City & Guilds Entry Level and Levels 1-2 Essential Skills (Northern Ireland) (4800)

August 2023 Version 1.5

Qualification Handbook

Qualifications at a glance

Subject area	Essential Skills
City & Guilds number	4800
Age group approved	All
Entry requirements	None
Assessment	**Literacy and Numeracy (Entry level)** externally set and internally marked supervised task.
	Communication (Levels 1 and 2) *Reading and Writing*: externally set and externally marked assessment *Speaking & Listening*: internally marked criterion-based task. **Application of Number (Levels 1 and 2)** externally set and externally marked assessment.
	Information and Communication Technology (ICT) (Levels 1 and 2) Portfolio assessment.
Total Qualification Time (TQT)	60 hours
Guided Learning Hours (GLH)	Entry Level Literacy and Entry level Numeracy – 40 hours ICT at levels 1 and 2 – 40 hours Communication and Application of Number at levels 1 and 2 – 45 hours.
Approvals	New centres: Centre Approval Existing centres: Full Qualification Approval.
Support materials	Assessment documents: download from **Essential Skills (4800) qualification webpage** (Note: password required to open the live Entry level assessment documents). Centre staff must also have access to the Essential Skills Standards and Curriculum document published by the Northern Ireland Department for the Economy (DfE).
Registration and certification	Consult the **City & Guilds website** for information.

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Entry Level Certificate in Essential Skills – Adult Literacy (Entry 1-3)	40	42	4800-40	600/7131/X
Level 1 Certificate in Essential Skills – Communication	45	60		603/0424/8

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Certificate in Essential Skills – Communication	45	60		603/0425/X
Entry Level Certificate in Essential Skills – Adult Numeracy (Entry 1-3)	40	42	4800-50	600/7132/1
Level 1 Certificate in Essential Skills – Application of Number	45	60		603/0398/0
Level 2 Certificate in Essential Skills – Application of Number	45	60		603/0397/9
Level 1 Certificate in Essential Skills – Information and Communication Technology	40	44	4800-60	500/5322/X
Level 2 Certificate in Essential Skills – Information and Communication Technology	40	48		500/5201/9

Version and date	Change detail
1.0 September 2016	**First edition**
1.1 February 2017	Adjustments to Section 4, **Performance feedback** Adjustments to Section 6, **Access and inclusion**.
1.2 December 2017	Addition to Section 4, Results processing of assessments Adjustments to Section 4, **Performance feedback** Adjustment to Section 6, **Access and inclusion** updating rules around use of readers and scribes within the Communication Reading and Writing assessments at levels 1 and 2.
1.3 February 2018	Added GLH and TQT details to the Qualifications at a glance section
1.4 August 2018	Adjustments to Section 4, **Performance feedback**
1.5 August 2023	Update to Section 4, Assessment - the spell, grammar checkers and automatic formatting must be disabled when using a word processor Update to Section 2, Centre requirements, 'Centre staffing' and 'Qualification requirements for centre staff' - there is no longer a requirement for those involved in quality assurance of the qualifications to comply with the Northern Ireland Department for the Economy (DfE) Tutor Education Policy. - Updates throughout – removal of old branding, replacement of hyperlinks so that these signpost to new policy documents.

Contents

1 Introduction

Overview

This document tells you what you need to do to deliver the Essential Skills qualifications in Communication/Literacy, Application of Number/Numeracy, and Information and Communication Technology (ICT).

These qualifications are available to centres and learners in **Northern Ireland**.

Area	Description
Who are these qualifications for?	These qualifications are suitable for learners of all ages, though are designed particularly for learners over the age of 16.
What do the qualifications cover?	These qualifications recognise the ability to read, write, speak, listen, use numerical skills and technology at a level necessary to function and progress at work and in society in general.
Are the qualifications part of a framework or initiative?	These qualifications underpin the Northern Ireland Department for the Economy (DfE) Essential Skills for Living strategy.
Who did we develop the qualification with?	The Essential Skills qualification and subject criteria are common to all awarding organisations. The assessments at Entry level were developed jointly by all of the awarding organisations.
What opportunities for progression are there?	Being able to communicate effectively, apply mathematics effectively and make good use of technology is crucial to almost every activity in life, work or learning. These qualifications are a crucial passport to success in almost any area of work, life or further learning.

Availability

These qualifications were developed, and are regulated, specifically for use in **Northern Ireland**.

City & Guilds also offers a range of other maths and English products and services in other jurisdictions throughout the UK and Ireland. For further information please visit **cityandguilds.com/mathsandenglish**.

