



Centre Guide to Quality Assurance

Essential Skills Northern Ireland

2023-2024

Contents

Introduction	5
Annual Quality Declaration	5
Key issues 2022-23	6
Communicating with us	6
Quality assurance arrangements	6
Paper-Based On demand model	6
Introduction to ESNI Communications Level 1 and 2 qualification	7
Conduct of Examination	8
Preparation for assessment	8
Assessment period	8
Controlled conditions	9
Invigilation requirements	9
Alternative sites	10
Your quality assurance responsibilities	10
Internal quality assurance process	10
Registering a replacement Lead Internal Verifier	10
Internal Assessment	10
Role of Assessor	10
Internal Verification	11

The Lead Internal Verifier role	11
Internal verification process	12
Internal standardisation	12
Monitoring assessment practice	13
Scheduling of Internal Verification	14
Developing and Supporting Assessors	14
Good Practice	15
Submitting Marks	15
Standard Verification	15
The Standards Verifier role	16
The Standards verification process	16
Sampling	17
Before the visit	18
During the visit	19
Internal quality assurance	19
Observing assessment of Speaking & Listening	20
Meeting the team	20
End of visit	21
After the standards verification visit	21
Support	22
Documentation	21
Online	20

Pearson Teams	21
Appendix 1: Using the Assessment Record Sheet	21
Appendix 2: Frequently Asked Questions	21

Introduction

This handbook is effective from 1 September 2022 until 31 August 2023 and addresses the administrative arrangements and requirements for quality assurance for Essential Skills Northern Ireland Communication Levels 1 and 2 Speaking & Listening. Unless otherwise stated, the guidelines outlined in this handbook refer to both onscreen and paper-based assessment models of Essential Skills Communication Levels 1 and 2.

All Examinations Officers, Programme Managers, Lead Internal Verifiers, Internal Verifiers and Assessors in centres offering Essential Skills Communication at Levels 1 and 2 should familiarise themselves with the contents of this handbook.

The centre Examinations Officer should also access the *UK Information Manual* and the *Instructions for Conducting Examinations*, which contain information on the administrative arrangements for this qualification and information relating to entries and certification. Both documents are available on our website.

Annual Quality Declaration (AQD)

The AQD is our new online form that will need to be completed by centres delivering Pearson Vocational qualifications between 1 Sept - 14 Oct each academic year (different dates for APMR and AMR sections only).

FAQs can be found [here](#), and the form can be completed [here](#).

Key issues 2022-23

Centres are responsible for identifying staff members to hold the roles of Assessor, Internal Verifier and Lead Internal Verifier.

Communicating with us

Effective communication between us is important in order to ensure quality monitoring is carried out in a timely manner. We will usually contact you by letter, telephone and email, and this requires you to maintain accurate details of the main contacts on Edexcel Online. These details should be reviewed on a regular basis, especially when new staff members start using your account area of Edexcel Online.

Quality assurance arrangements

For Essential Skills Communication Levels 1 and 2 Speaking & Listening, you must identify and appoint a Lead Internal Verifier who will be responsible for maintaining the standard of assessment of the unit(s).

Paper-Based On demand model

There are no deadlines for submitting marks for the Essential Skills Communication paper-based on-demand model. For the Speaking & Listening components (ESNISL1 and ESNISL2), marks are to be submitted when the learner is ready to receive the certificate.

Introduction to Essential Skills Northern Ireland Communication Levels 1 and 2 qualification

The Essential Skills Communication qualification consists of two components:

- Assessment takes place at each level
- To gain the qualification at any level, learners must pass each component:
 - Component 1
 - Speaking & Listening
 - Component 2
 - Reading & Writing
- The Speaking & Listening component is internally assessed component of Essential Skills Communication at Levels 1 and 2
- Marks for Speaking & Listening must be submitted for learners before, or at the same time as, claiming certificates (for the onscreen and paper-based on demand models) For details on mark submission, see the Instructions for Conducting Examinations (ICE) document [here](#).

Learners must successfully complete all the appropriate activities to pass the Speaking & Listening unit:

- at Level 1, learners should take full part in formal and informal discussions and exchanges that include unfamiliar subjects; note that learners at Level 1 should **not** be assessed on their presentation skills
- at Level 2, learners should make a range of contributions to discussions in a range of contexts, including those that are unfamiliar; and make effective presentations.

