Guidance Notes

SEG Awards Qualifications in British Sign Language

To be read in conjunction with the SEG Awards British Sign Language Qualification Guides

Guidance Notes

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The Skills and Education Group Awards website provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Date and Issue Number

Issue	Date	Details of change
1.1	October 2020	New format
1.2	July 2022	Updated branding
1.3	October 2026	Updated to new company branding

Guidance Notes

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

Skills & Education Group Awards

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Guidance Notes

Overview

Qualification Structure and Levels

The SEG Awards British Sign Language suite comprise of 5 qualifications. The following shows the structure of these qualifications:

SEG Awards Entry Level 2 Award in Signing and Receiving Skills in British Sign Language
1 unit – Signing and Receiving Skills in British Sign Language

SEG Awards Entry Level 3 Award in British Sign Language
3 units – Productive Skills / Receptive Skills / Conversational Skills

SEG Awards Level 1 Award in British Sign Language
3 units – Productive Skills / Receptive Skills / Conversational Skills

SEG Awards Level 2 Award in Signing and Receiving Skills in British Sign Language
3 units – Signing in British Sign Language / Receiving Skills in British Sign Language / Dialogue in British Sign Language

SEG Awards Level 3 Award in Signing and Receiving Skills in British Sign Language
3 units – Express and Exchange Information in British Sign Language / Receiving Skills in British Sign Language / Express and Exchange Opinions in British Sign Language

In 2017 Skills and Education Group Awards launched an updated version of the Entry Level 3 Award and Level 1 Award in British Sign Language. Section 9 of this document explains the new versions of these qualifications further.

The Qualification Guides for all the BSL qualifications are available from the Skills and Education Group Awards website.

Skills & Education Group Awards

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Methods of Assessment

Tutors/centres devise their own assessment task(s) according to the requirements of each unit, learning outcomes and assessment criteria

- Tutors/centres may choose any topic(s) of their choice, taken from any area of study, but the choice of topic(s) should be appropriate to the level.
- Internal moderators/IVs must ensure that the tasks are fit for purpose and that all requirements are covered.
- The tasks are **internally assessed** by the tutor.
- A sample of the completed assessment tasks are **internally moderated** by the Centre's Internal Moderator/Internal Verifier.
- A sample of the completed assessment tasks are chosen at random by Skills and Education Group Awards and **externally moderated** by a nominated Skills and Education Group Awards External Moderator.

Setting Assessment Tasks

- Learning activities & assessments need to be as practical as possible and can be set in any appropriate context, relating to personal, social or workplace situations.
- The tasks must be designed in a manner that permits the learners to achieve all of the Learning Outcomes and Assessment Criteria as given in the Qualification Guide.
- It is advisable to design tasks that give learners the opportunity to produce more evidence than the required minimum. For example: – **Entry Level 3, Unit 2 BSL Receptive Skills, Learning Outcome 1, Assessment Criteria 1.1** asks the learner to:
  Answer a minimum of 6 specific questions related to a presentation of at least 1 minute given in BSL, to cover the following:…
  It is suggested that the Learner Brief for this task asks the learner to answer at least 2 questions for each criterion so that they have a better chance of achieving the required assessment criteria.
- It is essential that **all tasks are labelled** and referenced to the Level & Unit Title, Learning Outcome and Assessment Criteria for example:

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Unit title: Entry Level 3 BSL Receptive skills, Learning Outcome 1, Assessment Criteria 1.1

- Learner Briefs are to be presented in **English or Signed** for all units and all levels.
- Tutors may wish to include the Assessment Criteria into the Learner Briefs so that Learners can see what they need to include in their evidence.
- Learner Briefs must indicate if the use of glossary is permitted or not permitted.

Accuracy of Languages' Assessments

The assessments do not have a compulsory "mark scheme": –

A Learner will achieve a Pass if they have demonstrated that they have successfully achieved the Learning Outcome(s) and assessment criteria for that unit.

The assessments should be 'marked' with the mindset of a sympathetic BSL signer but tutors must also consider whether mistakes made by the learner are acceptable at the level being assessed.