Structure

There are no 'units' or mechanisms for 'partial certification' within the Essential Skills qualifications: in each case the following assessment requirements **must** be completed to the required standard before the qualification can be awarded:

Essential Skills Communication and Literacy (4800-40)

Qualification title	City & Guilds codes	Requirement for certification
Entry Level Certificate in Essential Skills Adult Literacy (Entry 1)	4800-001	Entry level task completed successfully, with achievement at Entry 1 or higher in **all three** sub-skills (ie Reading, Writing, Speaking & Listening).
Entry Level Certificate in Essential Skills Adult Literacy (Entry 2)	4800-002	Entry level task completed successfully, with achievement at Entry 2 or higher in **all three** sub-skills (ie Reading, Writing, Speaking & Listening).
Entry Level Certificate in Essential Skills Adult Literacy (Entry 3)	4800-003	Entry level task completed successfully, with achievement at Entry 3 in **all three** sub-skills (ie Reading, Writing, Speaking & Listening).
Level 1 Certificate in Essential Skills Communication	4800-011	Level 1 external assessment in Reading/Writing completed successfully.[1]
	4800-012	Level 1 internal assessment in Speaking & Listening completed successfully
Level 2 Certificate in Essential Skills Communication	4800-021	Level 2 external assessment in Reading/Writing completed successfully.[*]
	4800-022	Level 2 internal assessment in Speaking & Listening completed successfully.

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[1] Please note, these components are externally set and marked by City & Guilds. There is **no need** for centres to submit a results claim for *these* components, since candidates will be credited **automatically** on achievement of a pass in the external assessment.

Essential Skills Application of Number and Numeracy (4800-50)

Qualification title	City & Guilds code	Requirement for certification
Entry Level Certificate in Essential Skills Adult Numeracy (Entry 1)	4800-101	Entry level task completed successfully, with achievement at Entry 1 or higher in **all three** curriculum areas (ie Number, Measure, Shape and Space, and Handling Data).
Entry Level Certificate in Essential Skills Adult Numeracy (Entry 2)	4800-102	Entry level task completed successfully, with achievement at Entry 2 or higher in **all three** curriculum areas (ie Number, Measure, Shape and Space, and Handling Data).
Entry Level Certificate in Essential Skills Adult Numeracy (Entry 3)	4800-103	Entry level task completed successfully, with achievement at Entry 3 in **all three** curriculum areas (ie Number, Measure, Shape and Space, and Handling Data).
Level 1 Certificate in Essential Skills Application of Number	4800-111	Level 1 external assessment completed successfully.[2]
Level 2 Certificate in Essential Skills Application of Number	4800-121	Level 2 external assessment completed successfully.†

Essential Skills Information and Communication Technology (4800-60)

Qualification title	City & Guilds code	Requirement for certification
Level 1 Certificate in Essential Skills Information and Communication Technology	4800-211	Portfolio completed, meeting Level 1 evidence requirements.
Level 2 Certificate in Essential Skills Information and Communication Technology	4800-221	Portfolio completed, meeting Level 2 evidence requirements.

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[2] Please note, these components are externally set and marked by City & Guilds. There is **no need** for centres to submit a results claim for *these* components, since candidates will be credited **automatically** on achievement of a pass in the external assessment.

2   Centre requirements

Approval

Any centre wishing to offer the Essential Skills qualifications with City & Guilds will first need to gain approval following the standard Qualification Approval process. Centre Approval will also be required if the organisation is not already a City & Guilds Centre. Please refer to the document Centre Approval process: Quality Standards for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of these qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff involved in the teaching and or assessment of these qualifications **must**:

- be personally competent in the essential skill(s) being taught and assessed and compliant with the Northern Ireland Department for the Economy (DfE) Tutor Education Policy (see page 10 of this handbook)
- have a detailed understanding of the qualification specifications and assessment requirements, as set out in this handbook
- be familiar with the Northern Ireland Essential Skills Standards and Curriculum
- (for any internal assessments) fully understand, and be able to apply, the marking/assessment criteria.

The Essential Skills qualification specifications are derived from the Essential Skills qualification and subject criteria. These criteria are published by CCEA Regulation and are common to all awarding organisations' Essential Skills qualifications.

Qualification requirements for centre staff delivering Essential Skills

The quality of all Essential Skills provision is monitored closely by the Northern Ireland Education and Training Inspectorate (ETI); the success of the Essential Skills strategy is predicated on delivery by a fully qualified workforce.

