

# FUNCTIONAL SKILLS

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## Hints and Tips No 1

Speaking and Listening Units – English

Entry Level 1 – 09495

Entry Level 2 – 09496

Entry Level 3 – 09497

Level 1 – 09498

Level 2 – 09499

Version 4

## 1. Where can I find supporting materials to deliver the Speaking and Listening units?

We have produced a variety of FREE helpful documents.

- Sample Assessment Materials. These give examples to use with supporting guidance
- Videos. These informative videos provide support on how to observe and give examples. We've also included tips on how to document your observations. Download these from the [CPD Hub](#).
- The Examiner Annual Report. This is a useful document which discusses good practice, but also recommends improvements. This is found in the section titled [Examiner Reports](#).

## 2. I would like to type up my observations. Are there observations forms that I can use for this?

We have some newly designed observation forms in response to customer feedback. These forms are in 'Word' so that you can either print first and write your observation notes by hand or type onto the documents and then print them off. These forms are found on the web page in the section titled Forms (called English Speaking, Listening and Communication recording forms). On the forms, you will need to tick whether the Assessment Criteria (AC) has been achieved and also brief notes of how the learner achieved each criterion. There are now spaces for the learner and the internal moderator's name and signatures.

## 3. How much do I have to write for each observation?

Brevity is the keyword here. The observations have to be manageable for you as a tutor to write, your Internal Moderator to read and moderate, and also for our External Moderators to read and moderate. For each criterion that you observe, you need to briefly say that you have observed the learner doing that criterion. You need to also give the example of how that learner demonstrated the criterion.

## 4. I would like to write my own tasks for my learners. Am I allowed to do this?

Yes. We encourage tutors to write tasks that are appropriate for the learners on their vocational programmes or that suit their interests. Make sure, though, that all the criteria can be met in your new task.

## 5. Who can be the observer?

The appropriate person is the tutor, however, another qualified person\* who understands the skills and knowledge expected about the unit and can undertake the observation.

\*A qualified person could be another tutor or a teaching assistant who has the skills and knowledge being assessed and whom the tutor and team trust will make good judgments.

## 6. Can the observer also participate in the conversation or dialogue?

We highly recommend that the observer always remains in the role of observer. If a learner needs support or another person in a dialogue, then another tutor, support worker - or even a learner who can expertly work opposite the person being assessed - can be used.

## 7. Do the observation forms need to be internally moderated?

Yes. A centre needs to set up a process for this. For a new centre, it is good practice for the team to get together to look at how everyone has completed their observation forms then use this for discussion and a training opportunity. New centres should appoint or nominate an Internal Moderator and for the first moderation, moderate at least 80% of the observation forms. When the Internal Moderator is confident that a tutor is observing and documenting to a good standard, reduce the moderation each series until finally, at least, 10% is moderated each series. The Internal Moderator should put their initials and date on each of the observations that they have sampled. Only send the learners' observation forms which have passed to the OCR External Moderator.

## 8. What happens to learners who have not passed in the Internal Moderation?

These learners can be retaught the skills that they have not achieved and then be re-observed. If they have passed, the observation documents can be looked at by the Internal Moderator, then should be sent to the OCR External Moderator.

If they have not passed, tutors should check if the learner is on the right level of programme.

**Try our free Initial Assessment (IA) and Diagnostic Assessment (DA) Tools.**

Initial assessment is an essential part of the learning process. So to help you, we have an online Initial Assessment tool for use with our Functional Skills English, Maths and ICT qualifications.

This is used to determine the level of a learner's ability before moving on to pinpointing specific skills gaps using our Diagnostic Assessment Tool.

Our free Diagnostic Assessment Tool can be used for English and maths at all levels from Entry Level 1 through to Level 2. It provides rigorous diagnostic assessment and identifies skills gaps within each level. Tutors can use this information to target the skills that their learners need, using units from the Cambridge Progression suite.

The Diagnostic Assessment Tool assesses underpinning skills in both English and maths, together with the process skills that learners need to succeed in their vocational and academic programmes.

You can access the Initial Assessment and Diagnostic Assessment Tools through Interchange.

Interchange is a secure website to access learner information and online services for all OCR qualifications, 24 hours a day.

[ocr.org.uk/interchange](http://ocr.org.uk/interchange)

## 9. What does the centre need to send to OCR?

### Form 1:

**An online claim form.** The online claim will be found on [Interchange](#). Only submit learners who have 'passed'.

### Form 2:

**Completed Assessor's Observation Record** (one per learner). Print off the on-line version, you need to send in one of these forms per 'batch'. Send by post to your named OCR External Moderator. This includes a top sheet and the Observation form. The top sheet is per batch and you need to send in the Observation records 'per learner'.

The Assessor's Observation Record Forms can be found in the sections titled Assessment Materials and Forms (Word version) sections.

[ocr.org.uk/qualifications/functional-skills-english-entry-level-09495-09496-09497/](http://ocr.org.uk/qualifications/functional-skills-english-entry-level-09495-09496-09497/)

[ocr.org.uk/qualifications/functional-skills-english-level-1-09498/](http://ocr.org.uk/qualifications/functional-skills-english-level-1-09498/)

[www.ocr.org.uk/qualifications/functional-skills-english-level-2-09499/](http://www.ocr.org.uk/qualifications/functional-skills-english-level-2-09499/)

The OCR assigned External Moderator's name and address will be sent to the centre's exam team after the learners have been registered.

Please, **do not** send learners' assessment materials to the OCR offices in Coventry or Cambridge, as this will cause a delay in receiving results.

### Form 3:

**Centre Authentication Form.** Form number CCS160. You need to send one of these in 'per submission'.

<http://www.ocr.org.uk/Images/104528-centre-authentication-form-ccs160.pdf>

## 10. Is there any other guidance?

Yes. Examiner Annual Reports are useful for further guidance.

These are found on our Functional Skills pages under the section titled Examiner Reports.

Please check our Functional Skills webpages to keep up to date.

An extract relating to SLC is below from the September 2014 report:

'Centres submitted assessor record forms that provided detailed evidence about how the learners met the assessment criteria (AC). Examples of what the learners said or did were noted on the forms. In many cases, supporting evidence was submitted for moderation. Whilst this is not a requirement, it is useful for the moderation process. In a minority of instances, assessors use a 'copy and paste' method to complete SLC records. It must be stressed that individual and detailed learner evidence is required throughout the records.'

We have also produced a **FREE support video** on how to observe and record speaking and listening assessments Reference BVFSAD

[cpdhub.ocr.org.uk](http://cpdhub.ocr.org.uk)

This film highlights and explains the key features of how to observe learners during their Speaking and Listening assessments, then how to capture the appropriate information to write on the learners' individual observation forms.

To find out more

**[ocr.org.uk/functionalskills](http://ocr.org.uk/functionalskills)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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