- If the message is conveyed without ambiguity, then it should be accepted.
- 100% accuracy is not required but, for example, if a learner has attempted a past tense and it is obvious that it is an attempt at a past tense and the meaning is understood, then this is acceptable.
- If errors cause ambiguous responses **and** one or more mandatory criteria are missed because of this, then the learner should be re-assessed.
- If misspellings or signs alter the nature of the message and make it incorrect then that should not be accepted.
- If the meaning is ambiguous because a sign has been omitted or is wrong, then this is not acceptable.

Number of Attempts

Learners can have unlimited number of attempts at assessments.

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- If learners are not successful at the first attempt, tutors may highlight mistakes and provide feedback. Tutors must **not** correct mistakes as the Learner is then not able to re-attempt that part of the task.

- Learners do not need to re-do the entire assessment task, they need only re-attempt the part of the assessment/learning outcome that they did not achieve. In order to achieve a Pass Learners must demonstrate they have met **all** of the assessment criteria.

Reasonable Adjustments

Centres should be aware that Reasonable Adjustments which may be permitted for assessment, may in some instances, limit a learner's progression into the sector. Centres must therefore inform learners of any limits their learning difficulty may impose on future progression, if applicable.

The following points have been taken from Ofqual's *'Specifications in relation to the reasonable adjustment of general qualifications' (2017)* to help clarify the reasonable adjustments for our modern foreign languages qualifications.

Reading:

Where an assessment seeks to test a learner's reading ability, a human reader must not be used as a reasonable adjustment.

Example:
In a modern foreign language assessment, designed to assess a student's reading skills in the language being assessed, a human reader should not be used. This is because the human reader could help the student to understand the text, even if the student could not read it themselves, for example through intonation or facial expressions. The human reader could help the student to understand the content or the mood of the text. This could prevent the awarding organisation from being able to assess the student's reading ability. In this instance, alternative reasonable adjustments such as an electronic reader could be used instead, as this would not provide the additional meaning that a human reader might.

Writing:

Where an assessment seeks to test a learner's written communication skills, a human scribe, speech recognition system or other writing aid must not be used as a reasonable adjustment.

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Knowledge and Understanding of a Language:

Where an assessment seeks to test a learner's knowledge of, skills in, or understanding or a particular language, the use of an alternative language – such as British Sign Language – must not be used as a reasonable adjustment where such use would prevent the learner demonstrating the required knowledge, skills or understanding.

Example 1
In a modern foreign language assessment, students must not give their answers in BSL, where the assessment requires the answers to be given in the foreign language being assessed. In addition, where questions or stimulus materials are written in the foreign language being assessed, these must not be translated into BSL.

Example 2
SSE may be permitted as a reasonable adjustment for a student to demonstrate their communication skills. This is because the student would still be communicating in English and not an alternative language, so the knowledge, skills and understanding being demonstrated are not being changed.

Access to Text and Other Materials:

Materials and other resources that are not normally made available to learners during an assessment must not be provided as a reasonable adjustment where that provision would compromise the ability of the awarding organisation to make judgements on the learner's knowledge, skills and understanding being assessed.

To read Ofqual's full publication, please follow the link below:
https://www.gov.uk/government/publications/specifications-in-relation-to-the-reasonable-adjustment-of-general-qualifications

Glossary Usage

As a general rule:

- Receptive skills' tasks do **not** permit the use of a glossary.
- All Conversation skills units **do** permit the use of a glossary during preparation but any notes made must be handed in to the tutor prior to doing the assessment task.

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Self-produced glossaries are permitted for BSL. Glossaries can be produced by tutors but should contain a range of topics and must not be based solely on an assessment, nor be too guided.

Skills and Education Group Awards does not need to validate these beforehand, but may ask to see them as part of the external moderation process.

Monitoring Learners' Progress

Tutors **must** use the Tutor Tracking Documents to monitor the Learners' progression and achievement of assessment tasks during the delivery of the course.

- There is an individual Tutor Tracking Document for every award and for every level, e.g. Tutor Tracking Document - Entry Level 3 Award in BSL. Tutor Tracking Document - Level 1 Award in BSL, et.