The Northern Ireland Department for the Economy (DfE) specifies **minimum qualification requirements for teachers of Essential Skills** (most recently set out in Circular ES 01/12). Whilst it is important to appreciate that this policy relates to the *teaching* rather than the *assessment* of Essential Skills, City & Guilds nevertheless requires that all staff involved in assessing Essential Skills qualifications must hold appropriate teaching and subject specialist qualifications in line with the DfE Tutor Education Policy, or else have been directly involved in the development of the qualification specifications for Essential Skills.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of each Essential Skills qualification they are involved in, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any policy or legislative developments in Northern Ireland, including any changes to the DfE Tutor Education Policy for Essential Skills.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the **What is CASS?** and [Quality Assurance Standards](#) documents on the City & Guilds website.

Internal assessment – key roles

The following components of the Essential Skills qualifications are assessed **internally**:
- all assessment of literacy and numeracy at Entry level
- the Speaking & Listening component of Essential Skills Communication at levels 1 and 2
- all portfolio assessment of Essential Skills Information and Communication Technology (ICT) at levels 1 and 2.

To meet the quality assurance requirements for these qualifications/components, the centre must ensure that each of the following roles are fulfilled:
- Head of Centre
- Centre Contact
- Internal Quality Assurance Co-ordinator (IQAC)
  (if more than one Qualification Co-ordinator)
- Qualification Co-ordinator(s)
- Assessor(s).

Please refer to the [Quality Assurance Standards](#) documents on the City & Guilds website for further information.

Please note Assessor/Internal Quality Assurer TAQA qualifications are recommended and valued as qualifications for centre staff, but they are not currently a requirement for these qualifications.

For further detail about the internal assessment process, please see the **Assessment** section of this handbook, from page 14.

External assessment – key roles

The following components of the Essential Skills qualifications are assessed **externally**:
- the Reading/Writing component of Essential Skills Communication at levels 1 and 2
- all assessment of Essential Skills Application of Number at levels 1 and 2.

To meet the assessment conduct requirements for these components/qualifications, the centre must ensure that each of the following roles are undertaken:
- Head of Centre
- Centre Contact
- Invigilator(s).

Please refer to the [Quality Assurance Standards](#) documents on the City & Guilds website for further information.

In practice there will almost always be more than one invigilator within the centre, and in large organisations this activity may be co-ordinated by a centralised examinations officer/team. Nevertheless, the Centre Contact remains the formal point of accountability, and it is crucial for that person to have clear oversight of all of the centre's Essential Skills internal **and** external assessment activity.

For further detail about the external assessment process and Invigilator role, please see the **Assessment** section of this handbook, from page 14.

Candidate entry requirements

City & Guilds does not set entry requirements for the Essential Skills qualifications. However, centres must ensure that candidates have the potential and opportunity to gain any Essential Skills qualifications they work towards and that there is a proper process of initial assessment to determine appropriate target qualifications/levels.

Age restrictions

There is no age restriction for the Essential Skills qualifications.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made **before** the start of their programme to ensure they are working towards relevant Essential Skills qualification(s) at the appropriate level.

The initial assessment process should identify:
- any relevant qualification(s) they have already completed, eg GCSE
- the appropriate essential skill(s)/level(s) they should work towards
- if the learner has any specific learning needs, and that they are capable of achieving the required standard *independently* in any qualification(s) they work towards.

It is important that any process of initial assessment takes into account learners' application and problem-solving capabilities, in addition to their technical knowledge and understanding of literacy/numeracy/ICT.

We recommend that centres provide an induction programme so learners fully understand the requirements of any Essential Skills qualification(s) they work towards, their responsibilities as a candidate, and the responsibilities of the centre.

Delivery strategies

Role of the Essential Skills Standards and Curriculum

The Essential Skills strategy and qualifications in Communication/Literacy and Application of Number/Numeracy are underpinned by the Northern Ireland Department for the Economy (DfE) Essential Skills Standards and Curriculum. The Standards and Curriculum document is available to download from the **Essential Skills (4800) qualification webpage**.

The Standards and Curriculum document sets out what Essential Skills learners in **all** settings should be taught, as well as describing all of what they are entitled to learn after enrolling on an Essential Skills programme. Please note the Northern Ireland Education and Training Inspectorate (ETI) expects all Essential Skills learning programmes in Communication/Literacy and Application of Number/Numeracy to be based on the Standards and Curriculum.

Understanding the qualification and assessment specifications

In addition to using the Standards and Curriculum, centre staff must also familiarise themselves with the structure, content and assessment requirements of the Essential Skills *qualifications* before designing a course programme. These are set out in the Qualification specifications and assessment criteria section of this handbook, from page 32.

Centres should design course programmes in any way that:
- best meets the needs and capabilities of their learners
- satisfies the requirements of these qualifications.

In particular, staff should consider the additional complexity, technical demand, familiarity and independence required of learners at each level. The initial assessment process should be used to ensure learners are working towards appropriate Essential Skills qualification(s)/level(s). These will not necessarily be at the same level as other qualifications that the learners might simultaneously be working towards.

Assessment support materials

Whilst the DfE Standards and Curriculum document should underpin all Essential Skills *teaching and learning*, the following materials to support **assessment** preparation are also available to download from the **Essential Skills (4800) qualification webpage**

Title	Description of documents available
Entry Level Literacy	Sample task titled 'Giant's Causeway' comprising • candidate's paper (Entry 1) • candidate's paper (Entry 2-3) • assessment scheme (containing marking criteria) • two handout documents • tutor guide and script.
Entry Level Numeracy	Sample task titled 'Party' comprising • candidate's paper (Entry 1) • candidate's paper (Entry 2-3) • candidate's paper (session 2) • assessment scheme (containing marking criteria) • two handout documents • tutor guide and script.
Levels 1 and 2 Communication	Sample Reading/Writing assessments, comprising • candidate's paper • source booklet • mark scheme. Speaking & Listening guidance and forms.
Levels 1 and 2 Application of Number	Sample assessments, comprising • candidate's paper • mark scheme.
Levels 1 and 2 Information and Communication Technology	Please see portfolio evidence requirements, from page 52 of this handbook.

4   Assessment

Summary of assessment models and guiding principles

The Essential Skills qualifications are concerned with the practical ability to apply communication, number and ICT skills within everyday situations.

> Essential Skills qualifications are 'skill', rather than 'subject', orientated. The emphasis is on purposeful application, rather than just recall.

All Essential Skills assessments therefore involve working through problems or scenarios. With the exception of ICT at levels 1 and 2, there is no ongoing portfolio assessment; instead, learners are required to complete a one-off series of supervised tasks once the centre has judged them capable of demonstrating the necessary skills independently to the required standard – known as 'when ready'.

Depending on the essential skill and level being attempted, the assessment is either:
- **internally-assessed/marked** by the centre; or
- **externally-marked** by City & Guilds.

In neither case does City & Guilds set any fixed assessment dates, although centres may operate their own internal timetabling of assessments. Centres are able to conduct the internally-assessed/marked assessments at any time after learners have been registered as candidates for the qualification, although the externally-marked assessments must be ordered from City & Guilds in advance.

In the case of **Communication/Literacy** and **Application of Number/Numeracy**, both the internal and external assessments:
- are summative and must take place under supervised/invigilated conditions
- must be presented to candidates unseen, without prior knowledge of the assessment topics/tasks
- are time-bound (at levels 1 and 2)
- must be **entirely** candidates' own unaided work.

In the case of **ICT**, the portfolio must address all of the standards and evidence requirements set out in the handbook. Again, the portfolio must be **entirely** candidates' own unaided work.

The assessment requirements for each of the Essential Skills qualifications are set out more fully on the following pages of this handbook.

Internal assessment model and materials: Literacy and Numeracy at Entry level

All of the Entry level assessment material for Literacy and Numeracy is available to download from the **Essential Skills (4800) qualification webpage**.

It comprises:

- **Example tasks**
  (one for Literacy, one for Numeracy)
  The example tasks may be used as practice assessments or for staff training, though must not under any circumstances be used to carry out live Essential Skills qualification assessments.

- A range of **live tasks**
  These may **only** be used to carry out the assessment of registered Essential Skills candidates, or to assist internal standardisation of assessment decisions.

Obtaining and storing the live Entry level tasks

The task documents are available to download from the **Essential Skills (4800) qualification webpage**. For security reasons, these documents are password-protected (with the passwords visible on the 4800 Catalogue pages of City & Guilds' Walled Garden). Assessors, Qualification Co-ordinators and, if applicable, Internal Quality Assurance Co-ordinators (IQAC) will require regular and ongoing access to the complete range of live assessments – partly so they can select titles appropriately, but also to facilitate internal standardisation. Therefore the Centre Contact must ensure that there are rigorous, but appropriate, internal controls on access to the live assessment bank. Any hard or electronic copies of these materials must be stored **securely** at all times.

There are several task titles available for each Entry level essential skill/level; these cover a range of topics, and it is expected that centres will select the title(s) most likely to engage their learners' interest. Nevertheless, candidates must **not** under any circumstances be coached on the topic or scenario before the assessment takes place, and all live assessment material must be presented unseen.