Conduct of Examination

Preparation for assessment

Learners may prepare notes on the set speaking & listening activity to be used during the designated formal assessment. These notes can include bullet and numbered points. Group work and individual study can be used to complete this preparation. Notes must **not** include prepared responses (e.g. continuous phrases and paragraphs). Over-reliance on notes may lead to a reading activity rather than a speaking & listening one.

A maximum of **five** participants would usually make up the discussion group, although not all those involved need to be assessed. The minimum number of participants required for the assessments is **three**.

In the event where there are only two candidates, the centre can carry out the assessment of informal discussions with two candidates.

In the event where there is a single candidate, a member of staff or a willing student of a similar level can be used to partner a candidate.

Assessment period

The assessment time at each level should total approximately 30 minutes.

- At Level 1, the assessment time includes the learner contributions to both discussions. Each discussion should take sufficient time to allow each learner to demonstrate their ability for each of the criteria.
- At Level 2, both the length of the presentation and the contribution to a discussion make up the time allocation.
- The assessment can be distributed over more than one session at the centre's discretion.

Learners must achieve all the set criteria for each activity at each level at least once. For guidance on completing the Assessment Record Sheets, see Appendix 1.

There is no limit to the number of re-take opportunities for Speaking & Listening.

Controlled conditions

There is no set date or assessment window for Speaking & Listening. Learners should be assessed when the Assessor thinks it is appropriate. Formal set tasks/activities must be carried out to meet the criteria. Skills must **not** be evidenced through a portfolio of 'opportunistic' style assessments.

The completion of the Speaking & Listening assessment must be under controlled conditions. During the assessment, the learner must be in the direct sight of the Assessor at all times. Input by the Assessor, for example to clarify the requirements, is acceptable.

Learners must be provided with a suitably quiet, undisturbed location. The learners can be assessed in their normal environment. There is no need to remove posters, displays or materials containing information relevant to what is being assessed. However, displays should not provide any prepared scripts. It is acceptable for the learners to draw on external sources (with the exception of direct help from the Assessor) during the assessment period.

The completed Assessment Record Sheet (and any notes) for each learner should be retained at the end of the controlled assessment for verification purposes and kept securely until standards verification is completed. The completed Assessment Record Sheets should **not** be sent to us.

Learners with agreed particular requirements in relation to their mode of learning or assessment can have their usual support, unless this compromises the outcome of the assessment. Those providing assistance should refer to *Access Arrangements and Reasonable Adjustments 2022-2023 compiled by the Joint Council for Qualifications Awarding Bodies*. This is available to download [here](#).

Invigilation requirements

The class teacher or tutor is able to undertake sole invigilation duties, even if they have had overall responsibility for preparation of the learners being examined **only** in circumstances whereby an alternative sole invigilator is not practicably possible, for example, a remote learner sitting the test in the work place. This will not be acceptable for large centres using an exam hall.

Whilst it is at the discretion of the Head of Centre to decide who is suitably qualified and experienced, and to ensure adequate training has been provided, we require the Head to maintain a **record of approved invigilators** for instances whereby the teacher or tutor is undertaking sole invigilation duties. This must include the

invigilator names and the rationale for their selection. As ever, we reserve the right to request this information if required as part of our quality assurance measures.

Alternative sites

The JCQ 'Alternative Site' forms are not required for Essential Skills Northern Ireland. Instead we will be carrying out audits to ensure that tests are being administered appropriately. If you have any queries regarding this, please contact our Functional Skills Assessment team [here](#).

Your quality assurance responsibilities

Internal quality assurance process

Each centre needs to develop a suitable quality assurance strategy. This strategy must guarantee good quality internal standardisation for all Assessors within the centre (and across all sites where applicable), ensuring the understanding and consistent application of criteria for each level of Speaking & Listening.

Examples of internal standardisation processes:

- Assessor visiting classroom
- use of exemplar videos (available on our website) joint marking exercise.

Registering a replacement Lead Internal Verifier

If you need to replace the Lead Internal Verifier for any reason, e.g. the current Lead Internal Verifier has left the centre: you will need to let your allocated Standards Verifier know immediately.

