



**City &  
Guilds**



**COMMUNICATION**

# **TUTOR GUIDE**

**LEVELS 1 & 2**



**DESKTOP TASKS AND**

**ACTION-BASED ACTIVITIES**

**ISSUED SEPTEMBER 2005**

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## **PART 1 INTRODUCTION**

### **1.1 About the qualification**

Essential Skills are national qualifications. In order to achieve the qualification in Communication at level 1 or 2 learners must:

- (i) produce a portfolio of evidence based on one or more **Action-based Activities (ABAs)**. The evidence must meet the standard at either level 1 or level 2.
- (ii) obtain a pass mark of at least 70% in a level 1 or level 2 **Desktop Task**. However, learners taking a level 2 Desktop Task who achieve between 50% to 69% will be awarded a level 1.

#### **Learners must:**

- have successfully completed the portfolio of evidence **before** undertaking the Desktop Task
- pass **both** components to achieve the Essential Skills qualification.

### **1.2 What are Action-based Activities (ABAs)?**

ABAs are projects or assignments undertaken mainly independently by a learner. They are:

- undertaken by learners during their programme of study/course
- assessed on the basis of evidence filed in the learner's portfolio
- internally assessed by the tutor using the assessment guide (see Part 4)
- internally standardised
- externally moderated
- set within one or more curriculum themes of:
  - Citizen and Community
  - Economic Activity
  - Domestic and Everyday Life
  - Leisure
  - Education and Training
  - Using ICT in Social Roles
- based on one or more of the ABAs provided.

## 1.3 What are Desktop Tasks (DTTs)?

The purpose of the DTT is to **confirm** the portfolio level.

A DTT is:

- an externally set short task taken by the learner
- designed to cover reading and writing skills at the appropriate level
- to be completed in 75 minutes (including reading time) for level 1 and 90 minutes for level 2
- set within the same broad themes outlined on page 1
- assessed by tutors using the Assessment Guide provided
- externally moderated.

### Administering Desktop Tasks

DTTs must be:

- administered **after** assessment of the portfolio at a time chosen by the tutor
- taken by the learners in their usual learning environment
- treated as **confidential** material by centres
- taken **unseen** by learners
- completed **unaided** – except for any assistance allowed for in the Tutor Guide
- taken by a learner only **once**. However, there is no restriction on the number of *different* DTTs a learner may take.

Learners are **NOT** permitted to use dictionaries.

## 1.4. Preparing Learners for Desktop Tasks

It is important that your learners are aware that to obtain an Essential Skills qualification in Communication they must achieve both components – ABA and DTT. Learners should be told about the nature of the DTT and the regulations associated with it. It is good practice to prepare learners for the DTTs by:

- explaining the format of the DTTs;
- preparing them for the skills to be assessed in the DTTs. Tutors **must not** prepare learners for a specific task;
- giving them exemplar DTTs under timed conditions, and
- providing feedback.

Tutors should use the outcomes of the DTT to identify skills that require further development. Learners must not retain completed DTTs. Tutors need to consider their approach to this, either to teach and practice each discrete skill as it is being developed in the portfolio and/or complete the portfolio in sufficient time to allow preparation for the DTT. Planning is crucial in this respect.



### **1.5 Assessing Desktop Tasks**

DTTs are assessed and standardised by the centre and moderated by the Awarding Body. Tutors should use the relevant Assessment Guide that accompanies each DTT. The Assessment Guide explains how to aggregate marks and arrive at a level.

### **1.6 What is the Tutor's Role?**

Your role as tutor is vital both in respect of preparing learners for the two components of the qualification and assessing the work produced. The **ABAs** in particular will require you to:

- develop your learners' skills
- support and guide them through the portfolio building process
- mark and assess their work
- annotate their final work
- complete assessment documentation for the relevant level (See Appendix)
- prepare and submit work for moderation
- prepare learners for DTTs
- try to embed this work within the wider curriculum.

It is important that learners are aware of the degree of support you are able to give and when that support must cease. You may, for example, point out where there are spelling or grammatical errors and suggest that the learner should try again. However, if the work is being presented for assessment, you **may not** do the corrections for the learner.

