

Assessment Manual

Non-Verbal Communication

M1C04

Award Type: Minor

Award Level:1

Version: 1.0

Contents

1. Assessment Overview	3
1.1 Assessment Criteria for Tutors	4
1.2 Assessment Brief.....	4
1.3 Learner Declaration	4
1.4 Assessment Overview	5
1.5 Tutor Marking Review	5
2. Grading and Feedback.....	6
2.1 Grading.....	6
2.2 Learner Feedback.....	6
3. Internal and External Verification.....	7
4. Learning Outcomes Mapping	8
5. Staff Supporting Assessment Agreement.....	9
5.1 Assessment Brief – Non-Verbal Communication	10
6. Marking Sheet	21
Appendix 1: Submission Checklist for Course Assessor and Internal Verifier	23

1. Assessment Overview

Non-Verbal Communication M1C04 is a QQI Level 1 minor award. At QQI Level 1, a student is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the student before they can demonstrate the standard and achieve certification from QQI. When a student has not achieved the minimum standards for an award the grade is recorded as referred.

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade.

Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

1.1 Assessment Criteria for Tutors

Tutor best practice is to ensure that all learners have the opportunity to demonstrate their learning, carry out each assessment and present it to the best of their ability.

Each module/course will have an assessment framework and a range of assessments and tasks for learners to complete.

The assessment brief clearly communicates to learners all assessments and learning tasks that need to be successfully completed to obtain the respective QQI qualification.

The assessment brief is structured to support learners to engage with and complete all module/course learning outcomes.

1.2 Assessment Brief

The assessment brief must be clearly laid out for the learner.

The assessment brief and agreed deadline must be communicated to the learner by the course tutor.

Learning outcomes must be mapped in the assessment.

The marking allocation for assessment must be clearly stated on the assessment brief.

1.3 Learner Declaration

Learners must ensure that all work presented is learner's own work. The learner will sign the learner declaration section. Signing this section means that learners confirm the coursework and assessment submitted is their own.

When all assessment work has been submitted the course tutor must ensure each learner signs the learner declaration section in the course assessment brief.

1.4 Assessment Overview

The assessment overview section in the assessment brief must be signed by **both the course tutor and the learner**.

The date the assessment brief was given to learners must be recorded.

The date all assessments were returned to the course tutor must be recorded.

This recording process ensures that the assessment brief has been distributed to the learner by the tutor and all assessment task elements have been submitted by the learner.

1.5 Tutor Marking Review

Some courses may have a course assessor who is not the course tutor.

The course assessor must be clearly identified in the assessment grading and recording process.

In the tutor marking review section of the assessment brief tutors/assessors must confirm that they have graded all assessment task elements and course assessments.

Tutors/assessors must clearly document if the learner has or has not completed all assessment tasks successfully.

2. Grading and Feedback

2.1 Grading

Assessors must complete all elements of the course marking sheet to award the learner their course grade.

Assessors will grade using the specified grading bands and outline the following:

The Assessment Criteria – Outline the learning outcome(s) the assessment is being graded against.

Allocation of Marks – Assessors will tick if the learning outcome has been achieved through successful completion of the relative assessment.

Evidence of Assessment – This must include the Assessment Title and Number. If there is an affiliated worksheet or handout allocated to the assessment the worksheet number must also be clearly outlined.

Grade Awarded – Assessors must specify the grade awarded and sign to validate the grade given to the learner. Date of grade issue records the date the grade was awarded by the course tutor.

2.2 Learner Feedback

Assessors must record the mode of feedback and date of feedback issue to the learner.

Overall course feedback to learners should contain the grade awarded to the learner as well as specific assessment related portfolio of work /skills demonstration feedback.

Feedback should be communicated in line with the learner's own preferred communication method and in line with SJOGCS13 Policy on using a Total Communication Approach.

3. Internal and External Verification

The course assessor must follow the process of preparing for internal and external verification.

All learner portfolios and assessment must be presented by the course assessor for internal/external verification.

The assessor is required to complete the course assessor section of the Lifelong Learning Internal Verification Submission Checklist. (See appendix 1).

