Entry level qualification guidance pack

NCFE Entry Level Certificate in Personal and Social Development (Entry 2)
QN: 501/0225/4

NCFE Entry Level Award in Personal and Social Development (Entry 3)
QN: 501/0261/8

NCFE Entry Level Certificate in Personal and Social Development (Entry 3)
QN: 501/0634/X

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Introduction

This guidance pack has been designed to support NCFE Entry Level qualifications in various subject areas.

NCFE Entry Level qualifications are designed to facilitate learning, using real-life contexts and situations, to engage learners. There are three levels in these qualifications:

- Entry Level 1
- Entry Level 2
- Entry Level 3

Entry Level qualifications are stand-alone qualifications and can be used as access courses offering progression onto other qualifications.

Where they can lead

Learners can start at Entry Level 1 and progress up through the levels. Alternatively, learners can start at the appropriate level, as identified through initial assessment.

At Entry Level 3, the qualifications are designed to help learners move on to related qualifications at Level 1, for example:

- GCSEs
- Functional Skills
- vocational qualifications

About this pack

This pack can be used alongside the relevant NCFE qualification specification, and contains materials which can help with planning and assessment. However, this pack is not designed to be prescriptive and centres are encouraged to develop their own contexts and tasks where possible.

The examples and templates given in this pack have been developed from those used by centres which offer Entry Level qualifications.

We welcome contributions from centres wishing to add samples of their own materials to this pack – please send any comments or suggestions to service@ncfe.org.uk.

Section 2 gives guidance on initial and diagnostic assessment, which centres may find useful when working to identify strengths and areas for development for individual learners. It includes an example of an initial assessment tracker, to record learner development throughout the programme.

Outcomes of any initial assessment should be used to identify any additional support requirements and inform Individual Learning Plans (ILPs) for each learner. This provides the starting point to their learning programme.

Section 3 of the pack includes information on types of assessment evidence.

Section 4 provides support on planning the assessment, including a pre-assessment checklist and the importance of preparing learners for their assessments.

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Section 5 provides an Assessment Evidence Record.

Section 6 lists ideas for assessment activities/tasks.

Appendix 1 provides examples of Entry Level 1, 2 and 3 assessment tasks, mapped to the Skills for Life Literacy Curriculum.

All templates in this document are also available as Microsoft Word documents so they can be edited and adapted. They can be downloaded from the qualification pages of the NCFE website.

For more information or to request a copy please send an email to customersupport@ncfe.org.uk.

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Initial assessment

The purpose of initial assessment is to identify what level the learner is currently working at. This is essential as learners placed on the incorrect level of a learning programme are likely to disengage if:

- the level is too low and therefore not challenging
- the level is too high and therefore is unachievable

Initial assessment is also used to identify the necessary support requirements to ensure that learners have the best opportunity to achieve. If the design and process are managed correctly, it can be used to gather information to support the whole of the learner's experience and inform other stakeholders who are involved in the learner's progress and achievements.

The following good practice example has been taken from a recent delivery model:

Doncaster College
NCFE Entry Level Award in Health and Fitness (Entry 3)

"The curriculum area of Sport, Leisure and Public Services at Doncaster College ran a series of summer schools to enhance recruitment and selection. Learners gained the opportunity to achieve the NCFE Entry Level Award in Health and Fitness (Entry 3) in addition to experiencing a full week at college before committing to a full-time enrolment.

The sport and public services lecturers designed a range of practical and theoretical activities to enable learners to achieve the learning outcomes associated with the NCFE Entry Level Award in Health and Fitness (Entry 3) whilst discretely embedding a range of assessments that effectively inform selection and enrolment offers."

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Initial assessment is usually followed by detailed diagnostic assessment.

Diagnostic assessment is used to identify specific skills gaps.

Examples

An initial assessment may show that:

- a learner is working mostly at Entry Level 3 in English skills, but a **diagnostic assessment** could identify that the learner struggles to use punctuation correctly
- a learner is working at Entry Level 2 in Mathematics, but a **diagnostic assessment** could identify a lack of knowledge about monetary denominations

It is important to identify these skills gaps and use this to inform the ILP, linked to the main qualification, at the right level. Learners should be fully involved in the planning of their learning. This should also include any additional support requirements.

