Essential Skills Wales
Essential Employability Skills (EES)
Level 3 Controlled Task
Assessment Pack

Charity Fundraising

Sample 2.1
Specimen Assessment Material

Candidate name:
Candidate number:
Date registered for EES:
Unique Learner Number (ULN) *(if applicable)*:
Centre name *or* number:
Supervisor name:
Assessor name:
Internal Quality Assurer name:

Instructions

The candidate has up to **8 hours in total** to complete this controlled task, although that time can be split over a number of sessions. Details of when each session started and ended **must** be recorded on the candidate pack and a summary recorded below:

Date controlled task **started**:
Date controlled task **completed** *(no more than eight weeks later)*:
Total time spent:

Pearson

1. Assessment requirements

The following is a summary of the Essential Skills Wales (ESW) Controlled Task Conditions. These requirements should be read in conjunction with the relevant **Controlled Task Candidate Pack**. General assessment guidelines applicable to all ESW assessments can be found in the **Essential Skills Wales Suite *Qualification Handbook***.

Controlled task assessment

Controlled tasks are **summative assessments** measuring subject-specific skills. Candidates will need to show they can utilise these skills in a holistic manner, relevant to real-life circumstances. The assessment outcome is **pass/fail**.

Controlled tasks must be:
- internally assessed, by appropriately qualified staff, using the Marking Schemes provided. Please see section 2.2 of the ***Qualification Handbook*** for details of staff qualification.
- internally quality assured, by appropriately qualified staff.
- external quality assured/moderated by Pearson.
- compliant with **Controlled Task Conditions**.

Controlled task conditions

This controlled task must be completed under the conditions set out below. 'Controlled' relates to all aspects of how the task is administered and assessed.

Candidates should only attempt this controlled task when they have been registered for this qualification and have developed the necessary skills at the required level. Learning development input should be completed before the candidate attempts this controlled task. This controlled task must normally be completed before the structured discussion is attempted.

Working period

The candidate must complete this controlled task within an 8 week 'working period'. The working period commences on the date the candidate starts working on the task. The working period may be extended only in specific extenuating circumstances. Please see section 4.3 of the ***Qualification Handbook*** for further information.

Working time

The candidate has up to **8 hours in total** to complete this controlled task. This task 'working time' allowance will formally start at the point when a task is first provided to the candidate. The task working time may be extended only in specific extenuating circumstances. Please see section 4.3 of the ***Qualification Handbook*** for further information.

The candidate is allowed research time when working on Part 1 of the Controlled Task and must be carried out under controlled conditions. This must be only be used for this part of the Controlled Task. The research time must be recorded on the front of the Candidate Pack.

Supervised conditions

This controlled task must be completed under the following supervised conditions:

- This task is an 'open book' assessment. Candidates may have access to routine resources that might be available in a 'real life' situation, for example: PCs/laptops, tablets, dictionaries, calculators, reference books, relevant class notes and source material approved by their tutor so long as they are not designed *specifically* to assist with this assessment and do not compromise independent achievement of the standard. Mobile phones or other transmitting/receiving devices are not permitted. The candidate can access the Internet using supervised facilities.

- The environment within which tasks are completed must be supervised. This supervision must be **continuous** and ensure no interruption and/or undue influence is possible whilst candidates are working on the task. Suitable locations might include a classroom, a library or a workplace as long as an appropriate environment and supervision is maintained. For the avoidance of doubt, this environment does not require formal 'examination' conditions.

- The supervisor must be a reliable, responsible person who is accountable for ensuring adequate supervision and control of the environment is maintained. The supervisor must be present throughout the working time and be able to confirm that each candidate produced all work independently. The supervisor can be the candidate's tutor and/or assessor or another suitable person.

- This controlled task may be completed in one session or split over several sessions, as long as no learning or preparation is provided in between. If not completed in one sitting, the candidate's papers and all materials produced by the candidate must be collected in and stored securely until the next working time session begins. On no account may candidates take any of their work away with them between sessions, for example to work on a task at home.

- The working period and working time taken to complete this controlled task must be monitored and recorded as indicated on the front page of the *Candidate Pack*. The candidate, supervisor, assessor and centre details must be completed and the declarations must be signed and dated before completed tasks are submitted for assessment.

Assistance and access arrangements

Assessors may provide candidates with the opportunity to clarify task requirements during the working period however this must not extend to any form of formative feedback. For example, recommending that a candidate should review their calculations would be inappropriate, whereas recommending the candidate re-read a particular section of the task requirements would be acceptable. Please see section 4.6 of the *Qualification Handbook* for further information on access arrangements.

Second and subsequent attempts

A specific controlled task can be attempted only once. However, a candidate may undertake a different controlled task, (either another title from the Pearson pre-approved bank or a centre devised assessment that has been approved by Pearson) at another time if they do not pass. Wherever the candidate is unsuccessful, they **must** undergo further development in the relevant skill(s) before re-attempting at a later date.

Collaboration

This controlled task requires the candidate to work as part of a group for some activities.