All of the assessment documents are designed to be printed double-sided. The documents must be printed on A4 paper to their **exact intended size** (with printer page scaling set to 'None' rather than 'Shrink to printable area' or 'Fit to printable area'). Not doing so is likely to distort any scaled graphics or diagrams included within these documents. If the candidate's paper is enlarged to A3, the candidate must also be given an 'actual size' copy of the paper as well – or at the very least any pages on which any graphics or diagrams appear.

Please contact **policy@cityandguilds.com** if you require further guidance about the use of modified assessment materials.

Conducting the live Entry level tasks

The Entry level tasks must be carried out under **supervised** conditions. This is distinct from formal examination 'ICE' conditions, although the following is required:

1. **The task must be presented to candidates 'unseen'.** They must not have been told what the topic is (other than in *very* general terms – eg that it is broadly relevant to their main programme and/or is likely to interest them) and **on no account** may they be shown any of the assessment material beforehand.
   Note: the example task should be used to help prepare candidates before they attempt a live task.

2. **Candidates must be continually supervised** by a reliable person who is suitably informed and adequately briefed. This can (although does not have to be) the candidate's main tutor, although the instructions within the tutor guide and assessment scheme must be

followed precisely and candidates must **not** be given any undue assistance whilst completing their task.

3. **The task must be completed in a suitable room** that is free from extraneous noise, where candidates can complete the task without disturbance or interruption.

   It is expected that tasks will normally be completed in the candidate's usual learning environment; as long as these conditions are conducive to work (eg a noisy workshop wouldn't be suitable). Care should be taken to ensure there is nothing in the room (eg posters on the wall) likely to give candidates an unfair advantage, although unlike examination 'ICE' conditions there's no absolute requirement to cover up all posters or wall displays. Seating arrangements must be such as to prevent candidates from being able to overlook the work of others, intentionally or otherwise.

4. **The marking guidance on the assessment scheme and tutor guide/script must be followed carefully**. This includes guidance about where and how the task may be conducted over more than one session.

5. **All work must be collected in** at the end of each session and stored securely. Candidates may be shown their work when assessors are giving feedback, though candidates must not be able to retain copies of any live assessment material.

6. **Candidates must attempt a *different* task** if re-sitting or progressing to the next level. There is no minimum time between assessment attempts, although where candidates have been unsuccessful in any part of the task they will need adequate opportunity for further practice in the relevant skills.

Failure to follow these requirements will be considered malpractice.

For information about the range of permitted Access arrangements and Reasonable Adjustments, along with the process for applying/recording instances, please see the **Access and inclusion** section of this handbook, from page 64.

Determining the overall level of achievement

The following formula must be applied to **all** Entry level assessments for both **Literacy** and **Numeracy**[3]

Sub-skill or Curriculum area outcome			Entitled to
Entry 1	*Entry 1*	*Entry 1*	Entry 1 qualification
Entry 1	*Entry 1*	*Entry 2*	Entry 1 qualification
Entry 1	*Entry 1*	*Entry 3*	Entry 1 qualification
Entry 1	*Entry 2*	*Entry 2*	Entry 1 qualification
Entry 1	*Entry 2*	*Entry 3*	Entry 1 qualification
Entry 2	*Entry 2*	*Entry 2*	Entry 2 qualification
Entry 2	*Entry 2*	*Entry 3*	Entry 2 qualification
Entry 3	*Entry 3*	*Entry 1*	Entry 1 qualification

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[3] A slightly different formula previously operated for Literacy until August 2010.

Entry 3	Entry 3	Entry 2	Entry 2 qualification
Entry 3	Entry 3	Entry 3	Entry 3 qualification

When submitting results to City & Guilds for certification it is only necessary to report the **overall** level of attainment; candidates must achieve **all three** sub-skills or curriculum areas at Entry 1 or higher before a certificate can be awarded, and there is no 'unit' certification for individual sub-skill or curriculum area achievement.

Internal assessment model and materials: Communication (Speaking & Listening) at levels 1 and 2

Details of the required assessment activities and criteria for Speaking & Listening at levels 1 and 2 can be found in the **Qualification and Assessment Specifications** section of this handbook, from page 32. This includes detailed guidance for assessors on the assessment process and how outcomes may be evidenced.

The assessment of Speaking & Listening should not take place until learners are ready, and they **must** already have been registered as a candidate for Essential Skills Communication/Literacy before taking the assessment. Centres will need to plan how and when they conduct their candidates' Speaking & Listening assessments, especially to accommodate group discussions and presentations.