- The Tutor Tracking Document shows the Unit title, the Learning Outcomes and a summary of the Assessment Criteria. Tutors must complete the document by indicating in the appropriate boxes the tasks that have been achieved or not achieved by each individual learner. They should refer to the qualification guide for full details of the assessment criteria.

- **Tutors and Internal Verifiers must ensure that the results on the Tutor Tracking Document are accurate as they are an important document required for external moderation. Inaccuracies in the results indicated on the Tutor Tracking Document could result in Skills and Education Group Awards asking to see the evidence from the entire cohort.**

- Tutors/Centres are also asked to complete a Record of Results (ROR) form.

  The results on the ROR should reflect the results on the Tutor Tracking Document.

- Every Learner must complete and sign a Declaration of Authenticity which must be countersigned by a centre representative. These must be kept in a safe location by the Centre together with all of the Learners' assessment tasks. This single declaration covers **all units** being claimed. They should be kept by the Centre for at least the period of External moderation and subsequent Certification.

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Internal Moderation

- Internal moderators/Internal Verifiers must ensure that the tasks presented to the learners are fit for purpose and that all requirements are covered. The tasks must be designed in a manner that permits the learners to achieve **all** of the Learning Outcomes and Assessment Criteria as given in the qualification guide.

- Centres should follow their own policies regarding internal moderation and may use their own methods of recording or may use the Skills and Education Group Awards Internal Verification Sampling Report. In any event the submission must contain evidence of internal moderation. Methods of recording may range from evidence being initialled & dated by the IV across a sample of learners to more detailed reports with learner & tutor feedback. Please note that Tutors are **not** permitted to act as Internal Moderator/Verifier for their own learners.

- The Tutor Tracking Document must be **initialled** by the Internal Moderator/Internal Verifier in the appropriate boxes indicating the learners that have been sampled. The document must also be **signed** by the Internal Moderator/Internal Verifier.

External Moderation

All of Skills and Education Group Award's Practical Languages qualifications are usually moderated remotely/by post.

Sampling- Remote Planner

- About one month before the Course End Date, Skills and Education Group Awards will email an External Remote Moderation Planner to Centres. This Planner indicates the learners that have been chosen for sampling together with details of your designated Skills and Education Group Awards external moderator.

- **Centres must complete sections 4 – 8 of the Remote Planner**
  - Section 4 - Staff expertise
  - Section 5 - (if applicable)
  - Section 6 - Number of learners claiming
  - Section 7 - your feedback is valued
  - Section 8 - Learner review

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On completion of the above sections Centres must email the Remote Planner back to their designated Skills and Education Group Awards External Moderator. It should reach the external moderator either before or at the same time as the postal submission. If not received, this will delay the moderation process.

- If a learner chosen for sampling on the Remote planner has withdrawn and has not completed any units in full, then please choose the closest learner above or below on the E1C Registration document to send in replacement.

- If a learner chosen for sampling has withdrawn from the course but has completed a unit(s) then please send the evidence for the unit(s) that they have completed plus the evidence from the learner that appears above or below on the E1C - see example below.

	Productive Skills	**Receptive Skills**	**Conversation Skills**
Alan Smith	Pass	Pass	Pass
Sara Wilde ✓	Pass	W/drawn	Pass
David Jones	Pass	Pass	Pass

In the example above Sara Wilde has been chosen by Skills and Education Group Awards for sampling. In this case you would need to send the Conversation for Sara Wilde – as well as the Witness Statement for the Productive Skills unit **and** the full portfolio of either Alan Smith or David Jones. Centres which fail to provide suitable evidence will be charged for any additional moderation of evidence that is required.

Submission Dates

The External Remote Moderation Planner indicates the time scale in which the submission should be received by the external moderator (one month after the Course End Date).

Courses end between:	**All samples must be with the external moderator:**
1st-30th November	31st December
1st-31st December	31st January
1st-31st January	28th February
1st-28th February	31st March
1st-31st March	30th April
1st-30th April	31st May
1st-31st May	30th June
1st-30th June	31st July

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1st-31st July 31st August

If it appears that you do not think you will complete all the assessments and internal moderation before the course end date, then please inform Skills and Education Group Awards of this with a proposal for a new course end date. It is imperative that you do this in order to prevent delays to the process.

