



Learner Observation and Achievement Record (LOAR)
Functional Skills English Entry Level 3 (603/5052/0): Speaking, Listening and Communicating

Learner name: Learner P3	Learner number: 12
Centre name: Exemplar	Centre number: 01
Reasonable adjustments or special considerations applied: none	

Pass descriptor at Entry Level 3 and confirmation of achievement overall

To pass the Speaking, Listening and Communicating assessment, learners must **generally** meet the requirements for this level:

- consistently
- effectively
- to an appropriate degree for Entry Level 3.

Please tick to confirm that the learner has achieved a pass

☒

Please tick to confirm that the task brief and learner research is attached

☒

Assessor signature

Assessor name
Assessor B

Signature

Date

14 June 2026

Learner signature

Learner name
Learner F3

Signature

Date

14 June 2026

Assessor's feedback to learner:

Well done on passing your Speaking, Language and Communication (SLC). You clearly engaged with the question and answer (Q and A) topic. Your contributions to the discussion were really interesting.

Internal and external quality assurance details (if sampled)

Internal quality assurer (IQA) name
IQA 3

Signature

Date

21 June 2026

External quality assurer (EQA) name

Signature

Date

IQA / EQA comments (if relevant):

Sampled by IQA 21 June 2026.

Learner has presented evidence of meeting the requirements consistently, effectively and to an appropriate degree for Entry Level 3.

Assessment of activities for Speaking, Listening and Communicating: Entry Level 3

Overall performance across the range of requirements for the level must be **secure**; any insufficient demonstration of an individual subject content statement (SCS) is balanced by appropriate demonstration of that same content statement elsewhere.

Task 1 – question and answer session (5 to 10 minutes)

Learner name: Learner P3	
Date of activity: 14 June 2026	
Duration of activity: 9 minutes	Topic: why is routine important?
Subject content statements	Tick (✓) if achieved
EL3.1.1 Identify and extract relevant information and detail in straightforward explanations	✓
Assessor comments Referred to the office worker in the video planning their day and the benefit of using a phone to make lists.	
EL3.1.2 Make requests and ask concise questions using appropriate language in different contexts	✓
Assessor comments Asked others about mealtimes: 'Do you eat at the same time every day?'	
EL3.1.3 Communicate information and opinions clearly on a range of topics	✓
Assessor comments Gave own opinions: 'I think routines help people stay organised', 'I wouldn't like a routine like hers' (the office worker's).	
EL3.1.4 Respond appropriately to questions on a range of straightforward topics	✓
Assessor comments Answered a question about changing own habits: 'I would probably make a list.'	
EL3.1.5 Follow and understand the main points of discussions	✓
Assessor comments Referred to key ideas from the video: 'That's like the student who packs his bag the night before.'	
EL3.1.6 Make relevant contributions to group discussions about straightforward topics	✓
Assessor comments Gave examples from own experience (morning routine for college, taking turns to walk the dog).	

1 **Task 2 – group discussion (8 to 15 minutes)**

Learner name: Learner P3		
Date of activity: 14 June 2026		
Duration of activity: 12 minutes	Topic: is it better to save money or spend it?	
Size of group: four	Details of group: four Entry Level 3 learners	
Subject content statements		Tick (✓) if achieved
EL3.1.2 Make requests and ask concise questions using appropriate language in different contexts		✓
Assessor comments Used a question to develop the discussion: 'What do you usually spend your money on?'		
EL3.1.3 Communicate information and opinions clearly on a range of topics		✓
Assessor comments 'I think saving is better because you can use it later', 'I prefer to spend money on things I enjoy.'		
EL3.1.4 Respond appropriately to questions on a range of straightforward topics		✓
Assessor comments Answered questions about personal choices: 'I spend money on food and bus fares every day.'		
EL3.1.5 Follow and understand the main points of discussions		✓
Assessor comments Referred to key idea (saving for emergencies): 'You need it if something goes wrong'; agreed with others: 'That's true, you can spend later if you save now.'		
EL3.1.6 Make relevant contributions to group discussions about straightforward topics		✓
Assessor comments Described saving money for special items (new clothes); agreed it was not easy to save.		
EL3.1.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking		✓
Assessor comments Took turns to respond: 'I agree, saving is important'; responded to others' views: 'That's true, but sometimes you need to spend.'		

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1 Notes for assessors

- 2 • Topics are specific and designed to encourage learners to contribute relevant information
3 drawn from their own experience.
- 4 • Learner evidence may be recorded using short, clipped quotations and / or paraphrased
5 comments.
- 6 • Concise assessor comments that map learner performance to the relevant SCS support
7 internal and external quality assurance.

This exemplar is a **pass**.

- The assessor has used the tick boxes to confirm that all relevant SCS have been evidenced.
- Assessor comments are concise and paraphrased learner contributions or quotations show how each SCS has been met.
- This exemplar LOAR demonstrates good practice in completing the Functional Skills English SLC assessment.
- While the recording of SLC activities is not mandatory, we recommend that assessors record each learner so that relevant quotations can be accurately attributed on the LOAR.