



# Questions & Answers

## Workplace Core Skills Communication Webinar

The questions listed below were submitted during the Webinar.

### 1 ASPs

**Question: Do ASPs need to be completed, or can you take the criteria from the Assessment Checklist and make this a Matrix/Grid to sign off the Unit?**

**Answer:** You can use your own grid or matrix as long as you keep the original wording from the ASPs.

### 2 Context for Workplace Core Skills units

**Question: I currently assess CS Communication within apprenticeship programmes. Can they be offered outwith apprenticeship frameworks?**

**Answer:** Yes. They can be delivered on their own as freestanding units, or they can be delivered as part of an award, as long as they are assessed in a real (not simulated) work place.

### 3 Resources

**Question: Can we download the PowerPoint slides?**

**Answer:** Yes – when the webinar is published, the slides will be available.

**Question: Where can I find that guide to different levels please?**

**Answer:** The Guide to Assessing Workplace Core Skills can be found at:

[https://accreditation.sqa.org.uk/accreditation/accreditationfiles/Quals/Guide\\_to\\_Assessing\\_Workplace\\_Core\\_Skills\\_2016.pdf](https://accreditation.sqa.org.uk/accreditation/accreditationfiles/Quals/Guide_to_Assessing_Workplace_Core_Skills_2016.pdf). Page 4 compares the requirements for each Core Skills Communication level in one table.

**Question: What is the cost of a development visit?**

**Answer:** Costs for development visits can vary depending on the location and the number of external verifiers required.

## 4 Conditions of assessment

**Question: Is the Reading task open book? Does it have to all be tested at one time?**

**Answer:** Yes, it is open book. And yes, it can be completed over more than one assessment event.

**Question: Do candidates need to annotate the Reading text -e.g. highlight/underline important sections to show that it has been read?**

**Answer:** This is not necessary though candidates may find it helpful.

**Question: What support can we offer to candidates with dyslexia & learning difficulties?**

**Answer:** Additional support needs should be taken into account when planning for assessment. There are SQA guides which explains types of support that may be given to candidates with disabilities:

[https://www.sqa.org.uk/sqa/files\\_ccc/Reasonable-Adjustments-for-SVQs.pdf](https://www.sqa.org.uk/sqa/files_ccc/Reasonable-Adjustments-for-SVQs.pdf)

Generally speaking, reasonable adjustments can be made where they have been agreed and documented through the IV process. It is essential that any adjustments made do not alter the competences that are being assessed. For the assessment of Communication in the workplace, consideration of IT solutions such as use of spellchecker software, speech to text software and text to speech software, might be considered, where deemed appropriate.

**Question: What about the spelling/grammar criteria being a barrier to candidates where English is not the first language?**

**Answer:** The SQA standards have to be met by all candidates regardless of their first language. Candidates may benefit from the use of bilingual dictionaries and other resources. There is an SQA guide explaining the options available:

[https://www.sqa.org.uk/files\\_ccc/bilingual-dictionary-eal.pdf](https://www.sqa.org.uk/files_ccc/bilingual-dictionary-eal.pdf)

**Question: Substantive? What does this mean in the context of Writing assessments?**

**Answer:** If a level 5 candidate is expected to produce 500 words for task 2, this can be achieved through one piece of writing or a number of related pieces, one being substantive. The substantive piece should be no fewer than 300 words. The remaining piece or pieces (when combined) should be no fewer than 200 words.

## 5 Assessment evidence

### **Question: Do you have to keep evidence of draft attempts?**

**Answer:** It is good practice to keep drafts for Writing assessments. They show evidence of originality and confirm that marking commentary was effective.

### **Question: The video to demonstrate a Speaking and Listening assessment was relevant and valid. Not sure how you would do this in a social care environment?**

**Answer:** The privacy of clients would be of primary importance, but interaction with colleagues or demonstration of specialist equipment without clients being present, would be possible options for video evidence.

### **Question: If evidence is uploaded in zip file (text, writing, speaking) can this one piece of evidence be mapped in to cover all criteria where it has been met? I mean uploaded as one file rather than separate files?**

**Answer:** You would have to identify exactly where the relevant evidence is to be found to satisfy each of the requirements for the assessment tasks. Then you would have to signpost it for internal and external verification purposes.

## 6 Assessment tasks

### **Question: Can you give some examples of Reading and Understanding questions that can be sent to candidates?**

**Answer:** Generic questions can be designed to help candidates tell you about a suitable workplace text that you have chosen and meet all of the evidence requirements. For example, at level 5 questions could be:

1. What were the main ideas in the text? List them briefly in your own words.
2. How did supporting detail (such as graphics, headings, use of examples, use of colour) link with the main ideas?
3. How successful was the text in what it was trying to do? Would it work for the sort of reader it was intended for? Try to make at least three points and refer to the text (ideas, choice of words, layout, graphics) to back up your points.

You can refer to the NQ Core Skills Communication ASPs as a useful source of generic questions that you may wish to use to accompany a suitable workplace text that you have found. These are available for each level at: <https://www.sqa.org.uk/sqa/37799.html>

### **Question: If a student does not meet the criteria do they get several attempts?**

**Answer:** Yes, they should have a re-assessment attempt for any of the tasks after guidance and further support has been given. In most cases, one additional attempt is considered reasonable. If the candidate is still struggling, starting again with a new assessment might be the best option.

**Question: Can candidates (SVQ level 2 or 3 Social Services & Health Care) writing an account, for example about safeguarding individuals, can this also be used as their Writing for Core Skills?**

**Answer:** Yes, this seems like an appropriate task. Make sure they have a format to follow.

**Question: I normally link task 1 Reading into task 2 Writing. Considering what they have read, I get them to show their understanding (rather than questioning) by writing a structured report (appropriate word limit) (often Business or Management candidates). This shows they have understood the Reading piece and meets the requirements for Writing. Is this acceptable?**

**Answer:** Yes. This is a valid approach.

**Question: Is it OK to use a conversation between assessor and candidate to assess Speaking and Listening?**

**Answer:** Yes, providing the candidate does most of the talking, covers all evidence requirements and meets or exceeds the minimum time length.

**Question: Does the Speaking and Listening have to be linked to the other tasks?**

**Answer:** No. It can be a stand-alone assessment.

**Question: Is it acceptable to link Reading/Writing tasks to the Speaking and Listening one? I often ask candidates to provide me with a three-minute presentation about their report which they did in Task 2, then I ask questions at the end.**

**Answer:** Yes, this is a valid approach. It is important to ensure everything ties into the workplace to give the candidate the best opportunity to address something relevant.

**Question: A question about over-assessing. Does this include when candidates upload a lot of their own evidence?**

**Answer:** If the candidates upload more than you asked for, this is acceptable.

**Question: How does 'unfamiliar words' in the Reading assessment tie in with being competent before being assessed?**

**Answer:** This appears at level 6 and describes the type of text that should be used to assess Reading and Understanding:

“It will be a substantial and detailed text with complex sentences, specialist words, and concepts that may be unfamiliar to you.”

This means that it is acceptable to give the candidate a text where some of the vocabulary might be challenging. The candidate will probably know the technical terms if they are related to his/her job.

**Question: I was looking for the 'unfamiliar words' criteria in the Reading Assessment. If the learners understand all technical terms, how would this work?**

**Answer:** See previous question. If the candidate is very experienced and very able, he/she may understand all of the technical terms and all of the vocabulary in the article. This is just an indication that you need to give level 6 candidates something challenging.

**Question: I observe a supervision session with a candidate and line manager around the unit, “Develop your Own Skills and Knowledge”. Can this be used for integration?**

**Answer:** Yes, providing the candidate is doing most of the talking, covers all evidence requirements and meets or exceeds the minimum time length.