The following step-by-step guide may be useful when carrying out the initial assessment:

Step 1: Plan to assess the skills which learners will need to enable them to access their chosen course of study.

Plan recording paperwork carefully – **see Initial assessment tracker** – as this will be used to inform ILPs and guide other people involved in the learner's course of study.
Use activities/information, set at the appropriate level for the course of study that will give learners the opportunity to demonstrate the following skills:

- speaking and listening – initial interview for course
- reading – reading course information and then discussing this one-to-one or in a group
- writing – completing forms for course enrolment, writing a personal pen-picture
- basic mathematics – if this is relevant to their chosen course of study
- working in a group – finding out what is the main reason, in the group, for wanting to do the course of study
- working independently – finding and collecting information relating to the course from a specified source (Internet, library, reception area)

Where centres are using their own assessment tools, the outcomes of the assessments for the Literacy and Numeracy skills over should reflect the levels as identified in the Skills for Life Curriculum http://www.excellencegateway.org.uk/sflcurriculum.

Step 2: Plan to assess other skills which may influence learners' ability to achieve:

- observation of the learner – this is important to identify confidence levels of individual learners
- discussions with the learner – to identify any coping strategies, where learners could be otherwise supported
- self-assessment – to identify confidence levels and aspirations

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Step 3: When to do assessments

Ideally initial assessments should be done at the interview stage, before the learner is enrolled onto their course of study – to ensure they are put onto the right course at the right level of learning.

Induction and/or the first block of learning provides opportunities for the diagnostic assessment (although the length of the course of study and the contact time will determine this).

Step 4: What to do with the results of assessments

Use the outcomes of the assessments to develop an ILP, with long-term and short-term goals.

Involve the learner in their ILP – this is an agreement about what they need to do to achieve in their course of study, so if additional support is required, they must understand and agree to this.

Inform all those directly involved with the learner's course of study – support staff etc.

Update all this information on a regular basis, with input from all involved.

The following good practice example has been taken from a successful delivery model:

New College Nottingham

"For the 2011–12 year we chose to use the NCFE Entry Level Awards in Making Progress with many of our Functional Skills learners. We used it to encourage learners to take more ownership of their learning by identifying which skills they feel they already have and which ones they need to develop.

All learners undertake an initial assessment before starting their course but this often feels like quite a passive process with learners not identifying what skills they already have. By using the Making Progress qualifications we aimed to encourage them to not only think about their skills but also identify which key ones they wanted to improve.

We looked at famous people and the skills they have that they have used to become famous. This made the activities fun and got learners to engage with the process. We then undertook a short project, negotiated with individual groups of learners, to develop their skills.

We ran Making Progress with over 1,100 learners at the start of their main course and had a success rate of approximately 90%."

Linda MacDonald
Head of Pathfinder Academy
New College Nottingham

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Initial assessment tracker

Overleaf is an example of a tracking document to record outcomes of initial assessments. The document should be completed and outcomes for assessment criteria Speaking and Listening, Reading and Writing, and Mathematics reflect the levels as identified in the Skills for Life Curriculum http://www.excellencegateway.org.uk/sflcurriculum.This tracking document is a guide only. You may can adapt or devise your own version as appropriate.

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NCFE Initial Assessment Tracking Document

Learner's name:_____   Date: _____

Assessor:_____   Activity: _____

Main assessment criteria	Comments on assessment outcome	Next steps
1. Demonstrated: 1.1 speaking skills 1.2 listening skills		
2. Reading 2.1 Read course information 2.2 Discussed to show understanding of info: one-to-one group		
3. Writing 3.1 Completed forms for course enrolment 3.2 Wrote a personal pen-picture (or other personal information)		
4. Mathematics – understands: 4.1 Whole numbers 4.2 Addition and subtraction 4.3 Multiplication and division 4.5 Fractions 4.6 Decimals		
General assessment criteria	**Comments on assessment outcome**	**Next steps**
5. Working in a group Contributed to find out main reason, in the group, for wanting to do the course of study		
6. Working independently Found and collect information relating to course, from a specified source (Internet, library, reception area)		
7. Observation of the learner Levels of confidence		
8. Discussions with the learner to identify request for additional support		
9. Self-assessment Confidence levels 1 to 10 (where 1 is low) Aspirations		

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NCFE Initial Assessment Tracking Document

Learner's name:_____   **Date:**   _____

Assessor:_____   **Activity:** _____

Comments on level of skills

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As Entry Level qualifications are highly flexible, it is expected that a wide range of evidence will be generated within a variety of contexts. This section contains some best practice to generate high-quality evidence in assessments.

