

# **SEG Awards Modern Foreign Languages**

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**Guidance Notes for Centres: Design, Delivery and  
Processing of Assessments**

**To be read in conjunction with Skills and Education  
Group Award Qualification Guides**

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**French  
German  
Italian  
Spanish**

**Japanese**



## About Us

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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 has 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

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Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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## Date and Issue Number

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Version	Date	Details of change
1.1	March 2020	New format
1.2	March 2020	Reasonable adjustments section added
1.3	October 2021	Update of branding
1.4	January 2023	Removal of withdrawn Russian qualifications
1.5	May 2026	Updated to show that all documents are available to download from the ORS portal rather than the Website Removal of withdrawn Mandarin Chinese and Arabic qualifications Removed all reference to Entry Level, Level 1 and Level 2 Practical qualifications

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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 Guidance is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

# Overview

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## Introduction

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The Skills and Education Group Awards and Certificates in Modern Foreign Languages have been developed to replace the previous Languages qualifications. This redevelopment has been led by educational organisations delivering the courses and subject experts with vast experience in the field.

This suite of Skills and Education Group Awards language qualifications provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding in the four main areas of speaking, listening, reading and writing and is linked to the Common European Framework.

These qualifications enable learners to gain crucial language skills for work or social purposes. They allow learners to expand cultural knowledge, participate in multilingual communities and improve communication skills when travelling abroad for business and/or pleasure.

