throughout the exchange and spoke with clarity and</i>	√

1e)	Made relevant contributions	<i>Martyn contributed relevant feelings/ opinions to support the discussion and move the discussion forward. He also referred to the resources provided throughout to fuel the discussion.</i>	√	<i>appropriate speed and phrasing.</i> <i>Martyn made relevant contributions throughout the exchange which were relevant to the subject. When speaking to the Tourist Board, he provided specific information about himself and his group . This enabled the Tourist Board to respond with ease and helped move the discussion forward. Martyn also made requests for various information related to The Lake District to obtain specific information.</i>	√
	Allowed for and responded to others' input	<i>Martyn positively encouraged quieter members of the group to speak, supporting them throughout. He also responded to others by using a range of facial expressions and gestures to demonstrate successful listening and general agreement.</i>	√	<i>Martyn responded to a range of questions throughout the exchange. He did not interrupt and successfully respected the turn taking rights of others.</i>	√

IQ Functional Skills Qualification in English Level 1 Achievement Record Sheet: Speaking, listening and communication:

Learner Registration Number	5463	Learner Name	Diane Ali
Centre Number	1234	Centre Name	Any Centre

**Skill standard: The learner must take part in formal and informal discussions and exchanges that include unfamiliar subjects
The learner must achieve the skill standard, coverage and range at least once across the two discussions/exchanges**

Context in which this assessment has taken place	Classroom setting in a college		
Presence and role of persons unknown to the learner	None		
Contribution/role of the assessor	Observer		
I confirm that all the evidence presented is my own work. Learner signature Date	I confirm that the learner has prepared this work under limited supervision. Assessor Signature Date		
The evidence in this Achievement Record has been assessed against the skill standard, coverage and range for English Level 1 and all criteria has been achieved			
Assessor name: Assessor signature: Date:	Internal verifier name: Internal verifier signature: Date:		
Details of support given during the assessment Details of further assessment required Any other comments			

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Sample

Skill standard	The learner has:	Assessor comments/feedback for the discussion on a familiar formal topic Assessment 1	Achieved/not achieved	Assessor comments/feedback for the discussion on a familiar informal topic Assessment 2	Achieved/not achieved
1a)	Made relevant and extended contributions	<i>Diane positively and actively contributed throughout the discussion by making relevant points and building on the points of others.</i>	√	<i>Diane offered interesting and relevant contributions during the formal discussion about issues with care of patients in hospital. She engaged with others during the discussion and extended/built upon their points.</i>	√
	Responded appropriately to others	<i>Diane effectively provided feedback and confirmation when listening to others by using verbal and non-verbal strategies to confirm understanding.</i>	√	<i>Diane respected the turn taking rights of others during the debate and responded to questions on a range of topics related to the care of patients in hospital.</i>	√
1b)	Appropriately prepared to contribute to formal discussion of ideas and opinions	<i>Diane was able to respond to various questions about The Lake District and offer her opinion about it as a holiday destination due to effective research and preparation.</i>	√	<i>Diane successfully made contributions throughout the discussion which were informed by her research and preparation. Diane's preparation was evident when she responded to questions with ease on this particular topic.</i>	√
1c)	Made different kinds of contributions	<i>Diane made contributions relevant to the situation and subject. She was able to clearly offer statements of fact about The Lake District and also present a general description of the place. Diane successfully developed points and supported the quieter members of the group by encouraging them to contribute.</i>	√	<i>Diane asked questions to obtain specific information about the impact of changes in responsibly in the health service. She also ensured the debate stayed on track by referring back to the original topic of discussion.</i>	√
1d)	Presented information and points of view clearly	<i>Diane presented information and ideas clearly. She ensured the discussion followed a logical sequence and spoke clearly in order to be heard.</i>	√	<i>Diane presented very interesting points of view clearly and she positively provided researched information which aided the discussion and allowed others to contribute and extend on her original points effectively.</i>	√
	Used appropriate language	<i>Diane used appropriate language throughout and offered appropriate phrases for interruption to bring the quieter members of</i>	√	<i>Diane spoke clearly throughout the discussion with the appropriate level of formality to suit the task and situation.</i>	√

		<i>the group into the discussion.</i>			
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Sample

IQ Functional Skills Qualification in English Level 2 Achievement Record Sheet: Speaking, listening and communication (SLC):

