

Level 3 Essential Skills Wales in Communication (3768)

Candidate logbook

500/7618/8



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 3 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 and less-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.

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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 10 **must** be completed.

Standard	Description of evidence presented	Location/reference	Confirmed met and date <i>(assessor use only)</i>
C3.1.1 Understand and respond to spoken language on a range of topics and in a range of contexts.			<input type="checkbox"/> >1 topic <input type="checkbox"/> >1 context <hr/> <hr/>
C3.1.2 Speak to communicate: <ul style="list-style-type: none"> • information • feelings • opinions • questions • complex instructions on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.			<input type="checkbox"/> information <input type="checkbox"/> feelings <input type="checkbox"/> opinions <input type="checkbox"/> questions <input type="checkbox"/> complex instructions <input type="checkbox"/> non-verbal <input type="checkbox"/> language appropriate <hr/> <hr/>
C2.1.3 a) take part in formal discussions with two or more other people. b) Give a talk/presentation of at least eight minutes.			<input type="checkbox"/> >1 formal discussion <input type="checkbox"/> >=1 face-to-face <input type="checkbox"/> preparatory notes <input type="checkbox"/> talk/presentation >=8 minutes <input type="checkbox"/> image/aid used <input type="checkbox"/> clear expression and structure <input type="checkbox"/> keeps to point and main points supported <input type="checkbox"/> listeners able to follow <hr/> <hr/>
C3.2.1 Read, understand and synthesise information from at least two documents about the same subject. Each document must be at least 1,000 words long. At least one must contain complex information or reasoning, and at least one must contain an image.			<input type="checkbox"/> >1 doc about same subject <input type="checkbox"/> >1 doc 1,000+ words <input type="checkbox"/> complex info or reasoning in >= 1 doc <input type="checkbox"/> image in >=1 doc <input type="checkbox"/> relevant material selected/synthesised <hr/> <hr/>
C3.3.1 Write two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats, using language that is appropriate to your purpose and audience. One document must be at least 1,000 words long.			<input type="checkbox"/> >1 doc of diff'nt types <input type="checkbox"/> gives diff'nt complex info to diff'nt audiences <input type="checkbox"/> docs fit for purpose <input type="checkbox"/> >=1 doc 1,000+ words <input type="checkbox"/> incl. planning/checking <input type="checkbox"/> >=1 draft <hr/> <hr/>

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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. C3.1.3 (a)	<input type="checkbox"/>	
Took part in a purposeful group discussion on a complex subject to work towards agreement. C3.1.3 (b)	<input type="checkbox"/>	
Made clear and relevant contributions in a way that suits their purpose and the situation. C3.1.3 (c)	<input type="checkbox"/>	

Confirm that the candidate:		Give examples
Developed points and ideas, with a sensitive awareness of others' feelings, beliefs and opinions. C3.1.3 (d)	<input type="checkbox"/>	
Encourage others to contribute. C3.1.3 (e)	<input type="checkbox"/>	
Spoke to communicate: <ul style="list-style-type: none"> • Information* • Feelings* • Opinions* • Questions* • Complex instructions* C3.1.2 Note all of the above bullet points must be covered at least once in the conversations and discussions for this qualification. <i>*Tick only as applicable</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Feedback to candidate:

Assessor name:

Assessor signature:

IV signature (if sampled):

Date:

The Declarations on page 10 **must** also be completed.

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2.3 Assessment record – Speaking and Listening Discussion (2)

One of more of these discussions must be conducted face-to-face.