### **1.7 Developing other Important Skills**

As learners work towards their Essential Skills qualification, there will be many opportunities to develop not only their communication skills but also other important skills such as ICT, problem solving, working with others and improving own learning and performance.

Learners should be encouraged to use ICT as part of the ABA work e.g. developing word processing skills, drawing diagrams and using the Internet. Also, as the ABAs suggest, portfolio work may be enhanced if the learner sets her/himself a problem to solve or a question to answer.

Learners should be encouraged to record the development of these additional skills in their Record of Achievement (see Part 2) and should know that they may be able to use this evidence towards additional qualifications.

## **PART 2 INDIVIDUAL LEARNING PLANS AND RECORDS OF ACHIEVEMENT**

### **2.1 Individual Learning Plans (ILPs)**

An ILP is a document agreed between the tutor and the learner. It details how a group of learning sessions will enable progression towards agreed goals. Progression will be marked by the achievement of identified targets. There is no prescribed format for an ILP. However, the completed ILP given on the page opposite offers an example. You are encouraged to draw up ILPs for each learner at regular intervals (e.g. fortnightly or monthly) during their course of study. There is considerable evidence that using ILPs help learners perform better. The use of an ILP is not an Essential Skills requirement. However, many centres require their completion as a matter of policy.

## 2.2 Sample ILP

LEARNER'S INDIVIDUAL LEARNING PLAN			
Communication levels 1 and 2			
<b>Name of learner:</b> <i>George Smith</i>		<b>Date:</b> <i>9/11/04</i>	
<b>Long Term Goals:</b> <i>To achieve Communication Level 2</i>			
<b>Short Term Goals:</b> <i>To prepare and deliver a short talk on my chosen topic 'Fighting vandalism' within the theme of 'Law and Order'</i>			
Targets	Action to be taken by the learner	By date	Achieved
<i>Produce a structured plan for the talk</i>	<i>1. Select relevant information 2. Ensure that plan has an introduction, main section and conclusion 3. Consider possible questions and responses to them</i>	<i>Mon 1 Dec</i>	
<i>Prepare a series of prompt cards</i>	<i>1. Decide format (eg how comprehensive notes should be) 2. Transfer plan to prompt cards 3. Ensure readability</i>	<i>Fri 5 Dec</i>	
<i>Prepare 3 Powerpoint slides to illustrate talk</i>	<i>1. Select material for slides 2. Consider ways of giving them impact 3. Seek any necessary help with preparation</i>	<i>Fri 12 Dec</i>	
<i>Present talk to group</i>	<i>1. Practice delivery beforehand 2. Check equipment and venue 3. Remain calm and confident!</i>	<i>Fri 19 Dec</i>	
<b>Signatures:</b>			
<b>Learner:</b>		<b>Tutor:</b>	
<b>Start date:</b> <i>Monday 17 Nov.</i>		<b>Date of next review:</b> <i>Monday 22 Dec</i>	

**PLEASE NOTE:** A blank photocopiable ILP is included (see Appendix iii)

### **2.3 Records of Achievement (ROAs)**

You should encourage learners to maintain an **ROA** throughout their course of study. As with ILPs (see 2.1), the use of **ROAs** is NOT a requirement for this qualification. However, most people find the use of an **ROA** is beneficial and can improve performance.

The purposes of the **ROA** are:

- to provide the learner with an on-going record of progress towards meeting their long term goals
- to support and provide evidence of learners working towards the wider essential skill of improving their own learning performance.

As a minimum, therefore, the **ROA** should contain:

- completed ILPs showing the targets achieved and the dates by which they were achieved
- a 'Planning and Reviewing Learning' log relating to each ILP. This will consist of a series of prompts for the learner to complete as appropriate (see example).