Please note that if you are a large centre with various subsites and are making registrations for Essential Skills Level 1 & 2 Communication under these sites, you will need to have an appointed Lead Internal Verifier for each of these sites. The same appointed Lead Internal Verifier for one site can be the appointed Lead Internal Verifier for another site; this needs to be made clear when contacting your allocated Standards Verifier.

Internal assessment

Centres must conduct all Essential Skills Level 1 and 2 examinations in line with the information in the *Instructions for Conducting Examinations* (ICE) document located here on our [website](#).

This document outlines the centre responsibilities in all aspects of the examination process. Should you have any further queries relating to the information found in this document please contact your [Accounts Specialist](#)

Role of Assessor

Assessors will be responsible and accountable for:

- managing the system of assessment from assessment planning through to marking and recording assessment decisions
- maintaining accurate and verifiable learner assessment and achievement records.

All Assessors must be standardised by the Lead Internal Verifier. This applies to all centres regardless of the number of Assessors. If a centre has various sites, Assessors and Internal Verifiers need to be standardised across all sites.

Internal Verification

Centres must ensure that they have a robust internal verification strategy established, which ensures that all assessments are secure within the required standards.

Useful tips:

- when the programme delivery is being planned, internal verification should also be scheduled
- internal verification should be carried out in a timely manner throughout the year
- effective internal verification will guide and support Assessors; feedback from the Lead Internal Verifier or Internal Verifier will aid their skills development
- in large centres, a team of Internal Verifiers may be established to check the validity and consistency of assessment decisions across Assessors. The Lead Internal Verifier is responsible for the standardisation and monitoring of the team of Internal Verifiers
- in small centres, it is acceptable to have only one Internal Verifier who is registered as the Lead Internal Verifier
- under **no** circumstance can the role of the Assessor and the Lead Internal Verifier be covered by only one person

The Lead Internal Verifier role

The Lead Internal Verifier is at the heart of the internal quality assurance process. Their role ensures that assessments across the centre consistently meet national standards. Therefore, the Lead Internal Verifier must be competent in the assessment of the qualification.

The Lead Internal Verifier will be responsible and accountable for:

- regularly sampling assessment decisions made by all Assessors across all sites, where applicable
- establishing procedures to develop a common interpretation of the assessment requirements between Assessors
- supporting the work of Assessors within the centre to monitor and ensure consistency in the interpretation and application of standards
- maintaining up-to-date records of internal verification and sampling activity and ensuring that these are available for standards verification
- facilitating appropriate staff development and standardisation for Assessors and Internal Verifiers.

Internal verification process

All centres should have an internal verification schedule for each programme. The Lead Internal Verifier is the person responsible for managing the process.

There are two strands to internal verification:

- standardising assessment judgements
- monitoring assessment practice.

Internal standardisation

Standardisation must be carried out when there is more than one Assessor delivering and marking the same programme. This should happen before any marking or internal verification takes place. The standardisation process is designed to make sure that all Assessors mark learner work consistently and accurately. It establishes a common standard of marking, which should ensure the quality of marking across the assessment team. Assessors should reach a consensus after marking and discussing a sample of assessments. Once agreement has been reached, Assessors can individually mark learner work. The simplest means of completing a standardisation review is to collate copies of completed assessments and ask each Assessor to make a judgement on them. Internal verification exercises should be repeated at regular intervals to ensure that messages are reinforced. If action to adjust marks is found necessary, a plan should be in place to ensure that this is completed before standards verification takes place. Procedures should be put in place to provide ongoing feedback to Assessors.

Monitoring assessment practice

Monitoring Assessors and Internal Verifiers is necessary to:

- ensure that national standards of assessment are adhered to by everyone
- identify problems or areas where Assessors and Internal Verifiers require advice/development
- ensure that learners are aware of, and satisfied with, the assessment process.

The monitoring process includes the Lead Internal Verifier observing a number of the assessment decisions made by Assessors. The number of assessments observed by the Lead Internal Verifier depends on:

- the experience of the Assessor/Internal Verifier
- the size of the group of learners
- if the assessments are new to the Assessor/Internal Verifier.

Monitoring also includes reviewing the internal verification records completed by each Internal Verifier and evaluating all aspects of their performance when conducting assessments.

The Lead Internal Verifier should record their judgement and give feedback to the Assessors, rather than just tick boxes. A rigorous Lead Internal Verifier should advise on any actions and improvements that could be made to the assessment process. Below is an example, of what should be sampled by the Lead Internal Verifier.

Number of learners registered	Number of Assessment Record Sheets (ARS) to be sampled for Speaking & Listening	Total number of Assessment Record Sheets (ARS) if centre is delivering Level 1 or 2
Level 1 & 2 1 – 100	8 ARS for Level 1 and Level 2 per Assessor	16
Level 1 & 2 101+	15 ARS for Level 1 and Level 2 per Assessor	30

Scheduling of Internal Verification

Internal verification should take place during the assessment process, before the results are submitted to us, so that any remedial action can be implemented.

Developing and supporting Assessors

The Lead Internal Verifier must ensure that all Assessors have:

- a copy of assessment requirements as specified in the Assessment Record Sheets
- a copy of the *Instructions for the Conduct of Examinations (ICE)* document, available [here](#).
- access to appropriate training and support materials.

Good practice

Internal verification can be undertaken in a number of ways but the following can be seen as examples of good practice:

- across the centre, there is a recognised team of Internal Verifiers who meet regularly to ensure standardisation of procedures and standards is robust; minutes from these meetings should be kept for the purpose of standards verification
- there is an internal verification policy which promotes a rigorous commitment to quality improvement
- internal verification processes are agreed and published so that they are clearly understood by all Assessors, Internal Verifiers and the Lead Internal Verifier
- all Assessors are involved in, and understand, the internal verification role
- a Lead Internal Verifier, who manages the process and provides support, is identified
 - standardisation meetings are seen as pivotal to staff development
 - the time required to carry out internal verification is recognised.

Submitting Marks

Centres with an appointed Lead Internal Verifier

Centres with an appointed Lead Internal Verifier are allowed to submit marks for Essential Skills Northern Ireland Speaking & Listening on Edexcel Online/Electronic Data Input (EDI). We accept the submitted centre marks, as they have been successfully verified.

Standards Verification

As part of our quality assurance process, centres are subject to standards verification during the accreditation period. The allocated Standards Verifier will contact your centre to arrange a suitable time for the visit. During the visit, they will provide advice and guidance, and a standards verification report is completed. If the visit reveals inaccuracies in the assessment quality, accreditation will not be granted. This means that marks submitted for learners will not be accepted by us and certificates will be withheld. The Standards Verifier will advise on appropriate actions and the timescale in which the agreed actions are to be taken.

Please note, failure to organise a Standards Verifier visit when requested will result in the withdrawal of accredited status and the withholding of results.

The Standards Verifier role

Standards verification is the quality assurance method that we use to ensure that centres are assessing to the national standards. The role of the Standards Verifier is sometimes paraphrased as 'the guardian of the standards' and the primary focus is to ensure that centre staff involved in the planning, delivery and assessment of qualifications:

- maintain the national standard of qualifications awarded by us
- assess learner performance in accordance with national standards
- maintain a robust mechanism for the internal verification
- have a clear commitment to assuring and improving quality.

The key tasks of the Standards Verifier are to:

- verify assessment practice and procedures to ensure that national standards are applied consistently
- take action to deal with identified problems
- provide centre staff with information, advice and support
- maintain accurate records and provide feedback to us
- promote and improve the quality of Essential Skills qualification assessment.

The Standards verification process

Standards Verifiers are allocated to selected centres as part of our quality assurance check. The Standards Verifier should:

- agree a schedule for the verification which will normally include reviewing internal verification reports and records, assessment records and validating assessment judgements through observing live learner assessments
- validate the quality and consistency of Assessor judgements against national standards by sampling assessment decisions during the observation of assessment activity
- to review the internal quality assurance for the qualification – checking Lead Internal Verifier's records, sampling strategy and their feedback to Assessors
- inform the Lead Internal Verifier promptly of any areas of weakness and agree an action plan for improvement
- provide positive feedback and encouragement when good practice is identified
- check that the centre's internal quality assurance systems are sufficiently robust to ensure that problems will be identified and resolved quickly
- review the centre's processes for meeting the conditions in the Instructions for Conducting Examination (ICE) document.

Sampling

All centres selected for a visit will be required to complete a Sampling Report Form which will be sent to the named contact at the centre. This will be sent by the allocated Standards Verifier at the first point of contact. The centre will be required to inform the Standards Verifier of the number of current registrations, the predicted entries per level and details of the appointed Lead Internal Verifier.

If the number of registrations and entries is below the number required to conduct the group activities then this must be declared on the form so that the Standards Verifier can advise accordingly.

Centre visits cannot go ahead unless the completed Sampling Report Form has been received by the Standards Verifier. Even if centres have only one learner registered, the Sampling Report Form must still be submitted.

Centres are required to make learners assessments available for sampling. The minimum size of the sample is as follows:

A minimum of 8 assessments must be viewed during the Standards Verification process. The Assessment Record sheets (ARS) of all assessors over the past two years must be made available to the Standards Verifier. The percentage of ARS's requested by the Standards Verifier will be dependent on the size of the centre and the number of registrations (see page 13).

Level 1	2 Informal Discussions
	2 Formal Discussions
Level 2	2 Group Discussions
	2 Presentations

Centres are required to make two video recordings of live assessments per task per level prior to the visit taking place. This is to ensure that the centre can provide sample assessments to the Standards Verifier during a visit. Audio recordings cannot be accepted as appropriate forms of assessment.

Before the visit

Before each visit, the Standards Verifier should agree a schedule for the visit with the Lead Internal Verifier.

This should include time to cover:

- levels to be verified
- evidence to be made available on the day (or in advance)
- observation of learner assessment
- review of the assessment strategy requirements and their implementation
- feedback to the Lead Internal Verifier and, where relevant, the centre assessment team.

An agreed date and location between the Lead Internal Verifier and the Standards Verifier must be confirmed prior to the visit. It is important that the Lead Internal Verifier informs the Standards Verifier of a suitable place to report to and a named person to meet upon arrival.

During the visit

The visit should follow the schedule agreed and enable the Standards Verifier to make a decision on whether or not to recommend the retention of Lead Internal Verifier accreditation. The criteria on the Standards Verifier Report provide the basis on which a decision will be made and the Standards Verifier will focus on these. It is the Lead Internal Verifier's responsibility to provide evidence to demonstrate that the criteria are being met. Please also be aware that the Assessor and the Lead Internal Verifier should not be taking part in the assessment.

Assessment Record Sheets should be retained by your centre for the Standards Verifier to review. This applies to all learners.

It is important that the main action points are agreed during the visit. Sufficient time should be allowed for this by both the Lead Internal Verifier and the Standards Verifier. Please note that the tutors and the Lead Internal Verifier must be present for the standards verification visit. The feedback on findings from the review is given to the Lead Internal Verifier who must be available throughout the day of the visit.

Internal quality assurance

The starting point for the Standards Verifier is to review the quality of internal verification. If this proves to be rigorous and robust, they should have confidence in the assessment process and the decisions made.

Your centre must provide copies of:

- sampling plans
- sampling records, including feedback to Assessors
- records of monitoring assessment practice, including feedback to Assessors.

The Standards Verifier will want to be assured that all Internal Verifiers and Assessors understand centre systems and procedures and that they are knowledgeable about the standards, the learners and their own role in quality assurance.

Observing assessment of Speaking & Listening

Observing assessment of Speaking & Listening is a vital part of the verification process. It is the responsibility of the Lead Internal Verifier to ensure that the learners chosen to be observed are representative of the overall standard.

Centres must make learner assessments available for observation. Failing to provide access to learner assessments may result in the cancellation of the visit and accreditation not granted.

The number of learners observed should be based on:

- the number of Assessors in the centre
- the number of satellite sites at which Essential Skills are delivered
- assessment decisions which have been verified by the Lead Internal Verifier and those that have not.

Please note that the Standards Verifier will need to view assessments containing a minimum of 3 candidates per level per task; however this is dependent on how many learners are registered for Essential Skills Communication at the centre. In the event where there are only two candidates have taken part in assessment for the informal discussion, the standards verifier will view these assessments. The number of candidates seen should reflect the size of the centre.