Validity

What does this mean?

Does the evidence meet the learning outcomes and assessment criteria of the qualification?

A valid assessment method is one which is capable of measuring the knowledge or skills requirements of the learning outcomes.

Authenticity

What does this mean?

Is the evidence genuinely the independent work of the learner?

There must be evidence to show that the Assessors have checked that the evidence is the learner's own work. Verbal questioning of the learner will usually confirm if the learner is familiar with the details of the work/task.

Sufficiency

What does this mean?

Is the evidence enough to give confidence that the learner can perform competently at all times and under all conditions, both now and in the future?

There must be sufficient evidence to ensure that the Assessor is able to make an informed judgment. For a learner to complete an activity once may not provide sufficient evidence to prove they can do the task consistently, over time. Observation on a regular basis would provide the evidence to make an accurate judgment.

Currency

What does this mean?

Does the learner have prior learning, which is still current?

Currency of qualifications depends on skills and knowledge requirements and changes to standards. To accredit prior knowledge, Assessors should check with the appropriate awarding organisations. In any event, the Assessor should confirm the learner's competence against the qualification at the time of assessment.

Reliability

What does this mean?

Would the assessment decisions that are being made now be consistent if the assessment was repeated?

A reliable method of assessment will produce consistent results between different Assessors on each assessment occasion. Assessment decisions should be based on requirements of learning outcomes. Learners should be clear about what they are expected to do to prior to the assessment.

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The following guide refers to some common types of evidence which can be generated for the Entry Level qualifications. This isn't a definitive list and Assessors can seek guidance from our customer support team.

Observation checklist

An observation checklist should cover all learning outcomes to be assessed. The Assessor should expect that under normal circumstances the learner will meet all learning outcomes during natural performance.

It is useful to include a comments box alongside each learning outcome, so that the Assessor can detail exactly what the learner did.

Work product

This may be any product of work such as a piece of art, a dress, a painted surface or a poster. If the product can be examined (where possible) it should be clearly labelled with the learner's name and the date of completion, and the assessment documentation should be retained with it.

If the standards require that some process skills are demonstrated in the production stages, it is unlikely that the finished product will provide evidence of these, so other evidence must be provided. This may be in the form of:

- annotated photographs taken at each stage of the assessment
- a video of the learner working at various stages on the product
- copies of each draft of the product (for example, when designing a poster)
- a report which the learner has generated as a natural part of their work
- a record from the Assessor, stating how the learner met the criteria at each stage of the process

Audio or video recording

This usually involves setting up a video/DVD or audio recorder within the classroom, recording part or all of the assessment and then reviewing the recording, evaluating how well the learner met the assessment criteria. Compliance with confidentiality rules and regulations is essential for the evidence to be accepted. Audio evidence must be clearly identified, and a separate section on the recording must be used for each learner.

Digital voice recorders can be used, except where confidentiality or high noise levels are an issue.

Photographs

Photographs must be used with care. Compliance with confidentiality rules and regulations is essential for the evidence to be accepted.
Photographs should be used where it is not possible to generate any other form of evidence and should be annotated by the learner, with clear date, time and learner information included.
Photographs should also be dated and signed by the Assessor to endorse their authenticity.

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Simulation

Assessments should reflect real-life situations. Therefore simulation should be avoided where possible. Some qualifications specify the amount and nature of any simulated evidence, in which case qualification-specific criteria must be met. If you have any doubts, please contact the customer support team to find out whether, and how much, simulation can be used.

During assessments the use of everyday objects, items, contexts, situations and/or information should be encouraged.