3. Assessment Records

Essential Employability Skills at Level 3
Task title/Topic: Charity Fundraising

Ref	The candidate has:	Marking Guidance	Marks available	Marks awarded	Assessor comments
CP3.1	**Part 1 - Identify:** Discussed and explained the main purposes, underlying issues and what they need to do to complete the given task	**1 mark:** main purpose explained on their own	1		
		1 mark: explained at least two underlying issues, on their own	1		
		1 mark: explained at least four underlying issues, as part of a team	1		
		1 mark: brief overview of the steps that may be required to complete the task	1		
CP3.2	**Part 2 - Generate:** Evaluated at least three appropriate decision making techniques	**2 marks:** at least three appropriate decision making techniques evaluated as part of a team OR **1 mark:** two appropriate decision making techniques evaluated as part of a team	2		
CP3.3	Selected and justified an effective decision making technique to use in this task	**1 mark:** a decision making technique is selected	1		
		1 mark: a decision making technique is justified	1		
CI3.1	Generated innovative ideas/solutions about: • local and national charities that could be supported and their target audiences	**1 mark:** ideas about at least two charities and their target audiences	1		
	• different ways to support these charities.	**1 mark:** at least two different ways to support each charity.	1		

		Part 3 - Refine:				
CI3.1		Brought together and shared creative ideas	**1 mark:** each team member shares at least one of their charities, including target audience	1		
			1 mark: each team member shares at least one way to support each of their charities	1		
CP3.3		Demonstrated the chosen decision making technique	**1 mark:** the chosen decision making technique has been used	1		
		Agreed on a charity, target audience and a way of supporting this charity	**1 mark:** a charity and target audience has been agreed upon	1		
CI3.1		Generated and shared at least three ideas within a team	**1 mark:** at least three ideas generated and shared within the team	1		
CI3.2		Evaluated the suitability of their ideas to help decide how they will encourage the target audience to support their chosen charity	**3 marks:** at least one advantage and one disadvantage for each of the three ideas OR **2 marks:** at least one advantage and one disadvantage for two of the ideas OR **1 mark:** at least one advantage and one disadvantage for one of the ideas	3		
CI3.2		One appropriate idea chosen giving reasons	**1 mark:** an appropriate idea chosen with reasons	1		
CI3.2		Possible uncertainties and risks have been explained	**1 mark:** at least two uncertainties and/or risks explained	1		

PO3.1	**Part 4 - Planning:** Constructed a detailed plan and considered:				
	• SMART targets	**1 mark:** all targets in plan are SMART	1		
	• the activities to help them achieve their SMART targets	**1 mark:** all planned activities help team achieve their SMART targets	1		
	• appropriate resources	**1 mark:** appropriate resources have been included in the plan	1		
	• risk assessment	**1 mark:** risk assessment included as part of plan	1		
	• relevant contingencies	**1 mark:** relevant contingencies have been included where appropriate	1		
	• arrangements for monitoring and reviewing the plan	**1 mark:** plan produced to include monitoring and review of progress	1		
	• preparing to present the outcome to the target audience	**1 mark:** preparation to present the outcome have been made	1		
PO3.2	Explained and justified appropriate roles needed for the task	**1 mark:** all roles for the task have been explained and justified	1		
P3.1	Defined the skills and knowledge required for all roles	**1 mark:** skills and knowledge required for all roles have been defined	1		
P3.1	Explained their knowledge, skills and attitudes relevant to the task	**1 mark:** knowledge, skills and attitudes relevant to the task have been explained	1		
PO3.2	Negotiated, agreed and assigned appropriate roles and responsibilities for all team members	**1 mark:** appropriate roles and responsibilities for all team members negotiated	1		
		1 mark: appropriate roles and responsibilities for all team members agreed and assigned	1		
	Part 4 - Planning:				

P3.2	**Part 5 - Carry out the Plan:** Followed the plan, making changes where appropriate	**1 mark:** plan has been followed and changed where appropriate	1		
P3.1	Used the plan to carry out the responsibilities of their assigned role by applying effective personal and team working skills throughout the whole task e.g.: • respect • valuing diversity • emotional intelligence • time management • accountability • assertiveness. (accept any valid personal or team working skill not on the above list, appropriate to Level 3)	**1 mark:** 1 personal skill has been applied **1 mark:** 1 team working skill has been applied **1 mark:** an additional personal or team working skill has been applied	1 1 1		
P3.2	**Part 6 - Present:** Present the team's work on a logical and organised way	**1 mark:** work of the team presented in a logical and organised way	1		

Part Number	CP	CI	PO	P
1 - Identify	/4			
2 - Generate	/4	/2		
3 - Refine	/2	/8		
4 - Planning			/10	/2
5 – Carry out the plan				/4
6 - Present				/1
Totals				
Max available (min needed to pass)	10 (7)	10 (7)	10 (7)	7 (5)
Pass (Y/N)				

Structured Discussion Record: Charity Fundraising

Guidance:

- preparatory notes (verbal or written) should be submitted as supporting evidence
- all elements should be attempted by the candidate
- assessors should ensure that each candidate has the opportunity to demonstrate the required knowledge.

Date of discussion _____

Length of discussion _____

Group members if applicable (max of 4)

Confirm that the candidate:	Pass	Comments and examples to show how the candidate met the criteria:
Understood critical thinking and problem solving skills used during a task by: ***Either*** *Reflecting on and evaluating the information gathered, the decisions made and the outcomes of the task.* ***Or*** *Evaluating strengths and weaknesses of the decisions made during the task.*		
Understood the planning and organisation skills used during a task by: ***Either*** *Reflecting on and evaluating the planning and organisation skills used during the task.* ***Or*** *Evaluating strengths and weaknesses of the planning and organisation skills used during the task.*		

Confirm that the candidate:	Pass	Comments and examples to show how the candidate met the criteria:
Understand the creative processes used during a task by: ***Either*** *Evaluating the creative processes used during the task.* ***Or*** *Critically reflecting on what went well and suggesting improvements.*		
Understand the personal and team working skills used during a task by: ***Both*** *Reviewing the personal and team working skills used during the task.* ***And*** *Evaluating own contribution to the task and the overall team performance.*		

Quality Assurance: Structured Discussion
Assessor:
Name:
Signature: Date:
Internal Verifier:
Feedback:

Name:

Signature: Date: