

**Candidate logbook** 500/7616/4

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Your name:	
City & Guilds enrolment number:	
Unique Learner Number (ULN):	
Date of registration for 3768:	
Date portfolio started:	
Date portfolio completed:	
Assessor's name:	Internal verifier's name:

#### 1 How do I use this logbook?

This logbook will help you work towards Level 1 Essential Skills Wales in Communication. It contains:

- an **evidence record form** detailing the evidence you must provide to complete this qualification. You should use this to record and organise your evidence.
- a **Speaking and Listening assessment record**, to be completed by your assessor/tutor.
- a **skills checklist** containing all of the skills you need to have in order to show that you are competent. You can use this to help show how you have learnt and gained confidence in these skills.

The evidence and skills requirements for ESW are set out in full in the DCELLS document 'Essential Skills Wales'. This can be downloaded from **www.cityandguilds.com/esw**. Your assessor/tutor will also be able to explain to you in more detail what you need to do.

#### **About ESW**

The Essential Skills Wales (ESW) qualifications are designed to help you develop and demonstrate the skills needed to make the most of your learning, work and life.

This qualification will help you improve your **communication** skills. You will be required to demonstrate your skills in:

- speaking and listening
- reading
- writing

in familiar contexts, some of which must be formal, connected with education, training, work and social roles.

#### **About City & Guilds**

City & Guilds is your awarding organisation for Essential Skills Wales. City & Guilds is the UK's leading awarding body for vocational qualifications. You may also be working towards other City & Guilds qualifications at the same time as completing ESW and in some cases you may be able to use work completed for those qualifications towards your ESW portfolio.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

## 2.1 Evidence record

Your portfolio must include **all** of the following. Please use this sheet to record what your evidence is and where it can be found. The Declarations on page 8 **must** be completed.

Standard	Description of evidence presented	Location/ reference	Confirmed met and date (assessor use only)
C1.1.1 Understand and respond to spoken language in a range of contexts.	•		>1 context
C1.1.2 Speak to communicate:  information feelings opinions questions instructions on familiar topics, using appropriate language, and in a range of contexts.			□ information □ feelings □ opinions □ questions □ instructions □ language appropriate
C1.1.3  Take part in formal discussions with two or more other people.			>1 discussion >=1 face-to-face
C1.2.1 Read, understand and obtain information independently from at least two different types of documents. At least one document must contain an image. One document must be at least 250 words long.			□ >1 type of doc □ >=1 doc 250+ words □ image in >=1 doc
C1.3.1 Write two short documents of different types to communicate information to a familiar audience in appropriate formats, using language that is appropriate to your purpose and audience. One document must be at least 250 words long.			□ >1 doc of different types □ >=1 doc 250+ words □ evidence of planning □ >=1 draft

2.2 Assessment record – Speaking and Listening Discussion (1)

At least one other discussion must also take place.			
Candidate's name:			
City & Guilds Enrolment Number:			
Date/time/location of discussion:			
Details of participants (candidate plus at least two other people not including the assessor):  Summary of the discussion:			
Confirm that the candidate:		Give examples	
Prepared for a discussion in order to say things and provide information that is relevant to the subject and purpose of the discussion. C1.1.3 (a)			
Took part in a purposeful group discussion to reach a shared understanding. C1.1.3 (b)			
Made clear and relevant contributions to discussions. C1.1.3 (c)			
Respected the turn-taking rights of others during discussions. C1.1.3 (d)			
Used appropriate phrases or gestures in order to join in the discussion. C1.1.3 (e)			
Used language and register appropriate to listeners. C1.1.2 (g)			

Confirm that the candidate:		Give examples
Spoke to communicate:  Information* Feelings* Opinions* Questions* Instructions*. C1.1.2 Note all of the above bullet points <b>must</b> be covered at least once in the conversations and discussions for this qualification.		
*Tick only as applicable		
Feedback to candidate:		
Assessor name:	Ass	essor signature:
IV signature (if sampled):		Date:

The Declarations on page 8  ${\it must}$  also be completed.