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
Identified relevant detail and information in complex explanations, instructions, discussions and presentations. C3.1.1 (a)	<input type="checkbox"/>	
Understood and followed detailed explanations and instructions on a range of topics in familiar and less-familiar contexts. C3.1.1 (b) Note at least one familiar topic and one unfamiliar topic is needed overall.	<input type="checkbox"/>	
Responded constructively to criticism. C3.1.1 (c)	<input type="checkbox"/>	
Used strategies to show they were listening and to clarify and confirm understanding. C3.1.1 (d)	<input type="checkbox"/>	
Identified the speaker's intentions. C3.1.1 (e)	<input type="checkbox"/>	

Confirm that the candidate:		Give examples
Used appropriate varied and specialist vocabulary and expressions to suit their subjects, purposes and situations. C3.1.2 (a)	<input type="checkbox"/>	
Confirmed that listener(s) understood their meaning. C3.1.2 (b)	<input type="checkbox"/>	
Adapted their language and what they said to suit different subjects, purposes and situations. C3.1.2 (c)	<input type="checkbox"/>	
Gave constructive feedback. C2.1.2 (d)	<input type="checkbox"/>	
Spoke to communicate: <ul style="list-style-type: none"> • Information* • Feelings* • Opinions* • Questions* • Complex instructions* C3.1.2 Note all of the above bullet points must be covered at least once in the conversations and discussions for this qualification. <i>*Tick only as applicable</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Feedback to candidate:

Assessor name:

Assessor signature:

IV signature (if sampled):

Date:

The Declarations on page 10 **must** also be completed.

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2.4 Assessment record – Speaking and Listening Talk/Presentation

Candidate's name:

City & Guilds Enrolment Number:

Date/time/location of talk or presentation:

Details of audience:

Summary of the talk/presentation:

Confirm that the candidate:		Give examples
Prepare their talk/presentation to suit their purpose. C3.1.3 (f)	<input type="checkbox"/>	
Brought together information from their reading and from other sources to present their own interpretation to suit their purpose. C3.1.3 (g)	<input type="checkbox"/>	
Spoke clearly and used language and a style of presentation to suit their purpose, the complexity of the subject, the formality of the situation, and the needs of the audience. C3.1.3 (h)	<input type="checkbox"/>	

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2.5 Declarations

The candidate and assessor declarations below **must** be completed in all cases.

Candidate name: _____

Candidate declaration:

I confirm that the evidence produced for this portfolio is entirely my own 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 evidence requirements for this Essential Skills Wales qualification. I have externally verified this work.

External verifier signature: _____ Date: _____

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2.6 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 style="list-style-type: none"> a) identify relevant detail and information in complex explanations, instructions, discussions and presentations b) understand and follow detailed explanations and instructions on a range of topics in familiar and less-familiar contexts c) respond constructively to criticism d) use strategies to show you are listening and to clarify and confirm understanding e) identify the speaker's intentions 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>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 (C3.1.3(a)) or if there is a question-and-answer session following your talk/presentation in C3.1.3(b). You may demonstrate some, but not all, of the skills in a telephone conversation.</p> <p>Range of contexts The range of contexts might include the classroom, the workplace, or everyday life.</p> <p>Respond constructively You must listen to criticism, both negative and positive, and respond in ways that show that you have considered the criticism and can learn from it. You do not have to accept all criticisms as valid but you must be able to explain why you reject a point of criticism.</p> <p>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.</p> <p>Speaker's intentions You must be able to recognise signs that indicate the speaker's purpose, such as their choice of vocabulary, tone of voice and body language, so that you can respond appropriately.</p>
<ul style="list-style-type: none"> a) use appropriate varied and specialist vocabulary and expressions to suit your subjects, purposes and situations b) confirm that listener(s) understand your meaning c) adapt your language and what you say to suit different subjects, purposes and situations d) give constructive feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Speak to communicate You must know how to orally communicate a range of content and sentiments. In practice, you will demonstrate some of these skills in the context of a formal discussion (C3.1.3(a)) or if there is a question-and-answer session following your short presentation in C3.1.3(b). You may demonstrate some, but not all, of these skills in a telephone conversation.</p> <p>Use specialist vocabulary You must be able to draw on vocabulary that is specific to the context in which you are speaking, eg technical terms.</p> <p>Give constructive feedback When listening to what others are saying or have said, you must be able to make comments and suggestions that help them to improve both what they say and how they say it.</p>
<ul style="list-style-type: none"> a) prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion b) take part in a purposeful group discussion on a complex subject to work towards agreement c) make clear and relevant contributions in a way that suits your purpose and situation 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>Discussion The discussion must provide opportunities for you to respond to a range of views and sensibilities, and to show that you are aware that others may have different feelings, beliefs and opinions.</p> <p>Encourage others to contribute You must be able to recognise when others want to speak and help them to do so.</p> <p>Give a talk/presentation You must give a formal talk/presentation, lasting at least eight minutes. There must be a purpose to your</p>