The assessor must present each learner portfolio as follows:

Portfolios

1. a) Module Name
 b) Module Code
 c) Learner Name
2. Completed assessment brief signed by the learner and tutor/assessor.
3. Completed marking sheet to include grading and feedback signed by module(s)/course assessor.
4. Evidence of learner assessment work – Clearly signposted and audio-visual work stored in the appropriate online location.

4. Learning Outcomes Mapping

Award Title:	Non-Verbal Communication
Award Type:	Minor
Framework Level:	1
Award Code:	M1C04
Credit Value:	5
Assessment Technique:	Portfolio of Work

Please note below all learning outcomes that must be achieved and evidenced for a learner to achieve a successful grade.

Module Learning Outcome	Assessment Technique(s) / Tasks
LO 1 Use appropriate non-verbal behaviour to secure and maintain the attention of another.	Assessment 1
LO2 Communicate an idea/request non-verbally.	Assessment 2
LO3 Respond to body language, e.g. facial expression, gesture.	Assessment 3
LO4 Respond to common place signs and symbols, e.g. exit, no entry, hazard symbols	Assessment 4
LO5 Sequence images/symbols associated with a familiar activity and or process, e.g. loading a washing machine, turning on a mobile phone/microwave, using a public pay phone, car parking station, vending machine, looking at a short cartoon strip, supermarket express checkouts, mixing a food product such as soup/babies bottle	Assessment 5

5. Staff Supporting Assessment Agreement

(Only to be completed by staff who are supporting learners availing of learning support to complete assessment)

Supporting Staff Agreement I will:	Initial
Agree a time with the learner to provide learning support in order to assist the learner's independent completion of course and assessment related work. To add this learning support time to our weekly timetable.	
Support the learner to ensure they have signed and dated their assessment brief	
Support the learner to record their assessment submission date, deadline and encourage contact with tutor if required	
Encourage the learner to keep work safe and secure at all times	
Support the learner to complete student feedback and course evaluation	
Facilitate independent learning activities	
Encourage learning opportunities and skills use from course where appropriate	

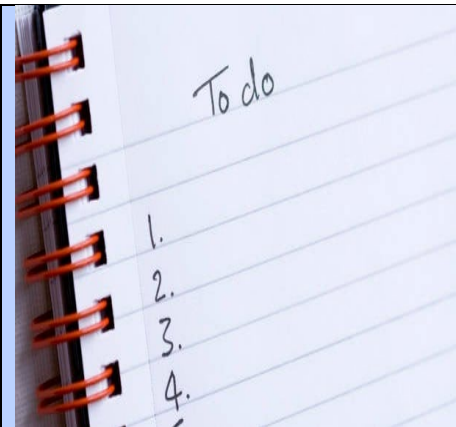
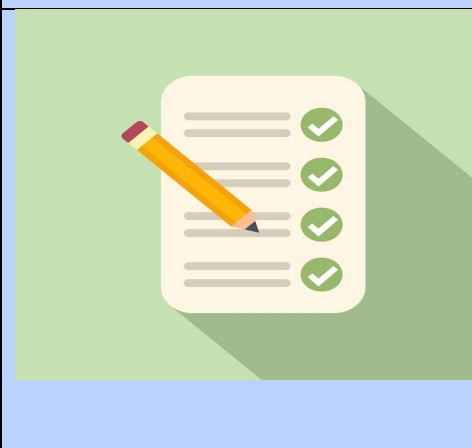
5.1 Assessment Brief – Non-Verbal Communication

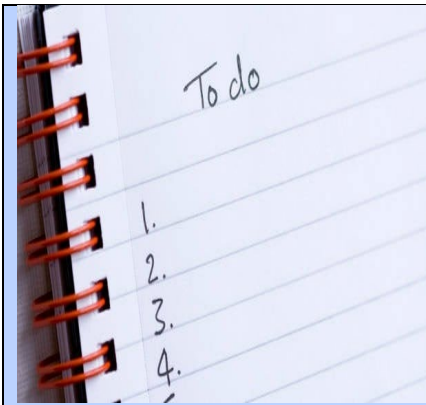
Learner Name:	
Module:	Non-Verbal Communication
Module Code:	M1C04
Level:	1
Technique:	Portfolio of Work
Grading:	S = All assessments are completed satisfactorily R = Assessment incomplete or not completed satisfactorily
Assessment Start Date:	
Assessment Submission Deadline:	