## 2.4 Sample ROA

LEARNER'S PLANNING AND REVIEWING LOG/ROA	
Communication level 2	
<b>Name of learner:</b>	<i>George Smith</i>
<b>Date:</b>	<i>22/11/04</i>
<b>In order to meet the ILP targets, I got information from:</b>	
<i>local newspapers</i> <i>our local government website</i> <i>an interview with the local community police officer</i>	
<b>I discussed my ideas with:</b>	
<i>my tutor</i> <i>a friend who is a local youth worker</i>	
<b>I checked my work with:</b>	
<i>my tutor</i>	
<b>I practised:</b>	
<ul style="list-style-type: none"> <li><i>using PowerPoint</i></li> <li><i>delivering my talk firstly by myself and then with two other learners</i></li> <li><i>speaking slowly and clearly</i></li> </ul>	
<b>Other things I did were:</b>	
<ul style="list-style-type: none"> <li><i>watched how people gave talks on TV</i></li> <li><i>asked for help in designing PowerPoint slides from a tutor in the ICT department</i></li> </ul>	
<b>In meeting the targets I found it easy to:</b>	
<ul style="list-style-type: none"> <li><i>find sufficient information</i></li> <li><i>prepare the plan</i></li> </ul>	
<b>I had difficulties with:</b>	
<i>remaining calm and confident when giving the talk in front of the group</i>	
<b>I had to make the following changes to my plan:</b>	
<i>cut down on the amount of material I was going to present in order to keep to the time limits</i>	
<b>I need to improve:</b>	
<ul style="list-style-type: none"> <li><i>my ICT skills</i></li> <li><i>varying the tone of my voice when speaking</i></li> <li><i>ensuring that I do not move around too much when giving a talk</i></li> </ul>	

**PLEASE NOTE:** A blank photocopiable Planning and Reviewing Log is included (see Appendix iv)

## **PART 3      MANAGING ACTION-BASED ACTIVITIES**

### **3.1      The Size and Scope of an Action-based Activity**

The portfolio produced using an ABA can vary in length, scale and scope. The Learner Planner and Guide and the ABAs provide a structured approach to portfolio building that enable the learner to meet the standard in a single extended project or assignment.

An ABA will normally take the average learner 10-12 hours to complete and are designed to take learners step by step through the portfolio building process. As their tutor, you should guide your learners on this.

### **3.2      Using Action-based Activities**

There is a wide selection of ABAs to choose from.

Learners **MUST** select and undertake one or more of the ABAs. It should be emphasised that within each ABA there is enormous flexibility and learners should be encouraged to identify subjects, issues and problems that are of particular interest to them. You may need to guide them on this and spend some time exploring mind maps or other devices for exploring possible topics.

### **3.3 What is a Portfolio?**

A portfolio is a collection of material compiled and organised by the learner, which provides evidence that the standard has been met.

A portfolio **must** contain:

- evidence that meets the standard
- *quality* of evidence rather than *quantity*
- the learner's own work, assessed by the tutor
- tutor annotation indicating where assessment judgements have been made

**EXAMPLES** of materials that can be included:

- written and/or word processed work by the learner
- images – graphs, tables, pictures, maps etc (a table or numbers is not an image)
- supporting evidence e.g. annotated photocopies of sources
- records of observed discussions and talks completed by the tutor, signed and dated (see Appendix)
- Individual Learning Plans and Planning Reviewing Logs
- relevant evidence in non-written forms – audio tape, CD-ROM, film, models etc.
- evidence annotated and authenticated by another agreed person e.g. teaching colleague, workplace supervisor

A portfolio should be properly organised with:

- an index or contents page
- page numbering
- clear headings and labels (distinguishing evidence from source documents)
- use of image clearly located

### **IMPORTANT NOTE ON ANNOTATION**

**It should be stressed that the work in learners' portfolios must be annotated throughout to emphasise where assessment judgements have been made in relation to the standard.**

## PART 4 ASSESSMENT GUIDE

### 4.1 Using the BEST FIT model

Action-Based Activities are assessed using the **BEST FIT** model. This means that the learner must BROADLY i.e. on the whole and in the main, meet the evidence requirements outlined in the following pages.

Learners **must** meet the **standard** identified in column 1. Tutors should use column 2 to establish whether the learner has broadly met the **evidence requirements**. This is where tutors exercise their 'best fit' judgement.

### 4.2 Annotation

Tutors must annotate the evidence produced indicating where they feel the learner has met the evidence requirement. e.g. Read and Obtain (C1.2) – the tutor annotates the part of the document produced where the learner has obtained and noted the main points from the source read.