Electronic or digital evidence

Computer printouts or work produced as a result of e-learning must be endorsed with the Assessor's signature and the date of completion, as an indication of authenticity. The means to access the information must also be provided, eg a computer, together with written instructions indicating where to find the relevant directories and/or files.

Written tasks

It is appreciated that knowledge evidence cannot always be observed; however, it must be assessed like all other aspects of competence. This is often assessed using forms of written work, including those which use images – for example, essays, case studies, assignments, written questions, hand-outs, etc. There must be clear evidence that it has been assessed against the learning outcomes and assessment criteria and that feedback has been given to the learner.

Feedback must be provided for the learner, either at the end of the learner's work, or throughout the work with appropriate information to guide and support the learner in determining the outcome of the assessment. Guidance for cases where further work has to be done by the learner must not provide the answers for the learner.
Where learners have 'nearly' met a criterion, oral questioning can be used to confirm knowledge and understanding. A script and responses must be provided along with the final written assignment.

Practical task

This is an excellent way to allow learners to demonstrate their practical skills. This should be assessed against learning outcomes and assessment criteria and outcomes recorded.
Where learners have 'nearly' met a criterion, oral questioning can be used to confirm knowledge and understanding. Where oral questioning is used to support observation of practical tasks, a script and responses must be provided along with the final recording documentation.

Discussion

Discussions can be used as a method of assessment in a range of different circumstances. For example:

- to assess knowledge and explore behaviours and values
- as an alternative to the reflective account
- for learners who are nervous about completing written assessments
- for learners who would struggle to complete written tasks (but only where the task does not require them to demonstrate competence in writing skills)

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The added value of a discussion, over and above questioning, is that it allows time for the learner to give evidence of behaviours and values that are important in the context of Entry Level but which might not always be easy to identify in written answers.

Peer report or witness testimony

All witness testimonies should be provided on headed notepaper where possible. A witness status list must be provided, which, as a minimum, gives the name, contact telephone number, the date and the status of the witness. It is advisable to confirm this as an acceptable form of evidence, prior to arrangement.
Assessment arrangements for Entry Level qualifications must enable candidates to demonstrate their achievement appropriately and involve practical, oral, or written work as appropriate to the area of learning.

Example assessment materials at levels Entry Level 1, Entry Level 2 and Entry Level 3 are provided on the following pages for guidance purposes. If you would like further guidance on writing assessment material, please contact the customer support team at NCFE.

Assessments should be planned to provide learners with the opportunity to demonstrate their ability to meet the learning outcomes. This should be done using a naturally occurring, relevant context and be suitable for use in a range of settings. The assessment could be completed within a vocational area, as part of the educational curriculum or a hobby, such as floristry, ICT or painting and decorating, or activities in which the learners are currently engaged, such as independent living skills. The choice of context will provide the basis for delivery and assessment of the programme.

It may be useful to map the learning outcomes to the activities the learners will be doing before beginning the qualification, to facilitate the generation of portfolio evidence. The NCFE Learner's Evidence Tracking Log (LETL) may help you here.

All templates given in this pack are for use by approved centres and may be photocopied.

These templates are also available in a separate Microsoft Word document so they can be edited. For more information or to request a copy please send an email to service@ncfe.org.uk.

Tutor assessment checklist

The template overleaf could be used as a checklist for Tutors when designing the assessment plan and assignment brief. However, it is a guide only and you may wish adapt this document or devise your own version.

A blank version of this template is also available to download from the NCFE website.

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Pre-assessment checklist

Qualification: _____

Centre: _____

Centre number: _____

Centre contact: _____

Context: _____

Criteria	Met? (Y/N)	Revision required
The necessary learning outcomes covered		
Language of assessment is plain, clear and free from bias		
Assessment is appropriate to level of learners		
Methods of assessment reflects learners' normal way of working		
Assessment reflects context through which the qualification has been delivered		
Assessment provides learners with the opportunity to demonstrate all learning outcomes to the best of their ability		
Assessment does not impose barriers to learners' ability to achieve all learning outcomes		
Where appropriate, the assessment indicates time permitted for completion of assessment		
Learner is aware of the purpose of the assessment and their role/s in the assessment		

Assessor/Tutor (print name)　　　_____

Signature　　　_____

Date　　　_____

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Preparing learners for assessments

The learning outcomes of these qualifications (described in the relevant Qualification Specifications) should be delivered and assessed through a naturally occurring context, which is relevant and meaningful to learners.