Programme Module Title:	Community Education
Component Title and Code:	Non-verbal communication M1C04
Level	1
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	

Non-verbal Communication

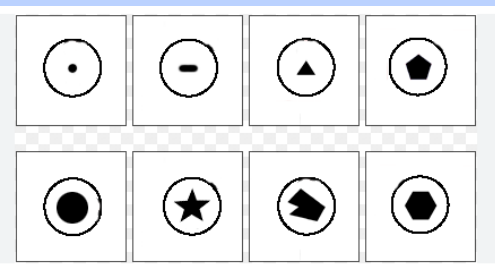


	There are 5 Assessments for you to complete as part of your portfolio of work for your module Non-Verbal communication.
	You can present your work in the way that works best for you. ➤ Making a Poster with photographs ➤ Making a Video of words and sounds ➤ Using Worksheets
	You must complete all the 5 Assessments



Guidelines:

In this module, you will learn how to use elementary nonverbal communication to capture and maintain attention without using words, understand body language, and interpret common symbols and images associated with familiar activities.



Criteria:

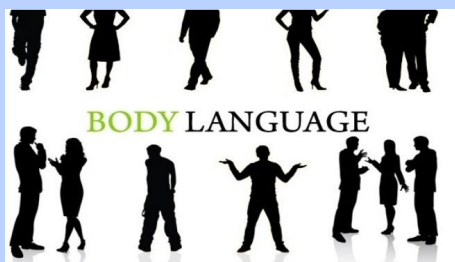
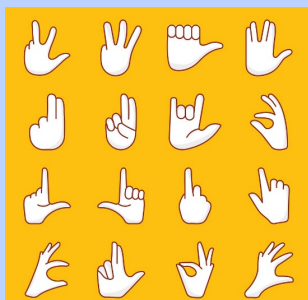
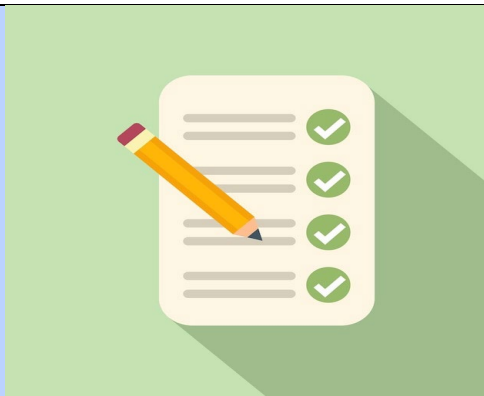
NVC-1 – Identify different methods of Non-verbal communication.

NVC-2 – Communicate an idea/request non-verbally.

NVC-3 – Identify body language and facial expressions.

NVC-4 – Respond to signs & symbols.

NVC-5 – Follow a picture sequence to complete a task.



Title Assessment 1 – NVC1: Guidelines

Identify different methods of nonverbal communication.

How Will You Do This:

Activity One:

- Choose/Demonstrate a nonverbal communication method for the activity.

Activity Two:

- Identify body language through gesture.

Activity Three:

- Secure another person's attention nonverbally.

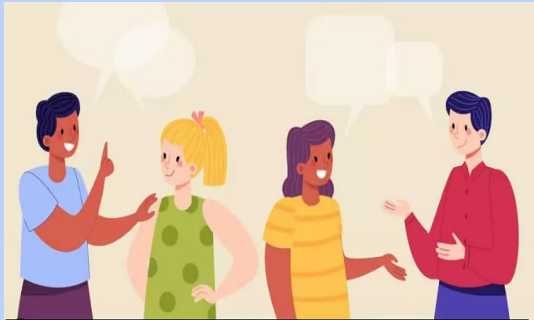
How Will you Do This:

Activity One, Two & Three:

- You will choose pictures, use audio equipment and assistive technology for sequencing daily life
- You will demonstrate communication through gestures, body language and expressions for different daily situations
- You will demonstrate securing another person's attention nonverbally
- You will demonstrate this work through audio/worksheets

Learning Outcome:

Identify different methods of non-verbal communication.