Please note that all Speaking & Listening assessments for Essential Skills Communication at levels 1 and 2 are subject to CCEA Regulation's *Controlled Assessment Regulations for Essential Skills*. These regulations, for example, require continual supervision of the assessment by a reliable person.

A copy of the Controlled Assessment Regulations document can be found on the **Essential Skills (4800) qualification webpage.**

A key consideration is the need to ensure all assessment of Speaking & Listening has been supervised – by the Assessor or by another responsible adult. If the Assessor is not physically present to observe the assessment taking place, there must be an appropriate audio and video recording on which assessment decisions can be based. Please refer to the [Quality Assurance Standards](#) documents on the City & Guilds website for further information.

The Speaking & Listening assessment record sheets are available separately to download from the **Essential Skills (4800) qualification webpage**. These are provided as Microsoft Word documents, enabling them to be completed electronically and/or reformatted or customised locally (without altering any of the content). A separate assessment record sheet must be completed for **every** candidate undergoing assessment (regardless of whether successful).

All Speaking & Listening assessments are subject to City & Guilds' Internal and External Quality Assurance (IQA/EQA) process (see below).

Internal assessment model and materials: Information and Communication Technology (ICT) at levels 1 and 2

The Essential Skills **ICT** qualifications at levels 1 and 2 are assessed entirely by portfolio. The portfolio must meet all of the evidence requirements set out in the **qualification specifications and assessment criteria** section of this handbook from page **38**.

Quality Assurance for internal assessments

All internal Essential Skills assessments are subject to City & Guilds' Internal and External Quality Assurance (IQA/EQA) process. To confirm, this includes:

- Entry level Literacy
- Entry level Numeracy
- Communication (Speaking & Listening) at levels 1 and 2
- ICT at levels 1 and 2.

The purpose of the IQA process is to affirm the correctness and consistency of assessment decisions rather than to re-assess or 'second mark'. In the case of Literacy, Numeracy and Communication (Speaking & Listening), the nature of any standardisation/sampling activity associated with these assessments will in practice need to focus especially on;

- ensuring marking schemes/criteria are applied correctly; and
- ensuring that assessments take place under the required conditions.

In the case of ICT, any Portfolio assessment and quality assurance will also need to ensure assessment activities are appropriately planned – ie that the evidence is derived from a purposeful activity for which a template has been agreed in advance with the centre's External Quality Assurer (EQA).

When planning their IQA activity, centres should also give due consideration to the characteristics of their Essential Skills provision (eg range of sites, departments, staff and learners involved, internal decision-making processes) and ensure that their sampling strategies follow the principles of 'CAMERA'.

Please refer to the [Quality Assurance Standards](#) documents on the City & Guilds website for further information.

External assessment model, materials and conduct arrangements: Communication (Reading and Writing) and Application of Number

The assessment of Reading and Writing within Essential Skills Communication, along with all aspects of Essential Skills Application of Number, is externally set and marked by City & Guilds.

The external assessments:
- are summative, must be pre-booked and take place under invigilated conditions (see below for details)
- are time-bound
- must be presented to candidates unseen, without prior knowledge of the assessment topics/tasks
- must be **entirely** candidates' own unaided work.

The specifications on which these assessments are based are set out in the **qualification specifications and assessment criteria** section of this handbook from page **38**.

Named on Demand assessment delivery model

The external assessments must be ordered in advance from City & Guilds using a process known as **Named on Demand** (NoD). This model involves the use of paper-based assessment materials. There are no fixed assessment dates or windows, although each assessment sitting must be pre-booked at least 14 days in advance, and each assessment entry must be for a named candidate.

Required assessment conditions

The external assessments must take place under invigilated conditions in line with the *principles* set out in the **Essential Skills (4800): Instructions for conducting examinations**. Not meeting the required assessment conditions will be considered malpractice.

Examination audits

Whilst the internal assessment of Essential Skills is subject to City & Guilds' Internal and External Quality Assurance (IQA/EQA) process, the external assessments are subject to a separate process of examination audits.

All Essential Skills centres' systems and processes for managing these assessments will be scrutinised through the audit process. All assessment sites, including any arrangements for transporting materials between sites, will also be checked.

Use of technology

One notable difference from the traditional assumptions of ICE conditions is the expectation that Essential Skills candidates use their **normal methods of working** when completing these assessments, making use of equipment that would reasonably and routinely be available to them.