In order to show you are competent, you need to know how to:	Tick if you can	Further guidance
<p>d) develop points and ideas, with a sensitive awareness of others' feelings, beliefs and opinions</p> <p>e) encourage others to contribute</p> <p>f) prepare your talk/presentation to suit your purpose</p> <p>g) bring together information from your reading and from other sources to present your own interpretation to suit your purpose</p> <p>h) speak clearly and use language and a style of presentation to suit your purpose, the complexity of the subject, the formality of the situation, and the needs of the audience</p> <p>i) structure what you say to progress logically through each stage of your presentation</p> <p>j) use a variety of techniques to engage the audience, including using images and other material to support or enhance what you are saying.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>talk/presentation and the subject matter will usually be closely connected with your work, programme of study, or an area of interest. You must use images and objects such as models or samples to help your audience of at least three people understand your talk/presentation.</p> <p>Bring together information You must be able to take information from two or more sources and combine and present it in a way that suits your purpose. The information you bring together may be drawn from your reading for C3.2 but it may come from other sources.</p> <p>Speak clearly You must:</p> <ul style="list-style-type: none"> articulate your words clearly use a style of language to suit the subject and purpose of your talk/presentation (eg when giving explanations, instructions, or accounts of events, or when presenting an argument) be able to adapt the volume, pitch and pace of your speaking to suit the situation (eg taking account of the number of listeners, the room size, the noise level) take into account the status of your audience and how familiar they are to you vary your tone of voice to keep audience attention. <p>Structure your talk/presentation You must know how to present information and ideas in a clear sequence, eg how to start and close the talk/presentation as well as how to use cues to signal key points or change of track so as to take your audience with you.</p> <p>Variety of techniques You must use a variety of techniques, including images or other material (eg a model) to support your main points. You must ensure that an image is suitable for its purpose, whether you produce your own charts or diagrams, or select images from other sources.</p>
<p>a) read and understand specialist and complex vocabulary</p> <p>b) identify the main points, ideas and lines of argument and reasoning from text and images, including by inference</p> <p>c) recognise the writer's purpose and intentions and infer meaning which is not explicit</p> <p>d) locate and understand information using organisational features</p> <p>e) find the meaning of unfamiliar words and phrases, using reference materials</p> <p>f) compare accounts and recognise opinion and possible bias</p> <p>g) select and explore a range of different complex documents to obtain relevant information</p> <p>h) explore and understand complex information and lines of reasoning in documents</p> <p>i) ask others when you are unclear about what you have read.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Main points You must be able to read critically when you are following a sequence of information or ideas in documents, and know how to identify points of view when reading an argument.</p> <p>Writer's purpose and intentions You must be able to identify the purpose of a text (eg to inform, to persuade) by its use of vocabulary and structure, in order to make judgements about its relevance.</p> <p>Infer meaning which is not explicit You must be able to understand what a writer means, even when this is not made clear in the document.</p> <p>Select and explore You must know how to select a range of types of document that are relevant to your purpose (eg reference books, textbooks, instruction manuals, magazines, newspapers and dictionaries, pages from the internet), and how to obtain relevant information from them.</p> <p>Skills may be implicit in the documents While this is not required, you could ensure that the purpose of your reading is to help you prepare for your talk/presentation or for one of your written documents. Your ability to synthesise would then be implicit in the content of your talk/presentation or one of your written documents.</p>

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