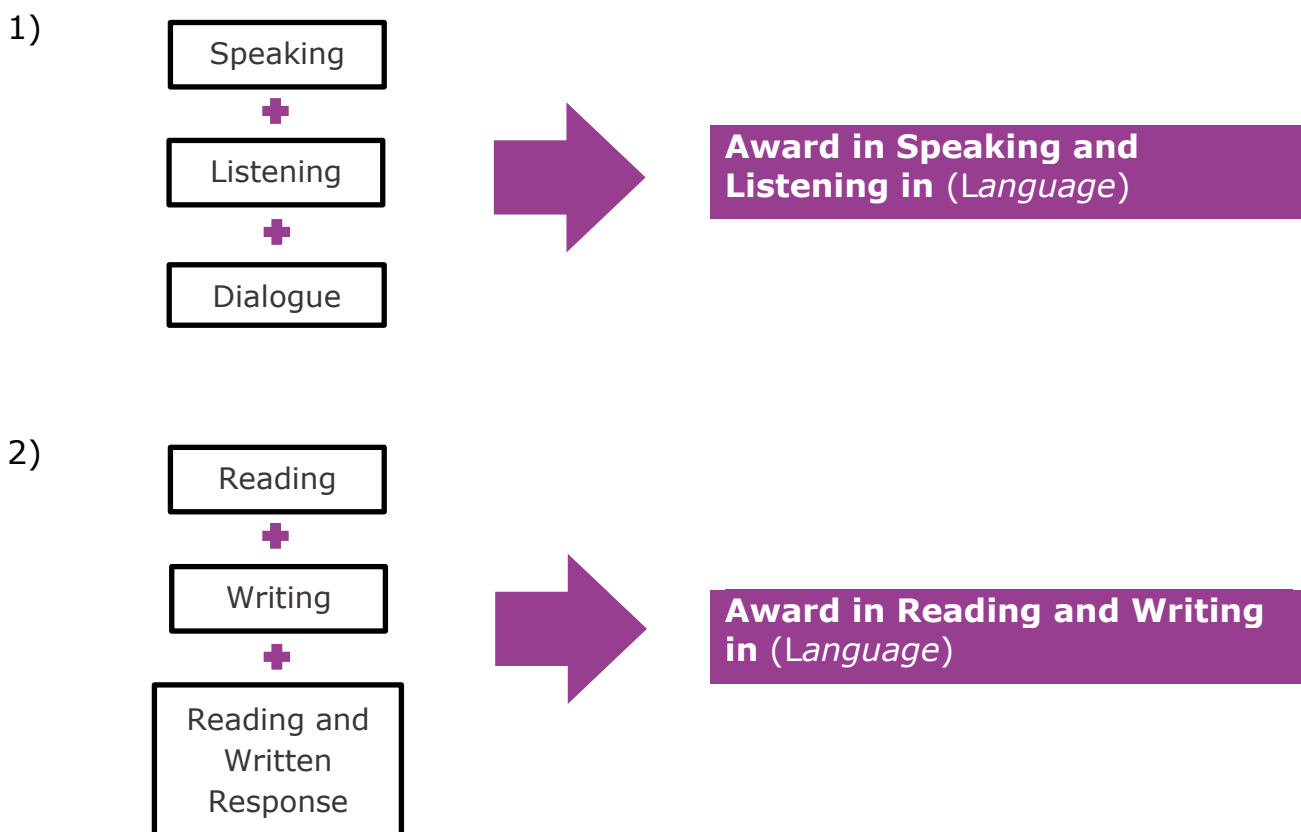
## Qualification Structure and Levels

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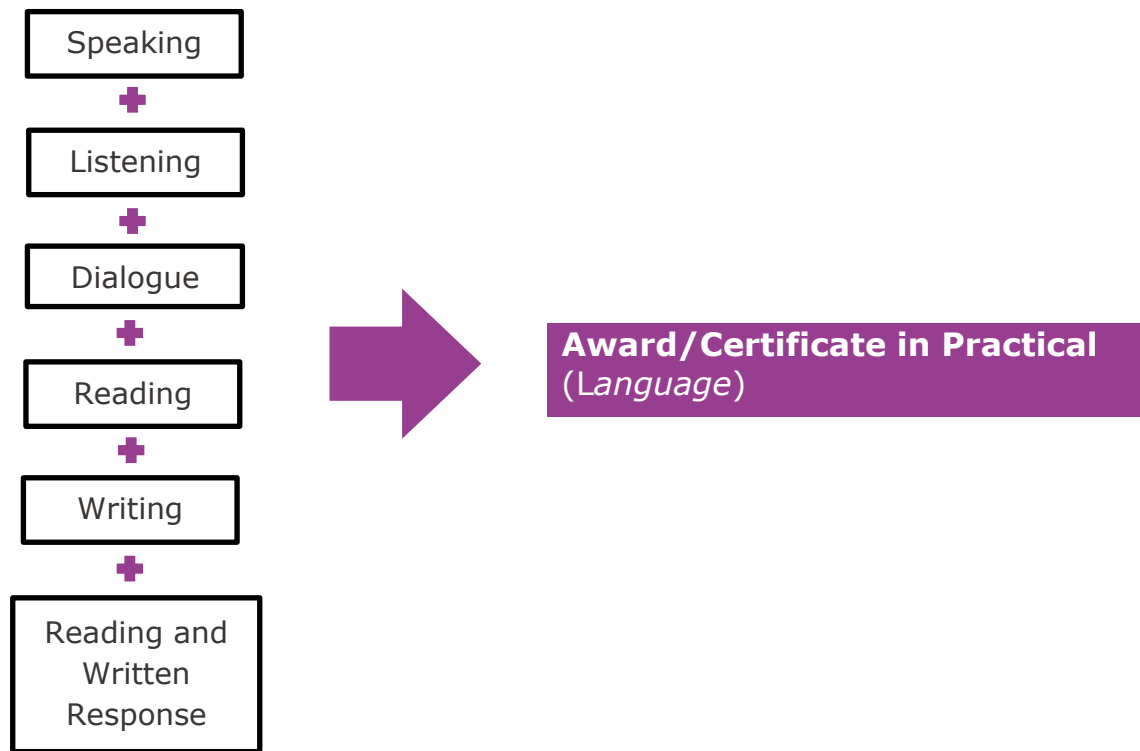
The Skills and Education Group Awards Modern Foreign Languages qualifications comprise of **Awards** and **Certificates**, including: French, German, Spanish, Italian and Japanese.

Depending on the language(s) selected there are Awards and Certificates from Entry Level 3, Level 1, Level 2 and Level 3.

An Award at these levels consists of three units for the Speaking and Listening and Reading and Writing qualifications or six units for the Award/Certificate Practical qualifications as illustrated in the 3 diagrams below:



3)



A Certificate in Practical **Japanese** languages only applies to Level 1 qualifications.

A Certificate in Practical in Level 3 qualifications only applies to **French, German, and Spanish.**

(Please see Appendix A for a full list of languages, levels offered and credit values).

## Methods of Assessment

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### 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 IM/IV.
- 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

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- 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 3 Writing, Learning Outcome 1, Assessment Criteria 1.1** asks the learner to: *Write a simple list of a minimum of 7 items in the target language.*  
It is suggested that the Learner Brief for this task asks the learner to produce a list of more than 7 items (say 10) so that he/she has 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:  
Unit title: **Entry Level 3 Reading, Learning Outcome 2, Assessment Criteria 2.2**
- Learner Briefs are to be presented in **English** 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 a dictionary is permitted or not permitted.

## Accuracy of Languages' Assessments

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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 native speaker 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 the spoken word alter the nature of the message and make it incorrect then that should not be accepted.
- If the meaning is ambiguous because an agreement has been omitted or is wrong, then this is not acceptable.

## Number of Attempts

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Learners can have unlimited number of attempts at assessments.

- If learners are not successful at the first attempt, tutors may highlight mistakes and provide feedback. Tutors/internal moderators must not correct mistakes as the Learner is then not able to re-attempt that part of the task. On the Tutor Tracking document, the tutor can state how many attempts that learner has completed.
- 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. However, for a dialogue task, the learner will need to re-do the entire dialogue task, not just a section of it. In order to achieve a Pass Learners must demonstrate they have met all of the assessment criteria.

## Reasonable Adjustments

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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.

### **Knowledge and Understanding of a Language:**

Where an assessment seeks to test a learner's knowledge of, skills in, or understanding of 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>

## **Dictionary Usage**

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As a general rule:-

- Reading, Writing and Reading & Written Response tasks do permit the use of a dictionary.
- All Listening tasks do **not** permit the use of a dictionary.
- All Speaking and Dialogue units **do** permit the use of a dictionary during preparation but any notes made in the target language **must be handed** in to the tutor prior to doing the assessment task.
- Assessments that permit the use of a dictionary do **not** need to be completed in the classroom or in the presence of a tutor. The validity of any assessment completed outside of classroom supervision is boosted by the completion of an individual Skills and Education Group Awards Declaration of Authenticity <sup>1\*</sup>

Skills and Education Group Awards chooses not to make a judgement on which dictionaries, including electronic dictionaries, are best suited to use in the classroom, however a dictionary used for Skills and Education Group Awards qualifications should contain at least: the word, the class, its target language equivalent and the noun's gender (if relevant to the language).

Skills and Education Group Awards does not need to validate the chosen dictionary before use, but may ask for it to be referenced as part of the external moderation process if there are issues relating to assessment outcomes.

## Glossaries

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Self-produced glossaries are permitted for languages where a dictionary is difficult to get hold of. This is becoming a less frequent occurrence and dictionaries for almost all of the main world languages are available to purchase through online retailers. If centres cannot source a dictionary of the appropriate level for their learners, then 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.

## Translation Engines & Pocket Translators

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Use of pocket translators, online translation engines, spell checks, and similar software programmes are **not** permitted. External moderators will recognise poorly constructed sentences created through online translation due to a computer's poor grasp of syntax, idiomatic expressions and context. Learners must therefore attempt assessments using learnt vocabulary and from dictionary research along with their knowledge of syntax, colloquialisms, and particular conventions.