Preparing the Submission

The document *External Moderation Submission Checklist for Tutors* is designed to assist tutors/Centres prepare their submission.

Tutors/Centres are also advised to refer to the section 9. Unit by Unit Guidance of this document for full details of the evidence and documentation needed for submission.

The Practical Languages Qualification Guide (under Section 'Evidence of Achievement for External Moderation') also provides details.

Centres need to ensure that the evidence for all assessment tasks from every learner that has been chosen for sampling is submitted.

Please note that **only the requested evidence** should be sent to the External Moderator. We do not require evidence from the entire cohort (unless specified) and we do not need any additional evidence such as bulky folders with class notes, etc. The remaining assessments including the Declarations of Authenticity should be retained by the Centre until the external moderation process is complete and certificates have been claimed by the Centre.

Documentation required for submission

In addition to the learners' evidence, Centres must ensure that all relevant Skills and Education Group Awards documentation is completed and submitted to the External Moderator as follows:

- A signed ***Declaration of Authenticity**** from every learner chosen for sampling and countersigned by a centre representative must be sent to the External Moderator. Please note that Centres should **only** submit the Declarations for the learners that have been chosen for sampling.

- A completed ***Witness Statement*** from the tutor (for Productive Skills units only) must be sent to the External Moderator - (one Witness Statement per cohort, not per learner).

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- Fully completed ***Tutor Tracking Document(s)*** from the tutor and initialled and signed by the Internal Moderator/Internal Verifier.

- Fully completed **Record of Results (ROR)** for all registered learners showing unit by unit: **P** (Pass), **W** (Withdrawn), **R** (Registered learner not claiming at this time) **F** (Fail) (where the Learner will not be retaking the unit).

- A completed ***Audio record form*** – (for Conversational units only) (or alternatively Centres may use their own visual record forms but the Learners' location on the CD/DVD/USB must be clearly indicated). Any recordings submitted electronically must also be clearly identified using the MV number.

Sending off the Submission to the Skills and Education Group Awards External Moderator

When the evidence is ready it should be posted to the designated Skills and Education Group Awards External Moderator to the address and by the date as indicated on the Remote Planner. Evidence may also be submitted electronically.

Missing Evidence

If evidence is missing from the submission, the External Moderator will request the evidence to be submitted directly from the centre.

If the centre does not send the missing evidence to the moderator within 30 calendar days of the request, the samples will be retained and Skills and Education Group Awards will issue a unit credit certificate where possible. If further evidence is received after this date a fee will be charged for additional moderation and extra certificates.

If Skills and Education Group Awards are unable to determine which units can be accredited it will be the centre's responsibility to liaise with Skills and Education Group Awards on the information required to complete moderation.

Certification

Guidance Notes

If all of the evidence and relevant documentation is submitted as requested then the Skills and Education Group Awards External moderator will complete the moderation process.

The evidence will be returned directly to the centre (although there may be occasions where evidence is retained by Skills and Education Group Awards for a period of time for benchmarking purposes).

An Skills and Education Group Awards Moderation Report, which details the moderator's findings and any remedial actions, will be sent electronically to the Centre by the Skills and Education Group Support Officer.

On receipt of this Moderation Report it is the **Centre's** responsibility to claim for certificates. This process must be done online by logging on to ORS - the Skills and Education Group Awards online claiming facility.

Moderation Report - Action points and Feedback

The findings of the report must be distributed to the relevant personnel so that the external moderator's feedback, recommendations and action points can be implemented.

Centres should be aware of all policy documents published and periodically updated by Skills and Education Group Awards by checking the website.

Skills & Education Group Awards

Guidance Notes

Unit by Unit Guidance

Entry Level 3 Award in British Sign Language

This Award is made up of **three** individual units.
Credit certificates can be obtained for completion of individual units.
Please note that Learner Briefs for all tasks are to be presented in **English or Signed (film)**.