### 4.3 Summary of Standard

In order to achieve level 1 or level 2 Communication, learners must demonstrate in their Action-based Activity work that they have met the following:

#### LEVEL 1

- C1.1 DISCUSSION – either one-to-one or group
- C1.2 READ and OBTAIN relevant information
- C1.3 WRITE – 2 **different** types of document  
IMAGE – use image effectively at least once in the development of their portfolio in order to help the reader/audience understand the points they are making.

#### LEVEL 2

- C2.1 DISCUSSION – C2.1a Group discussion  
– C2.1B Giving a talk
- C2.2 READ and SUMMARISE
- C2.3 WRITE – 2 **different** types of document  
IMAGE – use image effectively at least once in the development of their portfolio in order to help the reader/audience understand the points they are making.

## 4.4 Tutor Assessment Guide

### LEVEL 1 ASSESSING DISCUSSIONS (C1.1)

STANDARD	EVIDENCE REQUIREMENTS
C1.1 Take part in either a <b>one-to-one</b> discussion or a <b>group</b> discussion	<p>The learner can:</p> <ul style="list-style-type: none"> <li>• provide information that is relevant to the subject and purpose of the discussion (C1.1.1)</li> <li>• communicate clearly in a way that suits the situation and respond appropriately to others (C1.1.2)</li> </ul>

### **GUIDANCE**

- Learners should be:
  - clear about their purpose for taking part in the discussion.
  - organised and prepared so they can provide relevant information
  - able to use body language to support what they are saying and show they are listening
- Learners may use an image effectively to help their audience understand the points they are making. Where this is the case, tutors should indicate how the learner met this requirement on the space provided in the Discussion Recording Sheet (see Appendix ib). A copy of the image used should be included in the final portfolio of evidence.
- Tutors **must** complete a Discussion Recording Sheet (see Appendix ib) as evidence that the discussion has been observed and that the evidence requirements have been met.

### LEVEL 1 READING AND OBTAINING INFORMATION (C1.2)

STANDARD	EVIDENCE REQUIREMENTS
C1.2 Read and obtain information from at least <b>one</b> document	<p>The learner can:</p> <ul style="list-style-type: none"> <li>• read relevant material (C1.2.1)</li> <li>• identify accurately the main points and ideas (C1.2.2)</li> <li>• use the information to suit their purpose (C1.2.3)</li> </ul>

#### GUIDANCE

- The learner's notes about the document(s) read should state clearly the source(s) used.
- Tutors can devise pro-formas to allow the learner to structure their notes.
- The notes produced should demonstrate that the learner understands the subject matter and information read.
- Learners may meet the image requirements here by obtaining relevant information from an image that is part of the source document. Where this is the case, tutors should indicate, by annotation, where the learner has met this requirement on the notes produced. A copy of the source containing the image should be included in the final portfolio of evidence.



### LEVEL 1 WRITING DOCUMENTS (C1.3)

STANDARD	EVIDENCE REQUIREMENTS
C1.3 Write <b>two</b> different types of documents	<p>The learner can:</p> <ul style="list-style-type: none"> <li>• present relevant information in a format that suits their purpose (C1.3.1)</li> <li>• spell, punctuate and use grammar accurately</li> <li>• make their meaning clear.</li> </ul>

#### GUIDANCE

- Types of documents may include letters (business, personal), short reports, memos, forms, set of instructions, menu or illustrated leaflet.
- Learners should be given guidance on the appropriate format for each document type.
- Learners should use
  - uncomplicated language
  - complete sentences with correct use of subject-verb agreement
  - short paragraphs, where appropriate, so as to make meaning clear
  - capital letters, full stops or question marks accurately.
- Commonly used words should be spelt correctly. If there are one or two spelling mistakes in one document, these should not be repeated in the second.
- Learners may meet the requirements for image here by incorporating an image into the body of a document produced to help the reader understand the points they are making.

**IMAGE:** Learners must demonstrate that they have used image effectively at least **once** in the development of their portfolio.