	
 	<i>Title Assessment 2 –NVC2:</i> <i>Guidelines:</i> Communicate an idea/request non-verbally. <u>How You Will Do This:</u> Activity One, two and three: • You will communicate a small request nonverbally. • You will explore different communication tools. • You will choose a communication tool and supported to use it. <u>How You Will Do This:</u> Activity One, Two & Three: 1. You will Identify a request and benefit from being able to non-verbally communicate e.g., I want a drink. 2. You will explore different communication tools e.g. pecs, objects of reference, Lámh sign language, boardmaker, other assistive technologies to determine which tool is best suited to learner. 3. You will take part in training on correct use of communication tool.

 communication	You will record these activities using audio/ worksheets <u>Learning Outcome:</u> Ability to communicate an idea/request non-verbally.
	
	<i>Title Assessment 3 –NVC3:</i> <i>Guidelines:</i> Develop basic skills to identify 3 body language and facial expressions. <u>How You Will Do This:</u> Activity One and two: • You will demonstrate basic body language and facial expressions, feelings, and emotions. • You will take part in an audio recording.



How You Will Do This:
Activity One, Two & Three:

1. You will demonstrate body language and facial expressions that are used for expressing our daily feelings and emotions.
2. You will identify/record body and facial expressions
3. You will participate in audio recordings to capture role plays of body and facial expressions as evidence for assessment



Learning Outcome:

Identify 3 body language and facial expressions



Title Assessment 4 – NVC4:
Guidelines:

Learners will respond to signs & symbols.

How You Will Do This:
Activity:

- You will identify, respond to signs and symbols in your community.





How You Will Do This:
Activity:

- You will demonstrate skills in identifying and responding to signs and symbols in your community.
- You will participate in recordings to capture identification of signs and symbols in the community as evidence for assessment.
- The tutor will Adapt the activity to suit the needs of learners.

Learning Outcome:

Respond to 3 signs & symbols.

Title Assessment 5 – NVC5:
Guidelines:

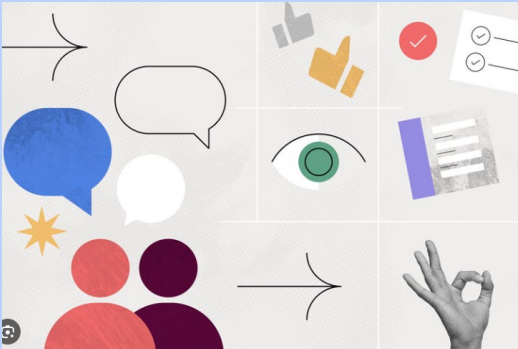
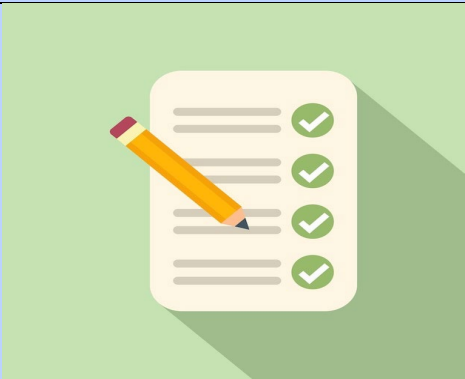
Follow a picture sequence to complete a task.

How You Will Do This:
Activity:

- You will demonstrate basic task using nonverbal communication using a sequence of pictures.

How You Will Do This:
Activity:

- You will demonstrate a basic non-verbal skill e.g. making cup of tea, setting a tray, setting the table,

  	loading the dishwasher, use of vending machine, Microwave <u>Learning Outcome:</u> Follow a picture sequence to complete a task.
	<i>Assessment on skills demonstration to complete this minor award:</i> <u>Guidelines:</u> <u>Skills Demonstrations:</u> Individuals will be assessed in: • Demonstrate securing another person's attention nonverbally. • Use a communication tool. • Body and facial expressions.