The following evidence must be submitted to the External Moderator:

Unit 1: British Sign Language Productive Skills (Entry Level 3)

A simple glossary can be used by learners to prepare the learning outcome but any notes made must be handed in to the tutor prior to the assessment.
This unit does <u>not</u> need to be recorded.

Evidence required for Learning Outcomes 1

- The only evidence required for the Productive skills unit is a completed and signed Skills and Education Group Awards Witness Statement from the tutor declaring that the Learners (as per the results on the Tutor Tracking Document) have achieved this task.
- One Witness statement is valid for an entire cohort.

Unit 2 British Sign Language Receptive Skills (Entry Level 3)

At Entry Level 3, the Receptive skills stimulus can be signed by the tutor.
Learners must <u>not</u> use a glossary in this unit.

Evidence required for Learning Outcome 1

- The transcript in English or the film of the receptive skills stimulus material in BSL
- The task (a minimum of 6 questions to cover all listed criteria) presented to the Learners in English (written paper) or BSL (film) and their written responses in English or signed answers in BSL (filmed).

Unit 3 British Sign Language Conversational Skills (Entry Level 3)

A simple glossary can be used by learners to prepare but any notes made must be handed in to the tutor prior to the assessment.
This unit <u>must</u> be recorded

Guidance Notes

Evidence required for Learning Outcome 1

- The film of the conversation (an exchange of up to 3 minutes) which must be tutor led.
- The list of learners showing order of appearance.
- A checklist of all the criteria to be covered, ticked and signed by the tutor

Additional documents to be submitted for this Award:

1. Tutor tracking Document - Entry Level 3 Award in BSL
2. Record of Results – showing the units achieved /not achieved per learner
3. Evidence of internal moderation – Skills and Education Group Award's Internal Verification Sampling report or Centre's own internal verification form
4. Declaration of Authenticity – one per sampled learner

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Level 1 Award in British Sign Language

This Award is made up of **three** individual units:
Credit certificates can be obtained for completion of individual units.
Please note that Learner Briefs for all tasks are to be presented **in English or Signed (film)**.

The following evidence must be submitted to the External Moderator:

Unit 1 British Sign Language Productive Skills (Level 1)

A simple glossary can be used by learners to prepare the learning outcome but any notes made must be handed in to the tutor prior to the assessment.
This unit does <u>not</u> need to be recorded.

Evidence required for Learning Outcome 1

- The only evidence required for the Productive skills unit is a completed and signed Skills and Education Group Awards Witness Statement from the tutor declaring that the Learners (as per the results on the Tutor Tracking Document) have achieved this task.
- One Witness statement is valid for an entire cohort.

Unit 2 British Sign Language Receptive Skills (Level 1)

At Entry Level 3, the Receptive skills stimulus can be signed by the tutor.
Learners must <u>not</u> use a glossary in this unit.

Evidence required for Learning Outcome 1

- The transcript in English or the film of the receptive skills stimulus material in BSL
- The task (a minimum of 8 questions to cover all listed criteria) presented to the Learners in English (written paper) or BSL (film) and their written responses in English or signed answers in BSL (filmed).

Unit 3 British Sign Language Conversational Skills (Level 1)

A simple glossary can be used by learners to prepare but any notes made must be handed in to the tutor prior to the assessment.
This unit <u>must</u> be filmed.

Evidence required for Learning Outcome 1

- The film of the conversation (an exchange of up to 5 minutes) which must be tutor led.
- The list of learners showing order of appearance.

Guidance Notes

- A checklist of all the criteria to be covered, ticked and signed by the tutor

Additional documents to be submitted for this Award:

1. Tutor tracking Document - Entry Level 3 Award in BSL
2. Record of Results – showing the units achieved /not achieved per learner
3. Evidence of internal moderation – Skills and Education Group Award's Internal Verification Sampling report or Centre's own internal verification form
4. Declaration of Authenticity – one per sampled learner