## Monitoring Learners' Progress

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Tutors **must** use the Tutor Tracking Documents <sup>2</sup> \* (TTD) 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 & for every level, e.g. Tutor tracking document - Entry level 3 Award in Reading & Writing.  
Tutor tracking document - Level 1 Award in Speaking & Listening etc.
- The Tutor Tracking Documents show 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 IVs must ensure that the results on the TTD are accurate as they are an important document required for external moderation. Inaccuracies in the results indicated on the 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<sup>1</sup> \* 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.

## Internal Moderation

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- Internal moderators/IVs 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<sup>3</sup> \*. 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<sup>2</sup> \* must be **initialled** by the Internal Moderator/IV in the appropriate boxes indicating the learners that have been sampled. The document must also be signed by the IM/IV.

<sup>1</sup> Appendix C. <sup>2</sup> Appendix G. <sup>3</sup> Appendix H

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

## External Moderation

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

## Sampling- Remote Planner

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- 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

**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.

	<b>Speaking</b>	<b>Listening</b>	<b>Dialogue</b>	<b>Reading</b>	<b>Writing</b>	<b>Reading &amp; Written Response</b>
Alan Smith	Pass	Pass	Pass	Pass	Pass	Pass
Sara Wilde ✓	Pass	W/drawn	Pass	W/drawn	W/drawn	Pass
David Jones	Pass	Pass	Pass	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 Dialogue and Reading & Written Response for Sara Wilde – as well as the Witness Statement for the Speaking 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

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- 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).

<b>Courses end between:</b>	<b>All samples must be with the external moderator:</b>
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
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

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The document *External Moderation Submission Checklist for Tutors* <sup>1\*</sup> is designed to assist tutors/Centres prepare their submission.

Tutors/ Centres are also advised to refer to the section 9. Unit per Unit – commencing on page 12 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, spelling tests 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.

<sup>1</sup> Appendix D

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

## **Documentation required for submission**

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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 Speaking units only) must be sent to the external moderator - (one Witness Statement per cohort, not per learner).
- Fully completed **Tutor Tracking Document (s)**\* from the tutor and initialled and signed by the IM/IV.
- 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 **Skills and Education Group Awards Internal Verification Sampling Report**\*  
(Or alternatively the Centres' own evidence of IV)
- a completed **Audio/visual record form**\* – (for Dialogue units only)  
(Or alternatively Centres may use their own audio/visual record forms but the Learners' location on the CD/video 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**

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- 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.

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

## Missing Evidence

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- 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

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- 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

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- 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.

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

# Unit by Unit Guidance

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# Entry Level 3 Award in Speaking and Listening

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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**.

**The following evidence must be submitted to the external moderator: -**

## Speaking

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A simple dictionary can be used by learners to prepare for both learning outcomes but any notes made in the target language must be handed in to the tutor prior to the assessment. This unit does **not** need to be recorded.

### Evidence required for Learning Outcomes 1 & 2

- The only evidence required for the Speaking unit is a completed & 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.

## Listening

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At Entry 3, the listening stimulus can be spoken by the tutor. Learners must **not** use a dictionary in this unit.

### Evidence required for Learning Outcome 1

- The transcript or the recording of the listening material in the target language
- The task (a minimum of 5 questions) presented to the Learners in English and their written responses in English.

### Evidence required for Learning Outcome 2

- The transcript or the recording of the listening material in the target language
- The task (at least 5 specific details) presented to the Learners in English and their written responses in English.

## Dialogue

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A simple dictionary can be used by learners to prepare but any notes made in the target language must be handed in to the tutor prior to the assessment. This unit **must** be recorded

### Evidence required for Learning Outcome 1

- The recording (audio or video) of the dialogue (of at least 12 simple phrases), which must be tutor led.
- The List of learners showing order of recording.
- The Tutor brief showing the tutor's role in the target language
- The Learner brief showing the learner prompts (minimum of 6) in **English** (please note that the Learner brief must **not** show the tutor's utterances).

## Documents\* to be submitted for this award:

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- Skills and Education Group Awards Witness Statement – for speaking unit only.
- Tutor tracking Document - Entry Level 3 Award in Speaking & Listening
- Record of Results – showing the units achieved /not achieved per learner

- Evidence of internal moderation. - (Skills and Education Group Awards IV Sampling report or Centre's own IV form).
- Declaration of Authenticity – one per sampled learner
- Audio/visual Record form – showing list of learners recorded

All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

# Entry Level 3 Award in Reading and Writing

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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**.

A simple dictionary/glossary **may** be used for all units.

**The following evidence must be submitted to the external moderator:-**

## Reading

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### Evidence required for Learning Outcome 1

- The task (signs/instructions in the target language) as presented to the learners
- The learners' written answers in English.

### Evidence required for Learning Outcome 2

- The task (short text in the target language ) as presented to the learners
- The questions set in English & the learners' written answers in English.

## Writing

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### Evidence required for Learning Outcome 1

- The Writing task as presented to the learners in English
- The learners' written responses in the target language.

### Evidence required for Learning Outcome 2

- The Writing task, as presented to the learners in English
- The learners' written response in the target language.

## Reading and Written Response

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### Evidence required for Learning Outcome 1

- The simple message (provided in the target language) as presented to the learners.
- The learners' responses (in the target language) to the questions or requests for information contained within the stimulus material.

## Documents\* to be submitted for this unit:

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- Tutor Tracking Document - Entry Level 3 Award in Reading & Writing
- Record of Results – showing the units achieved /not achieved per learner
- Evidence of Internal Moderation - (Skills and Education Group Awards IV Sampling report or Centre's own IV form).
- Declaration of Authenticity - one per sampled learner.

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

# Level 1 Award in Speaking and Listening

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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**.

**The following evidence must be submitted to the external moderator:-**

## Speaking

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A simple dictionary can be used by learners to prepare for this learning outcome but any notes made in the target language must be handed in to the tutor prior to the assessment.

This unit does **not** need to be recorded.

### Evidence required for Learning Outcome 1

- The only learner evidence required for the Speaking unit is a completed & 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.

## Listening

---

At Level 1 tutors are not permitted to read the stimulus aloud but can make a CD/DVD recording of their own voice or use recorded material from other sources.

