

## **Lifelong Learning**

# **Assessment Manual**

**Title:** Non Verbal Communication  
M2C04

**Award Type:** Minor

**Award Level:**2

**Version:** 1.0

# Contents

1. Assessment Overview .....	3
1.2 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
The Assessment Criteria .....	6
Allocation of Marks .....	6
Evidence of Assessment .....	6
Grade Awarded .....	6
2.2 Learner Feedback.....	6
3. Internal and External Verification.....	7
Portfolios.....	7
4. Learning Outcomes Mapping .....	8
5. Staff Supporting Assessment Agreement.....	9
5.1 Assessment Brief – Speaking without Words.....	10
5.2 Assessment Brief.....	11
6. Marking Sheet.....	19
Appendix 1: Submission Checklist for Course Assessor and Internal Verifier .....	21

# 1. Assessment Overview

This a QQI Level 2 minor award. At QQI Level 2, 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 SJOG Communication Policy.

### **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

<b>Award Title:</b>	Non-Verbal Communication
<b>Award Type:</b>	Minor
<b>Framework Level:</b>	2
<b>Award Code:</b>	M2C04
<b>Credit Value:</b>	5
<b>Assessment Technique:</b>	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
(NVC1) Identify a range of non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action	Assessment 1
(NVC2) Use appropriate non-verbal behaviour in communication a simple idea, e.g. disappointment or joy, tone of voice to seek/assistance/complain	Assessment 2
(NVC3) Relay a response or request non-verbally, e.g. hitching a lift, signalling a phone call	Assessment 3
(NVC4) Respond to non-verbal signal and signs encountered in daily life, e.g. road signs, traffic signs, hazardous materials	Assessment 4
(NVC5) Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following fire-drill	Assessment 5



## 5. Staff Supporting Assessment Agreement

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

<b>Supporting Staff Agreement I will:</b>	<b>Initial</b>
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 – Speaking without Words

<b>Learner Name:</b>	
<b>Module:</b>	Non-Verbal Communication
<b>Module Code:</b>	M2C08
<b>Level:</b>	2
<b>Technique:</b>	Portfolio of Work
<b>Grading:</b>	S = All assessments are completed satisfactorily R = Assessment incomplete or not completed satisfactorily
<b>Assessment Start Date:</b>	
<b>Assessment Submission Deadline:</b>	

## 5.2 Assessment Brief

Programme Module Title:	General Learning
Component Title and Code:	Non-Verbal Communication M2C08
Level	2
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	



There are **5 assessments** for you to complete as part of your portfolio of work for your course, Speaking Without Words.

You can present your work in the way that works best for you, like using photos, making a video, and using worksheets.

You must complete all 5 assessments.



**1 Title:** (NVC1) Identify a range of non-verbal communications methods.

### **Guidelines**

Capture picture/video evidence of your work. Document activities and reflections using the Book Creator app.

### **Criteria**

In completing this piece of assessment, the learner will be able to:

- To understand what a sad/happy/angry person might look like
- Act out different emotion using facial expression, body language and tone of voice
- Understand Tone of Voice and how it effects the words being said
- Identify colours that make them feel a certain way

### **Learning Outcome:**

To explore different methods of non-verbal communication.



**2 Title:** (NVC2) Use appropriate non-verbal behaviour in communication a simple idea.

### Guidelines

Capture picture/video evidence of your work. Document activities and reflections using the Book Creator app.

### Criteria

In completing this piece of assessment, the learner will be able to:

- Discuss ways they can let people know how we are feeling about something without using words. such as thumbs up or down, happy or sad faces, nodding head etc
- To response nonverbally to set questions

### Learning Outcome:

To create an awareness of using non-verbal expression to communicate an idea.



**3 Title: (NVC2)** Relay a response or request non-verbally.

### **Guidelines**

Capture picture/video evidence of your work. Document activities and reflections using the Book Creator app.

### **Criteria**

In completing this piece of assessment, the learner will be able to:

- Understand what a person is trying to communicate and how they can tell
- To be able to signal non verbally. Using body and face

### **Learning Outcome:**

To develop skills to respond non-verbally.



**4 Title:** Respond to non-verbal signal and signs encountered in daily life.

### Guidelines

Capture picture/video evidence of your work. Document activities and reflections using the Book Creator app.

### Criteria

In completing this piece of assessment, the learner will be able to:

- Identify everyday signs and symbols from the local community, e.g. traffic lights, male/female toilets, no smoking, no phones
- Locate signs and symbols in the community
- To understand various signs/symbols

### Learning Outcome:

To respond appropriately to signs and symbols in the community.





**5 Title:** (NVC5) Follow the sequence of non-verbal instructions or directions for a frequent activity.

### Guidelines

- Capture picture/video evidence of your work. Document activities and reflections using the Book Creator app.

### Criteria

In completing this piece of assessment, the learner will be able to:

- Identify a task which would help make each individual learner more independent
- Break the task down into 2 – 5 simple instructions
- Using photographs create a picture sequence which clearly depicts these steps
- Explain and demonstrate the step each picture relates to and provide the learner Observe the learner following these steps, correct any errors and provide additional training if necessary
- Learners with good literacy skills may prefer written instructions.

### Learning Outcome

To follow the sequence of non-verbal instructions or directions for a frequent activity.



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        /        /
Date the assessment was submitted by learner (insert date below)  _____	Course Tutor Signature:  _____
	Date        /        /
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

<b>Learner Name:</b>		<b>Date:</b>		<b>Course Code:</b>	M2N09
<b>Course Name:</b>	Non-Verbal Communication		<b>Level:</b>	QQI Level 2	

<b>Portfolio /Collection of Work – 100%</b>
<b>Grading Bands</b>

<b>Successful</b>	<b>Referred</b>
<p><b>Successful</b> means that the learner has:</p> <p>Reached the required standard as outlined by the assessment criteria in the component specification.</p> <p>Provided sufficient evidence which has relevance and clarity.</p>	<p><b>Referred</b> means that the learner has:</p> <p>Not achieved the minimum standards required as outlined by the assessment criteria in the component specification.</p> <p>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.</p>

Assessment Criteria	Allocation of Marks	Evidence of Assessment
Learning Outcomes Demonstration	Tick if achieved	Assessment Workbook Title and Number
		Assessment 1
		Assessment 2
		Assessment 2
		Assessment 3
		Assessment 4
		Assessment 5
<b>Grade Awarded</b>	<b>Tick as appropriate</b>	<b>Successful</b> <input type="checkbox"/> <b>Referred</b> <input type="checkbox"/>
Grade provided by (Tutor/Assessor Signature) .....		Date of grade issue: / /
<b>Learner Feedback</b>		
Mode of feedback provided to learner:	Tick as appropriate Video <input type="checkbox"/> Text <input type="checkbox"/> LEAP <input type="checkbox"/> Audio <input type="checkbox"/> Visual <input type="checkbox"/>	
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
<b>Assessor Responsibility</b>			
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 LO's 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?			

<b>Internal Verification Responsibility</b>			
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>