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APPENDIX A

Skills and Education Group Awards - Language Qualifications

Qualification Code	Qualification Title	Credit Value	GL	TQT
601/2897/5	SEG Awards Entry Level 2 Award in Signing and Receiving Skills in British Sign Language	2	20	20
603/0802/3	SEG Awards Entry Level 3 Award in British Sign Language	8	70	80
603/0808/4	SEG Awards Level 1 Award in British Sign Language	10	80	100
601/2898/7	SEG Awards Level 2 Award in Signing and Receiving Skills in British Sign Language	9	60	90
601/2899/9	SEG Awards Level 3 Award in Signing and Receiving Skills in British Sign Language	12	75	120

Regulated Qualifications Framework (RQF)

The Regulated Qualifications Framework (RQF) was introduced by Ofqual as a single, simple system for cataloguing all qualifications regulated by them by 'level' and 'size'.

Levels indicate the difficulty and complexity of the knowledge and skills associated with a qualification. There are eight levels supported by three 'entry' levels.

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. This can be anything from a matter of hours to several years of study and different students can take different amounts of time to study for the same qualification. Size is expressed in terms of Total Qualification Time, with the part of that time typically spent being taught or supervised, rather than studying alone, known as Guided Learning.

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APPENDIX B

(Please download this document from ORS).

WITNESS STATEMENT FOR THE SPEAKING/SIGNING ASSESSMENT

This declaration must be completed and signed by the tutor / assessor to verify successful completion of the Speaking / Signing unit.

On behalf of …….. (Insert **centre** name), I confirm that the Speaking/Signing assessment has been completed by the stated learners on the Tutor Tracking Document(s) under the required conditions.

Signed		Date	
Name			
Course IDs			

SAMPLE

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APPENDIX C

(Please download this document from ORS).

DECLARATION OF AUTHENTICITY

This declaration must be completed and signed by the learner and countersigned by the tutor / assessor and covers all evidence submitted for moderation.

SAMPLE

Learner Name			
Unique Learner Number (ULN)		Learner Reg. ID	
Qualification Title			
Centre Name			

Learner Statement of Authenticity

Before signing please read the guidance on page 2 of this form.

I confirm that the attached assignment / portfolio is all my own work[1] and does not include any work completed by anyone other than myself. I have completed the assignment / portfolio in accordance with Skills and Education Group Awards' instructions and within the time limits set by my centre.

Signature		Date	

[1] Unless otherwise stated e.g. for some entry level qualifications, learners can work together but should identify sections which are their own work.

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Centre Confirmation of Authenticity

On behalf of …….(insert centre name), I confirm that the above mentioned learner, to the best of my knowledge, is the sole author of the completed assignment / portfolio attached, and the assessments have been completed under the required conditions.

SAMPLE

Signed		Date	
Name			
Title			

Guidance for Learners

You have been asked to sign this Declaration of Authenticity and place it at the front of your portfolio or course work assessment. It confirms that the work you have submitted for assessment is your own and that you have not copied it from someone else or allowed another learner to copy it from you.

When preparing any course work it is good practice to undertake research using information from published sources. If you quote directly from these sources then this must be indicated in your work by using quotation marks and referencing the document from which the quotation was taken. **You must then comment in your own words on any ideas expressed.**

Assessors, internal verifiers and Skills and Education Group Awards' external moderators and verifiers are subject specialists who can spot the use of published materials that may be passed as your own words or ideas.

If you do copy words from a published source and do not indicate their reference you will be committing plagiarism. This is considered a form of cheating and may result in your assessment being declared void.

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APPENDIX D

(Please download this document from ORS).

External Moderation Submission – Checklist for Tutors

The check list below is designed to help Centres prepare their submission for external moderation. This page can then be inserted in the front of the submission.

About one month before the course end date Skills and Education Group will send an ME3/4R External Moderation Planner to Centres indicating the learners that have been chosen for sampling. Please send all assessments for these selected learners and accompanying documentation to your Skills and Education Group Awards External Moderator as indicated on the planner.

Centres must also complete sections 4-8 of the ME3/4R and email it back to the Skills and Education Group Awards External Moderator. It should arrive either before or at the same time as the evidence submitted below. Please note that the Guidance Notes for Centres contains full details on the qualification and the evidence of achievement that must be submitted.