Learners must not use a dictionary in this unit.

### Evidence required for Learning Outcome 1

- The transcript or the recording (of at least 16 utterances) of the listening material in the target language.
- The task (a minimum of 6 specific questions) presented to the Learners in English and their written responses in English.

## Dialogue

---

A dictionary can be used by learners to prepare but any notes made in the target language must be handed in to the tutor prior to the assessment. This unit **must** be recorded.

### Evidence required for Learning Outcome 1

- The recording (audio or video) of the dialogue,(of at least 12 exchanges) which must be tutor led.
- The List of learners showing order of disc recording.
- The Tutor brief showing the tutor's role in the target language
- The Learner brief showing the learner prompts (a minimum of 6) **in English**(please note that the Learner brief must **not** show the tutor's utterances).

## Documents\* to be submitted for this award:

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- Skills and Education Group Awards Witness Statement – for speaking unit only.
- Tutor tracking Document – Level 1 Award in Speaking & Listening
- Record of Results – showing the units achieved /not achieved per learner

- Evidence of internal moderation. (Skills and Education Group Awards IV Sampling report or Centre's own IV form).
- Declaration of Authenticity - one per sampled learner
- Audio/visual record form – showing list of learners recorded

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

# Level 1 Award in Reading and Writing

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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**.

A dictionary/glossary may be used for all units.

**The following evidence must be submitted to the external moderator:-**

## Reading

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### Evidence required for Learning Outcome 1

- The simple written text in the target language as presented to the learners.
- The questions (a minimum of 7) set in English & the learners' written answers in English.

## Writing

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### Evidence required for Learning Outcome 1

- The Writing task 1 , as presented to the learners in English, plus their written responses in the target language (minimum 60 words)
- The Writing task 2 , as presented to the learners in English, plus their written responses in the target language (minimum 60 words)

Learners should include a word count at the end of their written tasks.

## Reading and Written Response

---

### Evidence required for Learning Outcome 1

- The simple text in the target language as presented to the learners.
- The learners' responses in the target language (of at least 60 words) to the questions or requests for information contained within the stimulus material.

Learners should include a word count at the end of their written task.

## Documents\* to be submitted for this unit:

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- Tutor Tracking Document - Level 1 Award in Reading & Writing
- Record of Results – showing the units achieved /not achieved per learner
- Evidence of Internal Moderation. (Skills and Education Group Awards IV Sampling report or Centre's own IV form).
- Declaration of Authenticity - one per sampled learner.

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

## Level 2 Award in Speaking and Listening

---

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**.

**The following evidence must be submitted to the external moderator:-**

### Speaking

---

A dictionary can be used by learners to prepare for this learning outcome but any notes made in the target language must be handed in to the tutor prior to the assessment.

This unit does **not** need to be recorded

#### Evidence required for Learning Outcome 1

- The only learner evidence required for the Speaking unit is a completed & 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.

### Listening

---

At Level 2 tutors are not permitted to read the stimulus aloud but can make a CD/DVD recording of their own voice or use recorded material from other sources.

Learners must **not** use a dictionary in this unit.

#### Evidence required for Learning Outcome 1

- The transcript or the recording (of at least 20 utterances) of the listening material in the target language.
- The task (a minimum of 8 specific questions) presented to the Learners in English and their written responses in English.

### Dialogue

---

A dictionary can be used by learners to prepare but any notes made in the target language must be handed in to the tutor prior to the assessment. This unit must be recorded

#### Evidence required for Learning Outcome 1

- The recording (audio or video) of the dialogue (of at least 16 exchanges) which must be tutor led.
- The List of learners showing order of disc recording.
- The Tutor brief showing the tutor's role in the target language
- The Learner brief showing the learner prompts (a minimum of 8) in English (please note that the Learner brief must not show the tutor's utterances)

### Documents\* to be submitted for this award:

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- Skills and Education Group Awards Witness Statement – for Speaking unit only.
- Tutor Tracking Document – Level 2 Award in Speaking & Listening
- Record of Results – showing the units achieved /not achieved per learner

- Evidence of internal moderation. (Skills and Education Group Awards IV Sampling report or Centre's own IV form).
- Declaration of Authenticity - one per sampled learner
- Audio/visual record form – showing list of learners recorded.

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

## Level 2 Award in Reading and Writing

---

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**.

A dictionary/glossary **may** be used for all units.

**The following evidence must be submitted to the external moderator:-**

### Reading

---

#### Evidence required for Learning Outcome 1

- The 2 written texts in the target language as presented to the learners.
- The questions set in English & the learners' written answers in English.

### Writing

---

#### Evidence required for Learning Outcome 1

- The Writing task, as presented to the learners in English, plus their written responses in the target language (minimum 150 words).  
(Learners should include a word count at the end of their written task).

### Reading and Written Response

---

#### Evidence required for Learning Outcome 1

- The text (in the target language) as presented to the learners.
- The learners' responses in the target language (of at least 80 words) to the stimulus material.  
(Learners should include a word count at the end of their written task).

### Documents\* to be submitted for this award:

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- Tutor Tracking Document - Level 2 Award in Reading & Writing
- Record of Results – showing the units achieved /not achieved per learner
- Evidence of Internal Moderation. (Skills and Education Group Awards IV Sampling report or Centre's own IV form).
- Declaration of Authenticity - one per sampled learner.

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

## Level 3 Award in Speaking and Listening

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In addition to the notes below tutors should also refer to the detailed information in the section **Additional Level 3 Assessment Guidance Notes for Centres**.

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**.

**The following evidence must be submitted to the external moderator:-**

### Speaking

---

A dictionary can be used by learners to prepare for this learning outcome but any notes made in the target language must be handed in to the tutor prior to the assessment.

This unit does **not** need to be recorded.

#### Evidence required for Learning Outcome 1

- The only learner evidence required for the Speaking unit is a completed & 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.