### LEVEL 2 GROUP DISCUSSION (C2.1a)

STANDARD	EVIDENCE REQUIREMENTS
C2.1a Take part in a group discussion	<p>The learner can:</p> <ul style="list-style-type: none"> <li>• make clear and relevant contributions in a way that suits their purpose and situation (C2.1a.1)</li> <li>• respond appropriately to others (C2.1a.2)</li> <li>• help to move the discussion forward</li> </ul>

### GUIDANCE

- The discussion should provide opportunities for responding to a range of views and for learners to take the lead in moving discussions on.
- Learners should be able to demonstrate an ability to keep the discussion going e.g. by summarising what has been said, developing points made or focus on purpose by asking questions.
- Learners may use an image effectively to help their audience understand the points they are making. Where this is the case, tutors should indicate how the learner met this requirement on the space provided in the Discussion Recording Sheet (see Appendix iib). A copy of the image used should be included in the final portfolio of evidence.
- Tutors **must** complete a Discussion Recording Sheet (Appendix iib) as evidence that the discussion has been observed and that the evidence requirements have been met.

### LEVEL 2 GIVING A TALK (C2.1b)

STANDARD	EVIDENCE REQUIREMENTS
C2.1b Give a talk of at least 4 minutes	<p>The learner can:</p> <ul style="list-style-type: none"> <li>• speak clearly in a way that suits their subject, purpose and situation (C2.1b.1)</li> <li>• keep to the subject and structure their talk to help listeners follow what they are saying (C2.1b.2)</li> <li>• use appropriate ways to support their main points (C2.1b.3)</li> </ul>

### GUIDANCE

- Tutors should look for:
  - clarity of expression
  - evidence that the talk is well structured
  - evidence that the learner keeps to the point, gives clear illustration of the main points and can adopt language to suit the situation
  - confirmation that the talk has been followed by the listeners with little difficulty.
- Learners may use an image effectively to help their audience understand the points they are making. Where this is the case, tutors should indicate how the learner met this requirement on the space provided in the Short Talk Recording Sheet (see Appendix iic). A copy of the image used should be included in the final portfolio of evidence.
- Tutors must complete the Short Talk Recording Sheet (Appendix iic) as evidence that the talk has been observed and that the evidence requirements have been met.

## LEVEL 2 READING AND SUMMARISING INFORMATION (C2.2)

STANDARD	EVIDENCE REQUIREMENTS
C2.2 Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 500 words long.	<p>The learner can:</p> <ul style="list-style-type: none"> <li>• select and read relevant information (C2.2.1)</li> <li>• identify accurately the main points, ideas and lines of reasoning (C2.2.2)</li> <li>• summarise the information to suit their purpose (C2.2.3)</li> </ul>

### GUIDANCE

- A meaningful task should be set that would allow learners to produce a written response that summarises what has been read.
- Evidence for summary could be produced when the learner attempts to answer the key question that was generated from the completion of the mindmap. Setting a summary as a task is inappropriate.
- To summarise – the learner should know the difference between what is or what is not relevant to their purpose, and be able to present the essence of what they read in a concise way.
- Two 500+ word documents should be used together to produce one document that summarises what was read.
- Source documents – could include books, magazines, newspapers, electronic sources etc.
- It would be inappropriate to give learners detailed chapter or page references.
- The sources used should be stated clearly on the document produced.
- Tutor annotation should indicate where each source document is being summarised.
- Learners may meet the image requirement here by obtaining relevant information from an image that is part of the source document. Where this is the case tutors should indicate by annotation, where the learner has met this requirement on the summary produced. A copy of the source containing the image should be included in the final portfolio of evidence.

## LEVEL 2 WRITING DOCUMENTS (C2.3)

STANDARD	EVIDENCE REQUIREMENTS
C2.3 Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long	<p>The learner can:</p> <ul style="list-style-type: none"> <li>• present relevant information that suits their purpose (C2.3.1)</li> <li>• use a structure and style of writing to suit their purpose (C2.3.2)</li> <li>• spell, punctuate and use grammar correctly (C2.3.3)</li> <li>• make their meaning clear (C2.3.3)</li> </ul>

### GUIDANCE

- Types of documents may include essays, reports, articles, letters, a set of instructions, handout or annotated poster
- Learners may be given guidance on an appropriate format for their writing
- In final work, sentences (including complex ones, where these are used) must be formed correctly, with accurate punctuation (e.g. commas, apostrophes, inverted commas), as well as capital letters and full stops or question marks
- Writing is organised in paragraphs where appropriate
- Learners should not be penalised for one or two spelling errors, providing meaning is still clear and mistakes in one document are not repeated in the second document
- Learners may meet the requirement for image here by incorporating an image into the body of a document produced to help the reader understand the points they are making.