Learners at Entry Level

Pre-assessment tasks and activities should provide learners with opportunities to practise and become confident in the skills in which they will be assessed. Assessing any learner too early in their programme of study will increase the chance of non-achievement. Achievement will inspire learners to prepare for further learning.

Appropriate tasks should be devised, at the correct level, to allow learners to use the necessary skills in preparation for their assessments. In some cases evidence may be recorded by an observer or support worker, where the learner is unable to successfully record information for themselves – but this must not be in conflict with assessment requirements.

Familiar contexts are a good starting point for learners at Entry Level 1, moving to unfamiliar contexts for Entry Level 3 learners. Learners must know and understand what they will be required to do, prior to the assessment.

In Appendix 1 there are examples of assessment tasks, designed to provide a model for centres when relating the learning outcomes to qualifications.

The learning outcomes have been mapped to activities within the context of the scenario.
The scenario used could be expanded to provide opportunities for the assessment of reading, writing and maths skills.

For purposes of demonstration learner tasks and the assessment plan have been created using the Skills for Life Literacy Curriculum at Entry Level 1, 2 and 3.

Assessment evidence record

Learner's Evidence and Tracking Logs (LETLs) are available to download free of charge from the NCFE website. These packs can be used to track learner evidence throughout their portfolio.

Centres that do not wish to use the LETLs for these qualifications may wish to use the assessment evidence record overleaf as a reference to locate learner evidence within the portfolio. This template is a guide only and you may wish to adapt the document or devise your own version.

For purposes of demonstration the following assessment record has been created using Unit 01 of Getting on at Work at Entry Level 3. However, it can be used with any of the NCFE Entry Level qualifications.

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NCFE Entry Level Certificate In Getting On At Work (Entry 3)

Record of assessment evidence

Entry Level 3
Learner name:
Learner number:

Context:

Learning outcome assessed	Achieved Y/N	Type of evidence produced	Location of evidence	Assessor signature
1.1 State 2 ideas/key points for career and training	**Yes**	**Discussion**	**Page 1**	
1.2 Select key idea/point to use for action planning and say why	**Yes**	**Discussion**	**Page 2**	
2.1 State briefly what target setting means and how it helps planning and the achievement of goals	**Yes**	**Worksheets which outline SMART targets**	**Page 3**	
2.2 State what is meant by a SMART target and say why it is particularly effective in planning	**Yes**	**Candidate report on action planning**	**Page 4**	
2.3 Give an example of a long-term goal and a SMART target to help achieve the goal	**Yes**	**Candidate report on SMART targets**	**Page 5**	

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There are many different designs for assessments. The use of everyday scenarios is a good way to engage the learner in a purposeful task.

The lists below provide examples of assessment topics which have been used successfully with learners.

- Plan a party
- Film making
- Plan and design a CD cover
- Nursery design
- Car design
- Charity fundraiser
- Mural project
- Drama performances
- Healthy eating
- Working in the staff coffee shop
- Organising a coffee morning
- Building a beach shelter
- Preparing and presenting a meal
- Organise a display/exhibition
- Planning and creating a newsletter
- Planning a social event
- Assembling decking
- Organising a craft fair
- Making a video
- Designing a salon/restaurant
- Planning and running a stall
- Designing a chocolate bar wrapper
- Working in teams
- Working on placement activities
- Planning a holiday
- Finding a job
- Setting up a café
- Creating an invitation
- Building a grass-track racing car
- Taking part in college induction (problem solving)
- Designing a go-cart
- Producing a banner
- Planting and selling summer flowers
- Ready Steady Cook style event
- Planning an event for older people
- Helping the environment

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The next few pages provide examples of realistic assessments tasks for Entry Level 1 through to Entry Level 3, using the same scenario for each.

The focus for the assessment is on Speaking and Listening skills in the Skills for Life Literacy Curriculum.

The tasks could be extended to include the assessment of reading, writing and mathematics skills.