### Listening

---

At Level 3 tutors are not permitted to read the stimulus aloud but can make a CD/DVD recording of their own voice or use recorded material from other sources.

Learners must **not** use a dictionary in this unit.

#### Evidence required for Learning Outcome 1

- The transcript or the recording of the listening material in the target language.
- The task (a minimum of 10 specific questions) presented to the Learners in English and their written responses in English.

#### Evidence required for Learning Outcome 2

- The transcript or the recording of the listening material in the target language.
- The task (a summary) presented to the Learners in English and their written responses in English.

### Dialogue / Discussion

---

A dictionary can be used by learners to prepare but any notes made in the target language must be handed in to the tutor prior to the assessment.

#### Evidence required for Learning Outcome 1

- The recording (audio or video) of the dialogue/discussion (of at least 30 exchanges)
- (This task does not have to be tutor led however the tutor should ensure the learner is given
- The opportunity to demonstrate the skills required for assessment).
- The List of learners showing order of disc recording.
- The Tutor brief showing the tutor's role in the target language

- The Learner brief showing the learner discussion notes (a minimum of 15) in English (please note that the Learner brief must not show the tutor's points of discussion)

### **Documents\* to be submitted for this award:**

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- Skills and Education Group Awards Witness Statement – for speaking unit only.
- Tutor Tracking Document – Level 3 Award in Speaking & Listening
- Record of Results – showing the units achieved /not achieved per learner
- Evidence of internal moderation. (Skills and Education Group Awards IV Sampling report or Centre's own IV form).
- Declaration of Authenticity - one per sampled learner
- Audio/visual record form – showing list of learners recorded.

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

## Level 3 Award in Reading and Writing

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In addition to the notes below tutors should also refer to the detailed information in the section **Additional Level 3 Assessment Guidance Notes for Centres**.

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**.

A dictionary/glossary **may** be used for all units.

**The following evidence must be submitted to the external moderator:-**

### Reading

---

#### Evidence required for Learning Outcome 1

- The 3 (minimum) written texts in the target language as presented to the learners.
- The questions set in English & the learners' written answers in English.
- Evidence required for Learning Outcome 2
- The written text (500-1000 words) in the target language as presented to the learners.
- The task set in English & the learners' written responses in English.

### Writing

---

#### Evidence required for Learning Outcome 1

- The Writing task, as presented to the learners in English, plus their written responses in the target language (minimum 750 words).  
(Learners should include a word count at the end of their written task).

### Reading and Written Response

---

#### Evidence required for Learning Outcome 1

- The authentic target language text as presented to the learners.
- The learners' responses (a summary in the target language extracting the main facts, ideas and/or opinions presented in the stimulus material).

#### Evidence required for Learning Outcome 2

- The stimulus text (in the target language) as presented to the learners.
- The learners' responses in the target language (of at least 150 words).  
(Learners should include a word count at the end of their written task).

### Documents\* to be submitted for this award:

---

- Tutor Tracking Document - Level 3 Award in Reading & Writing
- Record of Results – showing the units achieved /not achieved per learner
- Evidence of Internal Moderation. (Skills and Education Group Awards IV Sampling report or Centre's own IV form).
- Declaration of Authenticity - one per sampled learner.

\* All documents are available to download from the ORS portal - [Online Registrations - Skills and Education Group Awards and BIIAB](#)

## Level 3 Certificate in Practical..... (Language)

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An Award in Practical only applies to **French, German and Spanish** languages from Entry 3, Level 1 and Level 2 qualifications.

It combines the **three** units in the Entry 3 Award in Speaking and Listening and the **three** units in the Entry 3 Award in Reading and Writing to form a six-unit qualification which encompasses the four skills of Speaking, Listening, Reading and Writing.

Credit certificates can be obtained for completion of individual units.

## **Additional Level 3 Assessment Guidance Notes for Centres**

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The following notes have been devised to help tutors design appropriate assessments for the Level 3 Awards in Languages. They have been updated in line with the new Practical Languages Qualification Guide.

### **General Advice**

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Centres may deliver any topic at the appropriate level if they wish but the subjects studied should relate to the culture of target language countries. Tutors must also ensure that teaching material and assessments are set at the appropriate level. A study of a region of the target language country should not just be a descriptive travelogue appropriate to Level 1 or Level 2.

At Level 3 moderators expect to see that learners can understand and use a variety of timeframes and more complex language over the whole set of assessments for an award.

Where Learners have access to source material in the target language, credit can only be awarded for original work. Learners who repeat or copy source material cannot be credited for this; assessment must be made on the learners' original work. They may use source material in quotes as evidence to support their own work but this must not form the bulk of the assessment. Also, if learners are only able to answer 'yes' or 'no' to questions posed in listening, reading or spoken assessments, without justifying their answers they may not be able to show that they can achieve the assessment criteria.

It is also important that neither centres nor learners use the same material for different units. There have been examples where learners have used their preparation for Unit 1 Speaking as their Writing task.

The assessments for all of the Speaking and Listening units must be completed in class although research and preparation for Unit 1 Speaking and research for Unit 3 Dialogue may be done at home. All assessments for the Reading & Writing units may be completed at home.

# Ideas for Assessment - Award in Speaking and Listening

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## Unit 1 Speaking in another Language

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Learners have to prepare and deliver a presentation in the target language which may be on any topic of interest to them relating to the target language culture. Learners may only use brief English prompts, and must not just read their presentation out loud. (There is a sample Level 3 Languages Learner Prompt Sheet on the website).

They may use audio visual aids to support their work but these aids must not dominate the presentation; the tutor must assess the learner's work but not material put forward as evidence. For example, a learner might choose to show part of a film; this should be brief and the learner should use this for discussion, or to highlight an argument or for giving an opinion.

If the learner exceeds the 3 – 5 minute limit, the tutor should stop the learner and initiate questions and answers from the class. If a presentation is considerably shorter than 3 minutes then the learner may not have enough material and this should be considered when assessing the presentation.