It is therefore acceptable for candidates to use relevant technology whilst undergoing assessment, as long as this does not enable them to collaborate or access unauthorised information. This includes, but is not limited to, typing written answers or using a computer to create diagrams, tables and graphs. For the avoidance of doubt, there is **no need** to treat any

such *routine* use of technology as an Access arrangement requiring justification or permission for individual candidates.

Moreover, where word processing software is used for this purpose, routine features of that software such as spell/grammar checking facilities must be disabled.

For further guidance, please see the section **Permitted/prohibited equipment**, from page 22 of this handbook.

Note the outputs of work produced electronically must be sent to City & Guilds in **hard copy** form. To facilitate the marking process, work must be printed onto A4 sheets of paper (with the candidate's name clearly visible on every page) and returned with the candidate's bar-coded answer booklet.

Accommodation and assessment sites

Essential Skills assessments should ideally be accommodated within the centre's own premises, although they can take place in other locations such as candidates' workplaces. Centres need to inform City & Guilds that the location is an assessment site using the Centre Update (CU) form (see *City & Guilds Centre Manual* for more information).

Once the initial notification has been made, it is **not** necessary to inform City & Guilds *every time* an assessment takes place at this location.

The assessment room

All Essential Skills assessments must take place in a suitable location that enables candidates to complete their assessments in silence without disruption or interruption. It should be made clear to those in adjoining rooms/corridors that the assessment is taking place.

Candidates **must not** be seated in such a way that they can overlook each other's work (even unintentionally). The recommended method is to ensure that the minimum distance in all directions between candidates' chairs is at least 1.25 metres. Other approaches are acceptable, providing that candidates cannot see each other's work.

Centres must create a seating plan so that there is a clear record of where each candidate was seated during the assessment. Centres must keep a copy of the seating plans until at least 65 working days after the release of results.

Care should be taken to ensure there is nothing visible in the assessment room that might give candidates an unfair advantage (please see the section **Permitted/prohibited equipment**, from page 22 of this handbook, for further guidance.)

Whilst it is not mandatory to display the standard Joint Council for Qualifications (JCQ) 'Warning to Candidates' posters for these assessments, it might be appropriate to do so if the same room is also used for other assessments or examinations.

A reliable clock must be clearly visible to each candidate throughout the assessment.

The Invigilator role

The assessments require **continuous** supervision by suitably informed and briefed adults.

Anyone acting as an Invigilator for Essential Skills assessments needs to be absolutely clear about the scope and purpose of this role, ie to facilitate the assessment and:
- ensure all candidates have an equal opportunity to demonstrate their abilities
- ensure the security of the assessment – before, during and afterwards
- prevent possible candidate malpractice
- prevent possible administrative failures.

Anyone acting as an invigilator must be familiar with the centre's internal assessment administration processes as well as the contents of this document (in particular the Invigilator Checklist in **Appendix 1** of this handbook).

Invigilators **must**:
- be familiar with the requirements of the role as set out in this handbook
(**an electronic or printed copy of this handbook must be made available during each assessment sitting**)
- give all their attention to overseeing the assessment and ensuring it is conducted properly
- be able to observe each candidate that they are responsible for supervising at **all** times
- be able to summon help without leaving the candidates unsupervised at any time – eg if there is only one invigilator, that person should have access to a mobile phone (on silent) or two-way radio
- inform the Centre Contact (or examinations officer) immediately if they suspect the security of the assessment may have been compromised
(the Centre Contact is responsible for notifying City & Guilds of any security breach).

Invigilators must **not** carry out any other task whilst invigilating.

Choosing an invigilator

Whilst anyone invigilating Essential Skills assessments must be suitably informed and briefed on the invigilation requirements, determining who can or cannot fulfil the Invigilator role is ultimately an internal staffing matter for centres.

As with any form of assessment, centres must consider the potential for any malpractice that could occur and ensure that there are adequate internal safeguards in place to mitigate the risk of this happening.

Particular care needs to be taken if any of the staff involved might be perceived to have a conflict of interest as a result of other roles they perform. As far as possible centres should avoid situations where candidates are invigilated **solely** by the main teacher/tutor who has prepared them for the essential skill being assessed. Where this is genuinely unavoidable, the centre must take all reasonable steps to prevent any conflict of interest which could lead to, or be perceived as, malpractice. Candidates' relatives or peers must not act as sole invigilator under any circumstances.

For more detailed guidance on City and Guilds' Malpractice procedures, please visit the **Assessment Malpractice** page of City & Guilds' website. Other supporting documents are available on the **Joint Council for Qualifications (JCQ) website**.

If only one invigilator is present, that person must be able to get help easily, without leaving the room or disturbing the candidates. There must be at least one invigilator present during the assessment at all times.