Learner Registration Number	5689	Learner Name	Lucien Santos
Centre Number	1234	Centre Name	Any centre

Skill standard: The learner must make a range of contributions to discussions in a range of contexts, including those that are unfamiliar and make effective presentations

The learner must achieve the skill standard, coverage and range at least once across the discussion and the presentation

Context in which this assessment has taken place	<i>Classroom setting in a college</i>		
Presence and role of persons unknown to the learner	<i>None</i>		
Contribution/role of the assessor	<i>Observer</i>		
I confirm that all the evidence presented is my own work. Learner signature Date	I confirm that the learner has prepared this work under limited supervision Assessor signature Date		
The evidence in this Achievement Record has been assessed against the skill standard, coverage and range for English Level 2 and all criteria has been achieved			
Assessor name: Assessor signature: Date:	Internal verifier name: Internal verifier signature: Date:		

Details of support given during the assessment Details of further assessment required Any other comments					
Skill standard	The learner has:	Assessor comments/feedback for the discussion on a familiar formal topic Assessment 1	Achieved/ not achieved	Assessor comments/feedback for the discussion on a familiar informal topic Assessment 2	Achieved/ not achieved
1a)	Considered complex information	<i>Lucien considered complex information prior to and during the discussion. He contributed/ responded effectively throughout by considering information and its relevance to the topic of discussion.</i>	√	<i>Lucien considered complex information prior to and during the presentation. He contributed/ responded effectively throughout by considering information and its relevance to the topic of presentation.</i>	√
	Given relevant, cogent responses	<i>Lucien spoke clearly throughout and offered comprehensive contributions and responses when asked specific questions.</i>	√	<i>Lucien responded positively to the task and gave relevant, sound responses throughout the presentation.</i>	√
	Used appropriate language	<i>Lucien used appropriate language throughout and offered appropriate phrases for interruption to bring the quieter members of the group into the discussion.</i>	√	<i>Lucien spoke clearly and confidently throughout the presentation with the appropriate level of formality to suit the task, audience and situation.</i>	√
1b)	Presented information and ideas clearly	<i>Lucien presented very interesting information and ideas clearly. He positively provided researched information which aided the discussion and allowed others to contribute and extend on his original points effectively.</i>	√	<i>Lucien's presentation was sequential with a logical order. He effectively signposted his presentation throughout to ensure the audience was engaged and could clearly understand his well considered contributions.</i>	√
	Presented persuasively to others	<i>Lucien successfully offered his opinion of what water sports to offer by presenting evidence to support this.</i>	√	<i>Throughout the presentation, Lucien used persuasive features such as rhetorical questions and repetition effectively. He spoke with conviction during the presentation and his opinion/argument for a specific recommendation to be introduced into the college was supported with evidence of sound research.</i>	√

1c)	Adapted contributions to suit audience, purpose and situation	<i>Lucien considered the exploratory purpose of the discussion and adapted his contributions to suit this. He listened for and identified relevant information.</i>	√	<i>Lucien used strategies such as open body language to reassure his audience. He considered the audience of his presentation and used appropriate language and research to appear professional and well prepared.</i>	√
1d)	Made significant contributions to discussions	<i>Lucien responded positively and fully to detailed and extended questions from others during the discussion. Due to thorough research, he clearly offered statements of fact and description regarding existing water activities currently available in The Lake District.</i>	√	<i>Lucien made significant contributions throughout the presentation and his thorough preparation was evident. He ensured the presentation was interactive and responded to questions and constructive criticism positively.</i>	√
	Taken a range of roles	<i>Lucien encouraged other people to speak throughout and ensured the group were aware of time so everybody had an opportunity to share their ideas effectively. He criticised some ideas constructively and offered an alternative point of view.</i>	√	<i>Lucien embraced the role of presenter and used verbal/ non-verbal strategies and techniques to ensure his presentation was effectively engaging and persuasive.</i>	√
	Helped to move the discussion forward	<i>Lucien helped move the discussion forward by encouraging quieter members of the group to contribute and he made relevant contributions to help move the discussion forward.</i>	√	<i>Lucien identified relevant information to include which allowed the presentation to move along seamlessly and logically. He confidently answered a range of questions and ensured there was enough time at the end to summarise effectively.</i>	√