The learner might, of course, present more evidence in the following question and answer session so this should be taken into account. The tutor must be prepared to step in and ask questions in order to give the student a chance to demonstrate their knowledge and ability as well as to develop their answers. The tutor should decide when to draw the session to a close; much will depend on the class but between 10 and 20 minutes should be enough time after the initial presentation.

The tutor has to complete a Witness Statement as a record of the assessment for moderation purposes. Please note that the presentation does not need to be recorded.

Although the rest of the class should not see all the notes from each learner's presentation in advance, nor should they have a copy in front of them during the presentation (although they could have copies of evidence, e.g. photos), it would be reasonable to tell them in advance the subject of the presentation so that they could prepare some possible questions. This would give learners giving the presentation more of a chance to demonstrate their knowledge and ability.

## Unit 2 Listening in another Language

---

Learners are required to listen to recorded material in the target language; tutors could use exercises from text books, a recording of a radio programme or a video or DVD, or even a recording of the tutor themselves reading a dialogue or text.

It is important that the material is clearly recorded and free from too much background noise. Some recordings that accompany text books often appear to be recorded in the street and it is very difficult to hear the main body of the conversation. Tutors may re-record a dialogue where there is a problem with the original sound track or where they want to cut out too much irrelevance, although they must ensure that the level of difficulty is maintained and that it is spoken at a natural speed, preferably by native speakers.

A transcript of the listening material must be included with the pack of work for external moderation. There should also be a copy of the questions and the answer scheme for the tasks set. The tasks must be done in class but learners could have individual recordings of the listening material if they have their own personal audio player or the centre has a language lab. This would be helpful for those who are hard of hearing or if the acoustics of

the room are poor. Learners who miss or fail an assessment could also sit the assessment separately.

Tutors should use their judgment in deciding the length of recordings; they must contain enough material for learners to be able to fulfil the requirements of the Learning Outcomes but must not be so lengthy that learners lose track of their task. Learners should be able to hear the material as often as they need but if they have not understood after listening 3 times they are unlikely to be able to understand any more. Please note that Learners are not permitted to use a dictionary for this unit.

Learners have two tasks to be assessed.

Learning Outcome 1 requires them to identify key points from a variety of sources spoken in the target language. Learners listen to a minimum of 2 items and answer a minimum of 10 questions over the 2 items. Each item could be one piece of recorded material or separate short statements in the target language.

Whilst both exercises do not have to be written answers to questions, (the tutor could devise a true/false statements exercise, a gap filling exercise or a combination of the above) it is important that there is the opportunity to achieve a pass on all assessment grids. Multiple choice answers do not allow all the assessment criteria to be covered so are not allowed. Tutors may have other ideas as well. The tutor can use exercises from text books or they can make up their own exercises but it is important that they think about the sort of answers that learners might give and set questions that require specific information rather than just 'Yes' or 'No'. Learners should be able to give examples to justify their answers.

There are several different styles of listening passages that would be suitable – telephone conversations, dialogues, monologues, official announcements, television or radio programmes. The important thing is to try and get a mix of formal and informal or different situations.

Learning Outcome 2 requires students to 'summarise spoken material' and the Assessment Criteria requires them to identify opinions, attitudes and arguments.' Tutors will need to give more guidance than just asking learners to summarise a passage as unfortunately some students will do just that and may not fulfil the assessment criteria.

A task could be 'Listen to the conversation and summarise the key events showing the contrasting opinions of the people interviewed' Or 'What, in your opinion, are the main arguments for and against XXXXXXX. What seems to be the attitude of the speakers?' Learners could justify their work with statements such as 'Person A says xxxxxx which to me means that...' Or 'Person B seems to be in favour of the (.....); they say xxxxxx, but then they say yyyyyyyy which in my opinion shows that.....'

### **Unit 3 Dialogue in another Language**

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The most important difference between Level 3 and all other levels is that centres must not use a set dialogue for this unit as it does not allow a free exchange of information and opinion. Tutors should suggest topic areas that lend themselves to discussion. Similarly the tutor must not set the task as a question and answer session with the tutor asking all the questions. Learners must be prepared to ask questions.

The assessment for this unit **must be recorded** and sent as part of the work to be moderated.

Learners are expected to prepare for this assessment as they will need relevant information to support their opinions. The assessment could take the form of a debate and could be between 2 students with the tutor acting as proposer/chair. The assessment could be done as a job interview or a party political broadcast. Tutors are free to use their imagination but there must be discussion and exchange of opinions with at least 15 utterances produced by

the learner. As with Unit 1, Speaking, the tutor must be prepared to step in and initiate or develop discussion so that the learner can achieve the Learning Outcomes.

Tutors need to ensure that moderators can hear each learner individually and that the learner, not the tutor, is sitting nearer to the microphone. Although we allow this unit to be carried out in pairs of learners, moderators need to be able to identify each individual learner. Also each individual learner needs to fulfil all the assessment criteria.

In this unit (and to a certain extent in the Speaking unit) tutors need to think about the following in order to give the learner the best chance possible to achieve the assessment criteria:

- i. The tutor should only ask open questions
- ii. The tutor should not give an opinion before the learner
- iii. The tutor should play 'devil's advocate'
- iv. The tutor should not interrupt the learner but must give the learner a chance to finish what they have to say
- v. However, the tutor should recognise when they need to help the conversation along.
- vi. The tutor must not pre-empt the learner's answers.

Learners may use English prompts and may have source material for reference.

## Ideas for Assessment - Award in Reading and Writing

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### Unit 1 Reading in another Language

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A copy of the reading material must be included with the pack of work for external moderation. There should also be a copy of the questions and the answer scheme for the tasks set.

Many of the comments for Award in Speaking & Listening, Unit 2 Listening are relevant to this unit and are repeated here.