UNIT TITLE	EVIDENCE TO BE INCLUDED		
Award in Speaking & Listening		x	✓
Speaking	> Witness Statement – completed and signed by the tutor.		
Listening	> Transcript or audio recording of Listening Task. > Tasks/questions in English. > Learner's written/recorded responses in English.		
Dialogue	> Audio/visual recording of evidence.		
	> List of learners showing order of recording.		
	> Tutor brief in the target language.		
	> Learner Brief in English.		
Award in Reading & Writing		x	✓

SAMPLE

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Reading	> The Reading text(s) in the target language. > Tasks/questions in English. > Learner's responses in English.		
Writing	> The Writing brief(s) in English. > Learner's response(s) in the target language.		
Reading & Written Response	> The text(s) in the target language. > Learner's response(s) to the text(s) in the target Language.		
Documentation	**Evidence to be included**	x	✓
Declaration of Authenticity	> Fully completed and signed by **every learner & the tutor** but only the declarations for sampled learners need to be sent for moderation.		
Tutor Tracking Document	> Fully completed by tutor to show learning outcome achievement per learner. > Signed & initialled by Internal Verifier.		
Evidence of Internal Moderation	> Evidence of Internal Moderation in line with centre policy.		
Policies	> Maladministration and Malpractice		

Centres which fail to provide the required evidence may be charged for any additional moderation of evidence that is necessary.

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APPENDIX E

Audio/Visual Record Form

Centre Name ……..

Course ID …….

Practical Languages - Dialogue in another Language

MODERN FOREIGN LANGUAGES

	Learner ID	Learner Name	Successful Yes/No	Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

Guidance Notes

14				
15				

Please ensure that all audio and visual technology is tested prior to submitting evidence in order to avoid delays and/or additional moderation fees

Guidance Notes

APPENDIX F

Guidelines for Conducting Role Plays for the Conversational Skills Tasks

Learners may use a glossary to prepare their part in the role play but any notes must be handed to the tutor before the filming begins. **The dialogue must be filmed and should be tutor led.**

Action	Rationale
When videoing BSL Conversational skills assessments the assessors and learners need to sit at an angle both facing the camera; to ensure both assessors and learners hands and faces are visible throughout.	For clarity when externally moderated.
If the learner has not understood, repeat the question. If they still don't understand, then rephrase it. If the learner continues not to understand then consider asking a question that enables them to reply and move on to the next utterance.	The learner may have misunderstood at first so give them the chance to answer before rephrasing your question or giving hints. Do not keep repeating the question – move on as quickly as possible so that the learner does not feel demoralised.
Give brief, positive but non-committal answers where necessary.	Make the learner feel that their assessment is going well. A smile or an 'ok' before going on to your next question will encourage them.
Remember that the conversation is an assessment, not a teaching exercise.	Do not correct the learner's responses or repeat what he/she has signed. You must not stop the film mid-conversation either.
Schedule a second attempt if the assessment criteria have not been covered.	If you feel the learner has not covered all of the assessment criteria in their first attempt, then schedule a second attempt. Learners may have unlimited attempts.

Guidance Notes

APPENDIX G

INTERNAL VERIFICATION – SAMPLING REPORT

Learner Name	
Assessor Name	
Internal Moderator Name	
Qualification Title	
QAN	
Unit(s) / Lo(s)	
Date of Assessment	
Date of Moderation	

Give short description of evidence sampled
SAMPLE

	Checklist	**Yes**	**No**
1	Does the IM agree with the assessment decision?		
2	Was there appropriate and sufficient evidence to determine achievement of the learning outcomes to the standard specified in		
3	Was evidence clearly signposted to learning outcomes within the unit?		
4	Was there evidence of adherence to the centre's quality assurance processes and procedures?		
5	If applicable have any witness statements been recorded and verified?		

Guidance Notes

Feedback to assessor

Agreed action plan/development requirements	Target date

SAMPLE

I confirm I have received feedback and fully understand any action	Assessor Signature		Date	
Are you satisfied that the assessment meets the required standards?	Internal Moderator Signature		Date	

Guidance Notes

Appendices

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of

combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Guidance Notes
Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.