	• Identification of signs and symbols in the community. • Use pictures systematically to complete a task.
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Learner Declaration (Learner to complete this section)	
I confirm that all work in my portfolio has been completed by me.	Learner Signature: _____ Date: _____
Assessment Overview (Both learner and course tutor complete this section)	
Date the assessment brief was given (insert date below) _____	Learner Signature: _____ Date / / Course Tutor Signature: _____ Date / /
Date the assessment was submitted by learner (insert date below) _____	
Tutor Marking Review (Course tutor to complete this section)	
The tutor will deem the work successful when all assessments have been completed correctly and independently.	I can certify that < Insert Learner's Name > has / has not completed ALL elements of the assessment tasks correctly and independently. Course Tutor Signature: < Insert Tutor Signature > Date / /

6. Marking Sheet

Learner Name:		Date:		Course Code:	M1C04
Course Name:	Non-Verbal Communication		Level:	QQI Level 1	

Portfolio /Collection of Work – 100%
Grading Bands

Successful	Referred
Successful means that the learner has: Reached the required standard as outlined by the assessment criteria in the component specification. Provided sufficient evidence which has relevance and clarity.	Referred means that the learner has: Not achieved the minimum standards required as outlined by the assessment criteria in the component specification. Portfolio/Collection of work requires further work by the learner before they can demonstrate the required standard outlined in the assessment criteria in the component specification.

Assessment Criteria	Allocation of Marks	Evidence of Assessment
Learning Outcomes Demonstration	Tick if achieved	Assessment Workbook Title and Number
LO 1 Use appropriate non-verbal behaviour to secure and maintain the attention of another.		Assessment 1
LO2 Communicate an idea/request non-verbally.		Assessment 2
LO3 Respond to body language, e.g. facial expression, gesture.		Assessment 3
LO4 Respond to common place signs and symbols, e.g. exit, no entry, hazard symbols		Assessment 4
LO5 Sequence images/symbols associated with a familiar activity and or process, e.g. loading a washing machine, turning on a mobile phone/microwave, using a public pay phone, car parking station, vending machine, looking at a short cartoon strip, supermarket express checkouts, mixing a food product such as soup/babies bottle		Assessment 5
Grade Awarded	Tick as appropriate	Successful ☐ Referred ☐
Grade provided by (Tutor/Assessor Signature) 		Date of grade issue: / /
Learner Feedback		
Mode of feedback provided to learner:	Tick as appropriate Video ☐ Text ☐ LEAP ☐ Audio ☐ Visual ☐	
Learner Feedback provided by (Tutor/Assessor Signature) 	Date of feedback issue: / /	

Appendix 1: Submission Checklist for Course Assessor and Internal Verifier

Information Needed	Details	Assessor check	Internal Verifier check
Assessor Responsibility			
Name of component(s) and component codes being assessed.			
Learner Name			
Date of Assessment			
Is the portfolio corrected?			
Is DOB and PPS sent to QQI coordinator/included if first time being assessed?			
Is there evidence of all LOs included and are they clearly marked?			
Is audio visual evidence stored in the appropriate online location?			
Are all elements of the marking sheet completed i.e. all LOs ticked and proper code included?			
Has Learner and Assessor signed all relevant sections the assessment brief?			
Is assessor feedback included in portfolio?			

Internal Verification Responsibility			
Is portfolio clearly labelled and in the appropriate folder?			
Has label been printed and attached with Learner Name, Title of Component and code on Label?			
Are audio visual elements of portfolio stored in the appropriate online location?			
Has the tutor given the I.V. the correct Assessment Brief and Marking Sheet?			
Is the record of Award and component in the results pack?			
Is the I.V. report completed and included in the results pack?			
Is the Assessment Brief and Marking sheet for each component in the results pack?			

Review Record

Date Portfolios were handed to I.V: Date / /

By Assessor (Name): <Insert IV Assessor's Name Here>

Date Portfolio handed in for EA submission: Date / /

By I.V. (Name): <Insert IV Assessor's Name Here>