There are several different styles of reading passages that would be suitable – emails, books, magazines, newspapers, formal or informal letters, technical literature, poetry for example. The important thing is to try and get a mix of formal and informal or different situations. Tutors should use their judgment in deciding the length of a passage; it must contain enough material for Learners to be able to fulfil the requirements of the Learning Outcomes but must not be so lengthy that Learners lose track of their task.

Learners have two tasks to be assessed.

Learning Outcome 1 requires them to read and understand text from a variety of sources written in the target language, and we now ask that there should be a minimum of 3 styles of text. Enough questions need to be set across the three texts to cover all of the assessment criteria.

Whilst the exercises do not have to be written answers to questions, (the tutor could devise an exercise using multiple choice options, true/false statements, a gap filling exercise or a combination of the above) it is important that there is the opportunity to achieve a pass on all assessment grids. Multiple choice answers do not give that opportunity so no more than one assessment should be in that format. Tutors may have other ideas as well. The tutor can use exercises from text books or they can make up their own exercises but it is important that they think about the sort of answers that Learners might give and set questions that require specific information rather than just 'Yes' or 'No'. Learners should be able to give examples to justify their answers.

Learning Outcome 2 requires students to 'be able to read and extract key information from written material in the target language.' Tutors are asked to provide a word count for the reading material which should be between 500 – 1000 words. The Assessment Criteria asks learners 'to summarise the key points in English identifying opinions, attitudes and arguments' so ideas given for the Listening unit are relevant here.

### Unit 2 Writing in another Language

---

Learners can write about anything that is of interest to them but it should relate to the culture of the target language country. The subject chosen must be different to any that are chosen for Unit 3 Reading and Written Response in another Language and also Award in Speaking and Listening Unit 1.

Learners are expected to write a minimum of 750 words; they may write more but may find that if their work is much shorter than the recommended length then they may not have written enough to show their ability or to fulfil the requirements of the Learning Outcomes.

Work may be handwritten or word processed. The use of a spell checker should be discouraged as it is no substitute for checking grammar, spelling and meaning. Learners are asked to provide a word count (minimum 750 words) at the end of their written piece of work.

## **Unit 3 Reading and Written Response in another Language**

---

Learners have to produce two pieces of work. Copies of the target language stimuli and the set task must be sent with work for external moderation. Credit should only be awarded for Learners' original work in the target language; if they copy the written stimulus then they may not be able to fulfil all of the assessment criteria. They may quote source material as evidence but this must not form the bulk of the assessment.

Any guidance as to how learners should respond must not be too prescriptive otherwise learners will not be able to give a personal response. Learners are asked to provide a word count (at least 150 words) for their written piece of work for learning outcome 2.

## APPENDIX A

### Skills and Education Group Awards - Languages Qualifications

Language Qualifications	QAN Number and related Language	Level	Credit Value	GL
Entry Level Award in Speaking and Listening in...(Entry 3)	603/2157/X – <b>French</b> 603/2161/1 – <b>German</b> 603/2164/7 – <b>Italian</b> 603/2177/5 – <b>Spanish</b>	E3	6	50
Entry Level Award in Reading and Writing in...(Entry 3)	603/2158/1 – <b>French</b> 603/2162/3 – <b>German</b> 603/2165/9 – <b>Italian</b> 603/2178/7 – <b>Spanish</b>	E3	6	45
Level 1 Award in Speaking and Listening in...	603/2185/4 – <b>French</b> 603/2188/X – <b>German</b> 603/2191/X – <b>Italian</b> 603/2182/9 – <b>Spanish</b>	L1	6	50
Level 1 Award in Reading and Writing in...	603/2186/6 – <b>French</b> 603/2189/1 – <b>German</b> 603/2192/1 – <b>Italian</b> 603/2183/0 – <b>Spanish</b>	L1	6	45
Level 2 Award in Speaking and Listening in...	603/2198/2 – <b>French</b> 603/2201/9 – <b>German</b> 603/2204/4 – <b>Italian</b> 603/2207/X – <b>Spanish</b>	L2	6	50
Level 2 Award in Reading and Writing in...	603/2199/4 – <b>French</b> 603/2202/0 – <b>German</b> 603/2205/6 – <b>Italian</b> 603/2208/1 – <b>Spanish</b>	L2	6	45
Level 3 Certificate in Practical...	603/2212/3 – <b>French</b> 603/2215/9 – <b>German</b> 603/2220/2 – <b>Spanish</b>	L3	18	140

Language Qualifications	QAN Number and related Language	Level	Credit Value	GL
Entry Level Award in Speaking and Listening in...(Entry 3)	603/2063/1 – <b>Japanese</b>	E3	6	60
Entry Level Award in Reading and Writing in...(Entry 3)	603/2064/3 – <b>Japanese</b>	E3	9	75
Level 1 Certificate in Practical...	603/2098/9 – <b>Japanese</b>	L1	18	149

# APPENDIX B

## (Please download this document from the website).

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### Practical Languages

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#### WITNESS STATEMENT FOR THE SPEAKING/SIGNING ASSESSMENT

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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*

## APPENDIX C

**(Please download this document from the website).**

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### DECLARATION OF AUTHENTICITY

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

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

### Learner Statement of Authenticity

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

I confirm, that the attached assignment / portfolio is all my own work<sup>1</sup> 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	
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### Centre Confirmation of Authenticity

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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.

Signed		Date	
Name			
Title			

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

## Guidance for Learners

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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.

## APPENDIX D

### 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		
<b>Award in Speaking &amp; Listening</b>		•	✓
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.		
<b>Award in Reading &amp; Writing</b>		•	✓
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.		
<b>Documentation</b>	<b>Evidence to be included</b>	•	✓
Declaration of Authenticity	- Fully completed and signed by <b>every learner &amp; the tutor</b> 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.		
Record of Results	- Fully completed showing units achieved/not achieved or Withdrawals for each learner.		

Evidence of Internal Moderation	- Evidence of Internal Moderation in line with centre policy.		
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Centres which fail to provide the required evidence may be charged for any additional moderation of evidence that is necessary.