**IMAGE:** Learners must demonstrate that they have used image effectively at least **once** in the development of their portfolio.

## **PART 5 GLOSSARY OF KEY TERMS**

### **Types of Document**

Learners are required to read and write different types of document in the development of their portfolio.

These documents may deal with straightforward or routine subjects and include images such as diagrams, pictures and charts. Learners are asked to read and write extended documents at level 2 to show, for example, that they can identify lines of reasoning in fairly lengthy material and structure their writing to help others follow their sequence of ideas.

C1.3:

Appropriate written documents at level 1 include:

- a business letter
- short report or essay
- memo
- a completed form
- set of instructions
- menu
- poster
- illustrated leaflet, or
- advertising information

C2.3

Suitable documents at this level might include:

- a letter
- memo
- an application form
- a set of instructions
- hand-out, or
- annotated poster

A longer document of 500 words might include:

- an illustrated essay
- report including a graph
- a newspaper-type article with a picture
- a script for a radio/TV programme with a sketch
- a brochure with graphics.



### **Images**

Learners are required to use at least one image in the development of their portfolio, either to aid understanding of the written or spoken text or to interpret images used in the texts they read. Examples of images include: plans, sketches, diagrams, pictures, graphs and charts. **A table of text or numbers would not count as an image.** Web pages or powerpoint slides are not, in themselves, images, though they may contain images. These suggestions are not exhaustive.

### **Summary**

The learner should know how to distinguish between what is, or not relevant to their purpose and be able to present the essence of what they read in a concise way. At level 2 the learner is required to read at least two documents, each of which must be a minimum of 500 words long. The documents must relate to the same subject and they should be used together to produce one summary.

At this level, the learner must work independently to select material from the documents in order to meet the purpose of their task. The documents might be included on a reading list or be identified by the learner. It would be inappropriate to give the learner detailed chapter or page references.

### **Move Discussion Forward**

The learner should know how to maintain momentum, e.g. how to summarise what has been said, respond to or offer constructive criticism, provide evidence to support opinions and arguments, use appropriate phrases to change the direction of the discussion or refocus on its purpose, develop points and open up to new ideas.

## PART 5 ACTION-BASED ACTIVITIES – FREQUENTLY ASKED QUESTIONS

### • How does a Learner progress from Level 1 to Level 2?

The Essential Skills standards are designed to recognise learner's progression in terms of both techniques and skills of application.

At Level 1 – Learners are required to use speaking, listening, reading and writing skills in the context of straightforward tasks, including taking part in discussions on everyday subjects, identifying the main points and ideas in reading material, and producing short documents written in uncomplicated language.

At Level 2 – Learners are required to give a short talk, and contribute to a discussion by using more varied vocabulary and helping to move things forward. Learners should be able to select relevant reading material from different sources and be able to use more advanced reading skills, both in order to follow lines of reasoning on lengthier documents and to summarise information. They must show they can adjust the structure and style of writing in different types of document, and show they are capable of using complex sentences that are correctly spelt and punctuated.

### • How much help can tutors give?

The guiding principle for giving help is that the work learners submit for assessment should be a fair reflection of their own efforts and capabilities. It is important, therefore, that:

- learners are clear from the start that **you** will be assessing their work and that although you will check that they are on the right lines they are responsible for ensuring that the final product satisfies all the criteria and is free of mistakes
- you establish clear rules that state precisely where help has to stop and formal assessment begins (e.g. with written work that you will offer advice on finding information, the type of document to write, how to write that kind of document and how long it should be).

### • How long can a learner take on an Action-based Activity?

There are no restrictions on the length of time a learner may take on an **ABA**, although they will need to plan carefully to ensure that their work fulfils all the requirements.