It is essential that the observed assessments are 'live', i.e. actual assessments with current registered learners and not 'mock' assessments. If actual assessments are not available, then the recordings of live assessment must be produced prior to the Standards Verification visit as evidence in the event that a Standards Verifier cannot view a live assessment during your centre visit. Should this be the case the Standards Verifier will also need to view the Assessment Record Sheets of the learners that were assessed.

Meeting the team

If possible, the Standards Verifier will also meet with the assessment and verification team to discuss and advise on assessment issues and practices.

A crucial part of the Standards Verifier's role is to advise and support you. Their visit should allow time to discuss concerns and to answer queries. Where issues are outside the Standards Verifier's remit or experience, they will obtain the relevant information directly and respond by phone or email, or refer you to the appropriate person/department at Pearson.

End of the visit

The findings of the visit will be discussed with the Lead Internal Verifier at the end of the visit. Actions for improvement will be identified through discussion before the Standards Verifier leaves, where possible. It is important that any actions and target dates agreed are clear and realistic. The Lead Internal Verifier should ensure that they understand any required action and that they clarify any issues before the end of the visit.

After the standards verification visit

You will receive the Standards Verification Report within 10 working days of the visit. If there are no significant issues identified during the standards verification visit, the centre will be released for certification until the end of the academic year (i.e. until 31 August 2024).

If the Standards Verifier identifies serious issues in the centre, a representative of Pearson (a Senior Standards Verifier) will contact you and provide appropriate support and guidance.

Support

Documentation

We contact your Quality Nominee or, for administration and certification information, the Examinations Officer. We do not usually issue information directly to Programme Managers/Lead Internal Verifiers. However, a variety of qualification specifications, policy documents and information booklets are produced to assist teaching teams. We also send out more general communications and newsletters relating to Essential Skills – if you wish to sign up, please [contact](#).

Online

Pearson Edexcel Certificate in Essential Skills Northern Ireland in Communication Levels 1 and 2

Our [website pages](#) are regularly updated with all the most current information and documents.

Edexcel Online

Edexcel Online, www.edexcelonline.com, is an invaluable service for administrators, providing support at every stage of the qualification cycle from approval through to registration and entry, reporting of achievement, and results and post-results services. It also includes access to services for teaching staff, online booking for training events and Pearson publications ordering.

Pearson teams

Customer Services

We pledge to provide excellent service in all your dealings with us. Each centre will have a dedicated Accounts Specialist that will be their first point of contact. All contact details for the appropriate teams can be found under the Contact Us tab [here](#).

Curriculum Development Managers

Curriculum Development Managers are an important part of our Pearson UK FE and Schools teams. They provide a range of professional advisory support across all Pearson qualifications.

A key responsibility of Curriculum Development Managers is to build relationships with schools, colleges and Local Authorities to raise achievement and promote our drive for excellence in education. Work Based Learning centres are supported by their Account Manager. If you would like your Curriculum Development Manager or Account Manager to contact you, please get in touch with our Customer Services team and they will be able to guide you through this.

Functional Skills Assessment Team

Our Functional Skills Assessment team, dealing with Essential Skills Northern Ireland, including the production of question papers, the assessment of externally assessed units and the administration of internally assessed units, can be contacted [here](#):

Appendix 1: Using the Assessment Record Sheet

Essential Skills Communication Speaking & Listening Level 1

- One Assessment Record Sheet should be used for the assessment of a learner across both the activities - the formal discussion and the informal discussion.
- For each assessed task, the Assessor will place a tick against the coverage and range, either in the 'met or 'not met' column. Please refer to the Sample Assessment Record Sheet for the correct allocation of ticks for each activity.
- Each criterion must be met at least once, whether in a formal discussion, an informal discussion or both, and the majority of ticks must be placed in the 'met' columns for the learner to be awarded a pass at Level 1.
- When completing the 'Centre summative comment' box, the comment should be personalised and refer to the learner's performance in relation to the Level 1 standards. On average, the comment should be approximately 50 words in length. Summative comments should not be too brief, but also not too onerous.

Essential Skills Communication - Level 1: Speaking & Listening Assessment Record Sheet Please complete the following information (a separate sheet for each learner).