The assessment tasks and tables show the increase in demands through the levels.
At Entry Level 3 a further feedback section has been included to show the type of additional information which can be useful to support assessment decisions.

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NCFE Entry Level Award in Adult Literacy (Entry 1)
Context: Going out for a meal

(Learners should be provided with a simple menu, showing the café name, images to show food and simple labels for each dish)

Activity (to be read out to the learners)
You will go out for a meal with your Tutor and some friends.
Your Tutor will tell you the name of the café.
Your Tutor will give you a menu to look at before you go to the café.
You will choose what you would like to eat.

Task 1
Your Tutor/Support Worker will talk about the place you are going to for the meal. He/she will also tell you about the food.

Listen to and follow the instructions from your Tutor.

(Instructions include: Give me your name. Remember the name of the café. Choose the main course you would like)

Task 2
Identify the name of the café.
Look at a menu and identify something you would like to eat.
Tell others in the group what you want to eat at the café.

Assessment plan
The following assessment plan shows an example of **some** of the skills which the learner will have the opportunity to demonstrate through completing the above activity.

Qualification title
Entry Level 1 Adult Literacy (Speaking and Listening skills)

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Context: Going out for a meal			
Learning outcomes The learner:	Tasks completed Yes/No	Evidence	Next steps
listened for the gist of short explanations	Y	was able to tell Tutor the topic of explanation – going out for a meal	
listened for detail using key words to extract specific information	Y	was able to tell Tutor the name of café	
followed single-step instructions in a familiar context, asking for instructions to be repeated if necessary	Y	looked at menu and asked for confirmation that they were to choose a main course only	
listened and responded to requests for personal information	Y	gave full name to Tutor when asked	
listened to and identified simply expressed feelings and opinions	Y	listened to what other people like to eat	
responded to straightforward questions	Y	confirmed that she has chosen food when asked	
spoke clearly to be understood in simple exchanges	Y	spoke clearly throughout task	
made statements of fact clearly	Y	stated name of café and stated her choice of food	
spoke and listened in simple exchanges and everyday contexts	Y	took part in the tasks, using speaking and listening skills	

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NCFE Entry Level Award in Adult Literacy (Entry 2)
Context: Going out for a meal

(Learners should be provided with a simple menu, showing the café name, images to show food and simple descriptions)

Activity (to be read out to the learners)
You will go out for a meal with your Tutor and some friends.
Your Tutor will give you a menu to look at before you go to the café.
You will choose what you would like to eat.
You will decide what day you would like to go for the meal.
Task 1

Your Tutor/Support Worker will talk about the place you are going to for the meal. He/she will also ask you about the food on the menu.

Listen to and follow the instructions from your Tutor.

(Instructions include: Look at the menu. Find the name of the café. Choose the main course and desert you would like. As a group decide which day you would like to go – Monday or Friday)

Task 2
Find the name of the café on the menu.
Look at a menu and identify a main course and desert you would like to eat.
Tell others in the group what you want to eat at the café.
Decide which day you would like to go to the café.

Assessment plan
The following assessment plan shows **some** of the skills which the learner will have the opportunity to demonstrate through completing the above activity.

Qualification title
Entry Level 2 Adult Literacy (Speaking and Listening skills)

NCFE Entry Level Certificate in Personal and Social Development (Entry 2) (501/0225/4)   23
NCFE Entry Level Award in Personal and Social Development (Entry 3) (501/0261/8)
NCFE Entry Level Certificate in Personal and Social Development (Entry 3) (501/0634/X)

Context: Going out for a meal			
Learning outcomes The learner:	**Tasks completed Yes/No**	**Evidence**	**Next steps**
listened for the gist of short explanations, instructions and narratives	Y	was able to state the purpose of the explanation	
listened for and identified the main points of short explanations or presentations	Y	was able to state what he had to do: name café, choose food	
listened for detail in short explanations and instructions	Y	was able to state what needs to be decided – day to go out for meal	
listened to and followed short, straightforward oral instructions	Y	followed instructions competently	
made requests and asked questions to obtain information in everyday contexts	Y	asked for confirmation on choice of days for meal	
asked questions to clarify understanding	Y	confirmed that he has chosen main meal and desert when asked	
spoke clearly to be heard and understood in straightforward exchanges	Y	spoke clearly throughout task	
expressed clearly, statements of fact and short accounts and descriptions	Y	stated name of café and stated his choice of both foods	
followed the gist of discussions	Y	took part in the task to choose day for going out for meal	
followed the main points and made appropriate contributions to the discussion	Y	identified own preference for choice of day, listened to others and helped make final choice for group.	