# APPENDIX E

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## Audio/Visual Record Form

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Centre Name \_\_\_\_\_

Course ID \_\_\_\_\_

### Practical Languages - Dialogue in another Language MODERN FOREIGN LANGUAGES

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	Learner ID	Learner Name	Successful Yes/No	Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

SAMPLE

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

## APPENDIX F

### Guidelines for Conducting Role Plays for the Dialogue Tasks

Learners may use a dictionary or glossary to prepare their part in the role play but any notes made in the target language must be handed to the tutor before the recording begins. **The dialogue must be recorded (audio or video) and should be tutor led.**

Action	Rationale
Check quality of recording equipment.	Poor quality recordings with excessive background noise makes it difficult to hear learner responses.
Ensure that the learner is sitting close to the microphone and can be heard clearly on the recording.	It is important to be able to hear the learner's responses clearly. Many will be nervous and may talk quietly. We do need to be able to hear the tutor as well, however.
When videoing BSL receptive and signing and receiving 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.
Tutors must plan their script beforehand and submit with moderation.	If tutors make up their role 'on the hoof', they may make errors and confuse learners.
Learners should only see their own part of the dialogue in English.	Learners have to listen, understand and respond accordingly. Seeing the tutor's script beforehand may negate the need to listen carefully.
Stick to the script.	If you change your role or give clues you may confuse the learner. If you give answers, the learners may not be credited for the phrase.
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 misheard 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/phrase will encourage them.
Remember, that the dialogue is an assessment, not a teaching exercise.	Do not correct the learner's responses or repeat what he/she has said, particularly in a much better accent. They may feel confused or demoralised. You must not stop the recording mid-dialogue 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, but if the dialogue contains an unknown question (Entry 3, Level 1, Level 2), you must ask a different unknown question on each attempt.

# APPENDIX G

## TUTOR TRACKING DOCUMENT

LEVEL	ENTRY 3	AWARD	SPEAKING AND LISTENING													
LANGUAGE	SPANISH	COURSE ID:	123456													
<b>CENTRE NAME</b>		<b>LEARNER NAME and REG ID</b>														
TAVEDALE COLLEGE			Martin Shaw 1891234	James Bedford 1891235	Melissa Gordon 1891236	Zoe Hastings 1891237	Carlo Zambisi 1891238	Janet Taylor 1891239	Jake Smith 1891240	Hannah Smart 1891241	Peter Tampney 1891242	Claire Raison 1891243				
<b>TUTOR / ASSESSOR NAME</b>																
MARIA SUAREZ																
<b>IM / IV NAME &amp; SIGNATURE</b>																
LESLEY WRIGHT <i>Lesley Wright</i>																
<b>Please initial and date the corresponding boxes for learners sampled by the Internal Moderator &gt;&gt;</b>			L.W 3/8/ 14	L.W 3/8/ 14				L.W 3/8/ 14		L.W 3/8/ 14						
<b>EXTERNAL MODERATOR SIGNATURE</b>			Please complete <u>every</u> box below with the results of all learners registered on the course. Enter P (Pass) W (Withdrawn) (F) Fail or R (Registered – not claiming at this time * Please also refer to the relevant Qualification Guide for the individual criteria. Applicable exemptions/credit transfers must also be indicated with the letters E or CT													
<b>SPEAKING*</b>																
1.1 – Generate at least 4 phrases in the target language relating to familiar events. Dictionaries may be used to prepare but any notes made in the target language must be handed in to the tutor prior to the assessment.			P	P	P	W	P	F	P	P	W	P				
2.1 – Generate at least 6 short and simple questions in the target language. Dictionaries may be used to prepare but any notes made in the target language must be handed in to the tutor prior to the assessment.			P	P	P	W	P	F	P	P	W	P				
<b>LISTENING*</b>																
1.1 & 1.2 – Listen to at least 8 phrases in the target language and answer in English a minimum of 5 questions set in English without using a dictionary			P	P	P	W	P	F	P	R	W	P				
2.1 & 2.2 – Listen to a short passage in the target language and demonstrate understanding by noting in English at least 5 specific details without using a dictionary.			P	P	P	W	P	F	P	R	W	P				
<b>DIALOGUE*</b>																

1.1 – Participate in a dialogue in the target language with a minimum of 12 simple phrases (the learner must contribute a minimum of 6 utterances). Dictionaries or glossaries may be used to prepare but notes made in the target language should not be used during the dialogue.	P	R	P	W	P	F	P	P	W	P		
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## APPENDIX H

### INTERNAL VERIFICATION – SAMPLING REPORT

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Internal Moderator Name</b>	
<b>Qualification Title</b>	
<b>QAN<sup>1</sup></b>	
<b>Unit(s) / LO(s)<sup>2</sup></b>	
<b>Date of Assessment</b>	
<b>Date of Moderation</b>	

<b>Give short description of evidence sampled</b>

	<b>Checklist</b>	<b>Yes</b>	<b>No</b>
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?		

<sup>1</sup> Regulatory qualification number

<sup>2</sup> Learning outcome

Feedback to assessor	
<p style="text-align: center; color: red; font-size: 48px; opacity: 0.5;">SAMPLE</p>	
Agreed action plan/development requirements	Target date
<p style="text-align: center; color: red; font-size: 48px; opacity: 0.5;">SAMPLE</p>	

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

# Appendices

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

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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 certified achievement which is deemed to be of equivalent value to a unit within a 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 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 be 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 Awards Qualifications' which can be downloaded from [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk)

## Exemptions

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There are no identified exemptions for these qualifications. However, Skills and Education Group Awards will judge any proposed exemptions that are presented to them on a case by case basis.

## Equivalencies

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There are no identified equivalencies for these qualifications.

## Certification

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

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

## Glossary of Terms

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### 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 assessment
- The learner is being observed

### 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 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

## Contact Details

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If centres need further guidance on any of the languages qualifications they should consult the website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) or contact their administrator who can pass on queries to the relevant moderator.