Candidate name:	Candidate number:	Centre number:	Candidate number:
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Activity: Formal	Date:	Activity: Informal	Date:
Please use the space below to note the context of the activity, how it was organised and any learner support.		Please use the space below to note the context of the activity, how it was organised and any learner support.	

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Level 1 - Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.

Activity		
Level 1 – Informal Discussion	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Makes relevant and extended contributions to discussions, allowing for and responding to others’ input		
Uses an image to support discussion		
Makes different kinds of contributions to discussions		
Presents information/points of view clearly and in appropriate language		
Level 1 – Formal Discussion	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Makes relevant and extended contributions to discussions, allowing for and responding to others’ input		
Preparation supports contribution to the formal discussion of ideas and opinions		
Uses an image to support discussion		
Makes different kinds of contributions to discussions		
Presents information/points of view clearly and in appropriate language		
Please tick the box if the learner has achieved Level 1:		<input type="checkbox"/>
Centre summative comment:		
Assessor name:		
Assessor signature: Date:		

Please attach another page if you wish to make additional comments.

Essential Skills Northern

Essential Skills Communication - Level 1: Speaking & Listening Assessment Record Sheet

Please complete the following information (a separate sheet for each learner).

Candidate name:	Candidate number:	Centre number:	Candidate number:

Activity: Formal	Date:	Activity: Informal	Date:
Please use the space below to note the context of the activity, how it was organised and any learner support.		Please use the space below to note the context of the activity, how it was organised and any learner support.	

<p>Meeting to set up a recycling campaign at work. Please enter details about the activity, e.g:</p> <ul style="list-style-type: none">• group size• discussion length and location• any support provided to the learner• image used (must cover once)	<p>Discussion on favourite holiday destinations. Please enter details about the activity, e.g:</p> <ul style="list-style-type: none">• group size• discussion length and location• any support provided to the learner• image used (must cover once)
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Level 1 - Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.

Activity		
Level 1 – Informal Discussion	<input type="checkbox"/> Met	X Not Met
Makes relevant and extended contributions to discussions, allowing for and responding to others' input	<input type="checkbox"/>	
Preparation supports contribution to the formal discussion of ideas and Opinions		<input type="checkbox"/>
Makes different kinds of contributions to discussions	<input type="checkbox"/>	
Presents information/points of view clearly and in appropriate language		<input type="checkbox"/>
Level 1 – Formal Discussion	<input type="checkbox"/> Met	X Not Met
Makes relevant and extended contributions to discussions, allowing for and responding to others' input	<input type="checkbox"/>	
Preparation supports contribution to the formal discussion of ideas and Opinions	<input type="checkbox"/>	
Use an image to support discussion	<input type="checkbox"/>	
Makes different kinds of contributions to discussions	<input type="checkbox"/>	
Presents information/points of view clearly and in appropriate language	<input type="checkbox"/>	
Please tick the box if the learner has achieved Level 1:		<input type="checkbox"/>
Centre summative comment: Assessor name: Assessor signature: Date:		

Please attach another page if you wish to make additional comments.

Essential Skills Communication Speaking & Listening Level 2

- One Assessment Record Sheet should be used for the assessment of a learner across both the activities - the discussion and the presentation.
- For each assessed task, the Assessor will place a tick against the coverage and range, either in the 'met' or 'not met' column. Please refer to the Sample Assessment Record Sheet for the correct allocation of ticks for each activity.
- Each criterion must be met at least once, whether in a discussion, a presentation or both, and the majority of ticks must be placed in the 'met' columns for the learner to be awarded a pass at Level 2.
- When completing the 'Centre summative comment' box, the comment should be personalised and refer to the learner's performance in relation to the Level 2 standards. On average, the comment should be approximately 50 words in length. Summative comments should not be too brief, but also not too onerous.

Essential Skills Communication - Level 2: Speaking & Listening Assessment Record Sheet

Please complete the following information (a separate sheet for each learner)

Level 2: make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

Candidate name:	Candidate number:	Centre number:	Candidate number:

Activity: Discussion	Date:
Please use the space below to note the context of the activity, how it was organised and any learner preparation/support.	
Activity: Presentation	Date:
Please use the space below to note the context of the activity, how it was organised and any learner preparation/support.	