2.3 Assessment record – Speaking and Listening Discussion (2)

One of more of these discussions mus	t be o	conducted face-to-face.
Candidate's name:		
City & Guilds Enrolment Number:		
Date/time/location of discussion:		
<b>Details of participants</b> (candidate plus at least to	wo oth	ner people not including the assessor):
Summary of the discussion:		
Confirm that the candidate:		Give examples
Identified detail and information from explanations, instructions or discussions. C1.1.1 (a)		
Paid close attention and responded constructively to what others said. C1.1.1 (b)		
Judged when to speak and how much to say. C1.1.2 (a)		
Clearly expressed statements of fact/questions/ explanations/instructions/accounts /descriptions of familiar topics. C1.1.2 (b)		
Used strategies to support what they were saying. C1.1.2 (c)		
Presented information and ideas in a logical sequence.		

Confirm that the candidate:		Give examples
Responded to questions about a range of familiar topics. C1.1.2 (e)		
Clearly conveyed feelings/opinions when appropriate (may be covered by discussion). C1.1.2 (f)		
Spoke to communicate:  Information* Feelings* Opinions* Questions* Instructions*. C1.1.2 Note all of the above bullet points <b>must</b> be covered at least once in the conversations and discussions for this qualification. *Tick only as applicable		
Feedback to candidate:		
Assessor name: Asses	essor	signature:
IV signature (if sampled):		Date:

The Declarations on page 8 **must** also be completed.

# 2.4 Declarations

The candidate and assessor declarations below <b>must</b> be completed in all cases.				
Candidate name:				
Candidate declaration:				
I confirm that the evidence produced for this portfolio is entirely my ov	vn work.			
Candidate signature:	_ Date:			
For centre staff and City & Guilds' use only				
,				
Assessor declaration: I confirm that the candidate has met / not met (as applicable) all of the evidence requirements for this Essential Skills Wales qualification. Assessment is valid, authentic, reliable, current and sufficient.				
Assessor signature:	_ Date:			
Internal verifier declaration: (if sampled) I confirm that the candidate has met / not met (as applicable) all of the evidence requirements for this Essential Skills Wales qualification. I have internally verified this work.				
Internal verifier signature:	_ Date:			
External verifier declaration: (if sampled) I confirm that the candidate has met / not met (as applicable) all of the this Essential Skills Wales qualification. I have externally verified this wo				
External verifier signature:	_ Date:			

# 2.5 Skills checklist

This checklist is designed to help you show you have learnt all of the skills needed for this qualification. Unlike the Evidence record, this list is not a formal part of your assessment although you and your assessor/tutor should be confident that you can do all of these things by the time you complete your portfolio.

In order to show you are competent, you need to know how to:	Tick if you can	Further guidance
<ul> <li>a) identify relevant detail and information in explanations, instructions and discussions in a range of contexts</li> <li>b) pay close attention and respond constructively to what others say</li> <li>c) use strategies to show you are listening and to clarify and confirm understanding</li> </ul>		Understand and respond You must understand and know how to respond to spoken language. In practice, you are likely to demonstrate some of these skills in the context of a formal discussion (C1.1.3). You may demonstrate some, but not all, of these skills in a telephone conversation.  Range of contexts The range of contexts might include the classroom, the workplace, or everyday life.  Respond constructively You must listen to what other people say and respond in ways that show that you have thought about what they have said and can learn from it. You do not have to accept everything that others say but you must be able to explain why you agree or disagree.  Use strategies Strategies to show you are listening could include body language, brief affirmative responses, asking questions to clarify points, repeating/confirming what the speaker has said, etc.
<ul> <li>a) judge when to speak and how much to say</li> <li>b) clearly express statements of fact, questions, explanations, instructions, accounts and descriptions of familiar</li> </ul>		Speak to communicate You must know how to orally communicate a range of content and sentiments. In practice, you may demonstrate some of these skills in the context of a formal discussion (C1.1.3). You may demonstrate some,
topics c) use strategies to support what you are saying d) present information and ideas in a logical sequence e) respond to questions about a range of familiar topics f) clearly convey your feelings and opinions when appropriate g) use language appropriate to your listener(s) and the context		but not all, of these skills in a telephone conversation.  Use strategies  Strategies to support what you are saying could include body language, facial expression, gestures, emphasis, etc.  Present information and ideas in a logical sequence When you are talking to someone, you must be able to make your points in an order that makes it easy for your listener to follow and understand.  Clearly convey your feelings and opinions  You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.
<ul> <li>a) prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion</li> <li>b) take part in a purposeful group discussion to reach a shared understanding</li> <li>c) make clear and relevant contributions to discussions</li> <li>d) respect the turn-taking rights of others during discussions</li> <li>e) use appropriate phrases or gestures in order to join in the discussion.</li> </ul>		Discussion You must take part in formal discussions with two or more other people, so that you all develop the same understanding of what is being discussed. The discussions must provide opportunities for you to respond to a range of views and sensibilities.  Respect turn-taking rights You must allow other people to say what they want to say in a discussion; you must not stop others speaking.  Join in discussion You must be able to show that you want to speak, without interrupting a speaker or appearing to be overassertive.

In o	order to show you are competent, u need to know how to:	Tick if you can	Further guidance
a) b)	read and understand relevant specialist key words and phrases identify the main points and ideas in		Independently Your tutor/teacher/trainer may give you, or suggest, some documents for you to read but you must find the
c)	documents and images recognise the purpose of a variety of		information you need within them.  Purpose of documents
d)	documents locate and understand information		You must be able to identify the purpose of a variety of documents (eg to inform, to persuade, to instruct) by the
e)	using organisational features find the meaning of words and		vocabulary they use and how they are presented.  Inferring meaning
C)	phrases you do not understand, using reference materials	_	You must be able to see what a writer means, even when this is not made clear in the text.
f)	obtain information from documents and images, including inferring		Skills may be implicit in the work produced While this is not required, you could ensure that the
g)	meaning that is not explicit in the text ask others when you are unclear about what you have read.		purpose of your reading is to help you write one of your documents for C1.3.1. Your reading skills would then be apparent from what you write about the subject of your reading.
a) b)	plan and draft writing present relevant information in formats that suit your purpose and audience		Formats that suit your purpose and audience Your teacher/tutor/trainer may give you guidance about possible formats for your writing but you must make the final choice yourself. This might be a business letter, a
c)	construct compound sentences, using appropriate conjunctions		report or essay, a set of instructions, a memo, an article for a newspaper or magazine, etc.
d)	organise writing in paragraphs that demonstrate a logical sequence		Judge the relevance of information and the amount of detail to include
e) f)	use correct basic grammar use punctuation correctly, including apostrophes		You must be able to decide how much of what you read is relevant to your purpose and how much detail you need to include in what you write.
g)	spell correctly, including specialist words		<ul> <li>Spelling, grammar, punctuation</li> <li>You must be able to spell correctly, including</li> </ul>
h)	judge the relevance of information and the amount of detail to include for your purpose		<ul> <li>specialist words related to your topic and context.</li> <li>You must know how to write compound sentences using correct basic grammar.</li> </ul>
i)	use language suitable to purpose and audience		You must use punctuation such as apostrophes accurately (as well as capital letters, full stops, question marks, and exclamation marks, which are
j)	use relevant images to help the reader understand your main points		question marks and exclamation marks, which are required at Entry levels).  Checking
k) l) m)	produce legible text make your meaning clear check and where necessary revise your documents.		You must check and (where necessary) correct your work in order to ensure that spelling, punctuation and grammar are correct, that it is organised into paragraphs that help the reader to follow what you have written, and
			that your meaning is clear.

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