### • How many times should an Action-based Activity be corrected?

As a general rule, you should not correct the draft of a piece of written work more than once. Any corrections should be limited to indicating where mistakes and inaccuracies need to be rectified rather than providing the learner with the correct version.

- **Should tutors annotate work?**

The final portfolio of evidence must be annotated by the tutor indicating where judgements have been made in relation to the standard. This is a compulsory element of Essential Skills.

Whilst it is acceptable for you to write comments and offer suggestions on learners' drafts, these should be of a general rather than a specific nature.

- **Can computers be used?**

Learners should be encouraged to use a computer for some of their portfolio work, but this is not a requirement.

- **Should draft work be included in the portfolio?**

No. This is an important part of the learners work, however, it is not required for assessment.

- **Can learners collaborate?**

Collaboration between learners should be restricted to those points in an **ABA** where they are planning, refining and discussing a topic, or are organising and participating in discussions. All writing and information gathering and summarising tasks should be carried out by learners individually.

- **Can learners share data collection?**

Yes. Learners can share the collection of data (e.g. carry out a survey together) but they should do all data analysis individually.

- **Can learners produce a report/give a talk together?**

Reports and talks must be the work of individual learners.

- **Can learners repeat the same activity?**

No. Once a piece of work is put forward for formal assessment, it cannot be altered and re-submitted. However, a piece of work may be replaced by another at a future date.

- **Can non-teaching staff verify work (e.g. a talk/discussion)?**

Yes. Portfolio evidence may be authenticated by an agreed person other than the tutor. The agreed person may be either a teaching colleague or a non-teacher, for example a workplace supervisor.

- **Is an Entry 3 outcome possible with a level 1 Desktop Task?**

No. Entry level and levels 1 and 2 are separately accredited qualifications.

- **Why is annotation compulsory?**

The purpose of annotation is to indicate where tutor judgements have been made in relation to the standard. A moderator or verifier can then identify and quality assure the judgements made by individual tutors across a centre or group of centres.

**Communication Level 1****OVERALL RECORD OF OUTCOMES**

Please place this sheet on the front of the final portfolio of evidence. Complete the record to confirm that the learner has met the standard and has located the evidence.

NAME OF LEARNER \_\_\_\_\_

CENTRE \_\_\_\_\_

TUTOR \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

TITLE \_\_\_\_\_

**For a Level 1 Award**

<b>Standard</b>	<b>Location of Evidence</b>	<b><i>Standard Met (please tick)</i></b>
C1.1 Taking part in a one-to-one or group discussion	One-to-One/Group Discussion Recording Sheet pg Supporting Evidence pg	
C1.2 Reading and Obtaining Information	Source Document pg Information Obtained pg	
C1.3 Writing	Document 1 Type: pg Document 2 Type: pg	
Image	pg	

NOTE: Learners must use at least ONE image, either to obtain information, or to convey information in their discussion, or one or the documents they write to help the audience or reader understand the points they are making.

Assessor's/Tutor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Has internal moderation taken place?

Yes ☐

No ☐

Internal Moderator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Communication Level 1****ONE TO ONE/GROUP DISCUSSION RECORDING SHEET C1.1**

NAME OF LEARNER \_\_\_\_\_

TITLE OF TALK \_\_\_\_\_

Place a tick in the bottom right hand box if you consider that the learner has met the evidence requirements.

<b>Evidence requirement level 1</b>	
<p>The learner provides evidence of preparation and is organised. Information given is relevant to the subject and purpose of the discussion and she/he communicates clearly and appropriately to those present. There is evidence that the learner is able to judge how much to say, uses appropriate body language when speaking, and listens to others with appropriate use of body language, which demonstrates that this is the case.</p>	
<p><b>If the requirements above have been met, sign and date below and put a tick in the box opposite</b> →</p> <p><b>Signed</b> _____ (Tutor) <b>Date</b> _____</p>	<p><b>level 1 achieved</b></p>

NOTE: Learners must use at least **ONE image**, either to obtain information, or to convey information in their discussion, or in one of the documents they write To help the audience or reader understand the points they are making.