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NCFE Entry Level Award in Personal and Social Development (Entry 3) (501/0261/8)
NCFE Entry Level Certificate in Personal and Social Development (Entry 3) (501/0634/X)

NCFE Entry Level Award in Adult Literacy (Entry 3)

Context: Going out for a meal

(Learners should be provided with a menu, showing the café name, images to show food and simple descriptions of each dish, with indications for vegetarian options)

Activity (to be read out to the learners)

You will go out for a meal with your Tutor and some friends.
Your Tutor will give you a menu to look at before you go to the café.
You will choose what you would like to eat.
You will decide what day you would like to go for the meal.

Task 1
Your Tutor/Support Worker will talk about the place you are going to for the meal. He/she will also ask you about the food on the menu and how you could travel to the café.

Listen to and follow the instructions from your Tutor.

(Instructions include: Look at the menu. Find the name of the café. Choose the food you would like. As a group decide which day you would like to go and how to get there – walk or minibus)

Task 2
Find the name of the café on the menu.
Look at a menu and identify which food you would like to eat.
Tell others in the group what you want to eat at the café.
Decide which day you would like to go to the café.
Decide how you will all get to the café.

Assessment plan
The following assessment plan shows **some** of the skills which the learner will have the opportunity to demonstrate through completing the above activity.

Qualification title
Entry Level 3 Adult Literacy (Speaking and Listening skills)

NCFE Entry Level Certificate in Personal and Social Development (Entry 2) (501/0225/4)   25
NCFE Entry Level Award in Personal and Social Development (Entry 3) (501/0261/8)
NCFE Entry Level Certificate in Personal and Social Development (Entry 3) (501/0634/X)

Learning outcomes The learner:	Tasks completed Yes/No	Evidence
listened for the gist of short explanations, instructions, narratives and conversations in different contexts	Y	was able to state the main purpose of the explanation
listened for and identified relevant information and new information from discussions, explanations and presentations	Y	was able to state what he had to do: • name café • choose food • have discussions with others in group
listened for detail in explanations, instructions, narratives and conversations in different contexts	Y	was able to state what needs to be decided – discuss choice of day to go to the café and how to get there
used strategies to confirm understanding	Y	used body language effectively – nodding head, smiling at appropriate comments
listened to and responded to others' points of view appropriately	Y	listened to others when stating their preference for day and mode of transport and then told others their own choice
responded to a range of questions about familiar topics	Y	confirmed that he has found name of café and where it is on menu and has chosen food
made requests and asked questions to obtain information in familiar and unfamiliar contexts	Y	asked others for their choice on transport to café and why
spoke clearly to be heard and understood using clarity, speed and phrasing	Y	spoke clearly throughout task
expressed statements of fact clearly and gave short explanations and accounts and descriptions	Y	stated why walking to café would be best idea – environmentally friendly, healthier option
used formal language and register when appropriate	Y	used 'please' and 'thank you' and acknowledged Assessor appropriately when introduced
followed and understood the main points of discussions on different topics	Y	identified own preference for choice of day, mode of transport and listened to others and helped make final choice for group.
made contributions to discussions that were relevant to the subject	Y	stated why walking to café would be best idea – environmentally friendly, healthier option
respected the turn-taking rights of others during discussions	Y	allowed others to give input and requested that others give other speaker a chance to input to discussion
Additional comments to support assessment decisions Learner took an active part in the group discussions, coping well with stronger characters in the group. Although not usually keen to contribute to discussions, the learner provide some excellent reasoning as to why the group should consider walking to the café for the meal – very well thought through!		

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NCFE Entry Level Certificate in Personal and Social Development (Entry 3) (501/0634/X)

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