Level 2 – Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.

Activity	✓ Met	X Not Met
Level 2 – Discussion		
Consider complex information and give relevant, cogent response in appropriate language		
Present information and ideas clearly and persuasively to others		
Use an image to support discussion		
Adapt contributions to suit audience, purpose and situation		
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward		
Level 2 – Presentation		
Consider complex information and give relevant, cogent response in appropriate language		
Present information and ideas clearly and persuasively to others		
Use an image to support presentation		
Adapt contributions to suit audience, purpose and situation		

Please tick the box if the learner has achieved Level 2:	<input type="checkbox"/>
Centre summative comment:	
Assessor name:	

Assessor signature: Date:

Please attach another page if you wish to make additional comments.

Essential Skills Communication - Level 2: Speaking & Listening Assessment Record Sheet Level 2:
 make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

Candidate name:	Candidate number:	Centre number:	Candidate number:

Activity: Discussion	Date:
Please use the space below to note the context of the activity, how it was organised and any learner preparation/support.	
Formal discussion on how to improve the voting turnout amongst young people. Please enter details about the activity, e.g.: <ul style="list-style-type: none"> • group size / discussion length and location • any support provided to the learner • learner preparation for the activity / image used. 	
Activity: Presentation	Date:
Please use the space below to note the context of the activity, how it was organised and any learner preparation/support.	
Presentation on a work project. Please enter details about the activity, e.g.: presentation length / information about the audience learner preparation	

Level 2 – Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.

Activity		
Level 2 – Discussion	✓ Met	X Not Met
Consider complex information and give relevant, cogent response in appropriate language	✓	
Present information and ideas clearly and persuasively to others		✓
Use an image to support discussion	✓	
Adapt contributions to suit audience, purpose and situation	✓	
Make significant contributions to discussions, taking a range of roles and move discussion forward	✓	helping to
Level 2 – Presentation	✓ Met	X Not Met
Consider complex information and give relevant, cogent response in appropriate language	✓	
Present information and ideas clearly and persuasively to others	✓	
Use an image to support discussion		✓
Adapt contributions to suit audience, purpose and situation	✓	✓
Please tick the box if the learner has achieved Level 2:		✓

Centre summative comment:

Michael spoke confidently and clearly during the group discussion and gave relevant ideas on how to address the issue of low voter turnout. He used an image of a chart showing turnout rates in different countries to support his points. He presented ideas clearly when talking about his work project and persuaded the audience that it had been successful.

Assessor signature:

Date:

Appendix 2: Frequently Asked Questions

Q1 How do we know if we need a Lead Internal Verifier?

A1 All centres are required to appoint a Lead Internal Verifier, please refer to Specification booklet, (this document can be found at [here](#)). The Lead Internal Verifier is to be appointed by the centre and must be able to complete all the responsibilities mentioned.

Q2 We are a small centre with only a few learners, do we need a Lead Internal Verifier?

A2 Yes, all centres need an appointed Lead Internal Verifier. The most important thing to remember is that a Lead Internal Verifier and an Assessor cannot be the same person. If you do not have enough staff to cover the two positions, you may try to work with another centre and appoint one Lead Internal Verifier. The Lead Internal Verifier takes on the responsibility of verifying assessment and internal verification strategy in both centres.

Q3 Can I be appointed as a Lead internal Verifier for both level 1 and level 2?

A3 Each Lead Internal Verifier can be appointed for one **or** both levels. Lead Internal Verifier for the level at which learners are entered, so if you only have learners at Level 1, for example, you only need a Lead Internal Verifier for Level 1.

Q4 If our Lead Internal Verifier leaves the centre, do we need to appoint a new Lead Internal Verifier?

A4 Yes, each centre is required to appoint a Lead Internal Verifier so, as soon as one leaves, the centre needs to appoint a new Lead Internal Verifier.

Q5 Where can I get further information?

A5 Go to our FS Essential Skills homepage where you can find the Sample Assessment Materials, Specification and much more. With other questions, contact us [here](#).

If you have a question, please contact
BTEC Assessment or your Vocational Quality Assurance Manager via
[The Pearson Contact Portal](#).

In addition, you will find further information on our
[Quality Assurance webpages](#).