## Communication Level 2

### OVERALL RECORD OF OUTCOMES

Please place this sheet on the front of the final portfolio of evidence. Complete the record to confirm that the learner has met the standard and has located the evidence.

NAME OF LEARNER \_\_\_\_\_

CENTRE \_\_\_\_\_

TUTOR \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

TITLE \_\_\_\_\_

#### For a Level 2 Award

Standard	Location of Evidence	Standard Met (please tick)
C2.1a Taking part in a group discussion	Group Discussion Recording Sheet pg Supporting Evidence pg	
C2.1b Giving a short talk	Short Talk Recording Sheet pg Supporting Evidence pg	
C2.2 Reading and summarising information	Source Document 1 pg Source Document 2 pg SUMMARY pg	
C2.3 Writing two different types of document	Document 1* Type: pg Document 2 Type: pg * Indicates longer document – 500+ words	
Image	pg	

NOTE: Learners must use at least ONE image, either to obtain information, or to convey information in their discussion, or one or the documents they write to help the audience or reader understand the points they are making.

Assessor's/Tutor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Has internal moderation taken place?

Yes ☐

No ☐

Internal Moderator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Communication Level 2

### GROUP DISCUSSION RECORDING SHEET C2.1A

NAME OF LEARNER \_\_\_\_\_

TITLE OF TALK \_\_\_\_\_

Place a tick in the bottom right hand box if you consider that the learner has met the evidence requirements.

Evidence requirement level 2	
<p>The learner makes relevant contributions to the discussion and responds appropriately to others. There is evidence that she/he successfully helps to move the discussion forward. Information given is relevant to the subject and purpose of the discussion and the situation. The vocabulary and expression used are suited to the purpose of the discussion and the learner adapts her/his contribution to suit the situation. There is evidence that the learner is able to judge the intentions of other speakers and listens appropriately to what others say.</p>	
<p><b>If the requirements above have been met, sign and date below and put a tick in the box opposite</b> →</p> <p><b>Signed</b> _____ (Tutor) <b>Date</b> _____</p>	<p><b>level 1 achieved</b></p>

NOTE: Learners must use at least **ONE image**, either to obtain information, or to convey information in their discussions, short talk, or in one of the documents they write in order to help the audience or reader understand the points they are making.

## Communication Level 2

### SHORT TALK RECORDING SHEET C2.1b

NAME OF LEARNER \_\_\_\_\_

TITLE OF TALK \_\_\_\_\_

Place a tick in the bottom right hand box if you consider that the learner has met the evidence requirements.

Evidence requirement level 2	
<p>The learner provides evidence of preparation in the form of notes and support material.</p> <p>The learner speaks clearly and in a manner that is appropriate to the subject, purpose and situation. She/he keeps to the subject and the talk is suitably structured so that listeners are able to follow lines of thought and/or events easily. The learner demonstrates that she/he is able to adapt language to suit the situation e.g. clarify a point; respond to questions.</p>	
<p><b>If the requirements above have been met, sign and date below and put a tick in the box opposite</b> →</p> <p><b>Signed</b> _____ (Tutor) <b>Date</b> _____</p>	<p><b>level 2 achieved</b></p>

NOTE: Learners must use at least **ONE image**, either to obtain information, or to convey information in their discussions, short talk, or in one of the documents they write in order to help the audience or reader understand the points they are making.

<b>LEARNER'S INDIVIDUAL LEARNING PLAN</b>			
<b>Name of learner:</b>		<b>Level:</b>	
<b>Long Term Goals:</b>			
<b>Short Term Goals:</b>			
<b>Targets</b>	<b>Action to be taken by the learner</b>	<b>By date</b>	<b>Achieved</b>
<b>Signatures:</b>			
<b>Learner:</b>		<b>Tutor:</b>	
<b>Start date:</b>		<b>Date of next review:</b>	

**LEARNER'S PLANNING AND REVIEWING LOG/ROA****Name of learner:****Date:****Level:****In order to meet the ILP targets I got information from:****I discussed my ideas with:****I checked my work with:****I practised:****Other things I did were:****In meeting the targets I found it easy to:****I had difficulties with:****I had to make the following changes to my plan:**



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