Where centres opt to use a centralised team of examination invigilators for their Essential Skills assessments, it is important that they are adequately briefed on the requirements of *these* assessments – eg in terms of understanding the range of permitted equipment.

Permitted/prohibited equipment

Candidates are generally expected to use their normal methods of working, and within reason should be able to access any equipment that would routinely be available to them, as long as this does **not**:
- enable candidates to
    - communicate or collude with other candidates, or with any third party external to the assessment
    - access the internet.
- include any pre-prepared notes, crib-sheets, tutor-developed or other materials designed specifically to assist with this assessment.

Candidates may therefore use electronic devices such as a desktop PC, laptop or similar provided that spell/grammar checkers are disabled. Where the device has transmitting/receiving capabilities (eg via a SIM-card, dongle, Ethernet or built-in WiFi connectivity), the Invigilator **must** ensure at the beginning of the assessment that this functionality has been disabled and remains so throughout the assessment. Under no circumstances may candidates undergoing assessment communicate or collude with other candidates, or with anyone external to the assessment.

The centre **must** also ensure beyond doubt that any electronic devices used during the assessment have no other saved or stored information that could potentially give candidates an unfair advantage. It is therefore **not** acceptable for candidates to bring their own laptop.

When considering whether candidates should have access to a particular item of equipment, centres must bear in mind each of the following:
- How readily and routinely would this item be available to candidates in 'real' everyday life/work situations?
- Would prohibition put candidates at a significant disadvantage?
- Would use of the item be likely to disturb or disrupt other candidates (and if so, could this easily be mitigated)?
- Would the item give rise to a communication/collusion risk (that the centre could not reasonably mitigate)?

> **Illustrated example 1:**
>
> The Invigilator gives out scrap paper to candidates so they can make rough notes.
>
> This **would** be permissible because:
> - ✔ note paper is something they would be likely to use as matter of course in everyday situations, and not allowing them to do so might impede completion of the assessment task
> - ✔ doing so is highly unlikely to disturb or disrupt other candidates
> - ✔ there is no realistic possibility of a security risk, as long as checks are made to ensure the paper does not contain any pre-prepared information (especially nothing of material relevance to the assessment) and candidates are not able to retain any of these sheets after the assessment.

> **Illustrated example 2:**
>
> Candidates have been provided with a briefing note for use during their Application of Number assessments. It includes a list of key mathematical formulae they might need to use, as well as a list of *dos and don'ts* for the assessment that the tutor thought would be useful.
>
> This **wouldn't** be permissible because:
> - ✖ the briefing note has been designed specifically to assist candidates with this assessment; it is not a general resource that they would have routine access to in everyday situations (textbooks or course notes would likewise be inappropriate)
> - ✖ it would be seen as 'spoon feeding' candidates and compromising the independent problem solving aspect of these assessments.

Understanding how Named on Demand works, including how/when results are issued

> Please note we can only ensure timely results notification if **all** the processes set out below have been followed correctly.

Ordering assessments

Named on Demand assessments are ordered using the On Demand screen within the Walled Garden (or alternatively as an EDI file). A fee is charged for each candidate included on the order, for details please see the 4800-40 (for Communication) and 4800-50 (for Application of Number) Catalogue pages on the Walled Garden.

The order must specify a date and time for the assessment (at least 14 calendar days ahead), as well as the names of **all** candidates undergoing assessment on this occasion (all of whom will need to have already been registered for the relevant Essential Skill). Please ensure this information is correct, as it **cannot** be amended after the order has been placed[4] and will appear on all stationery relating to the booking.

---

[4] Our standard candidate amendment policy applies, allowing minor errors to be corrected via the Walled Garden. However, if a wholesale name change is required then proof of this must be provided.

Candidates cannot be added to, or removed from a booking after it has been made. This is critically important for the accurate and timely processing of results.

Each assessment order must be for a **unique** sitting, with all candidates included on the booking required to attend the assessment at the **same time** on the **same site**. Where there are multiple groups of candidates needing to attempt the assessment at different times in different locations (even on the same day) a **separate order** must be placed for each one (with the scheduled start time at least one hour earlier/later than the time of any other sittings of the same essential skill/level on the same day).

Whilst assessment orders are expected to take place on the date and time specified when they were booked, in practice they may be held up to **five working days** either side of this date without needing to notify City & Guilds – as long as **all** of the included candidates attempt the assessment at this new time. A discrete assessment paper is allocated to each assessment order, so if multiple bookings are submitted by the centre for different times on the same day (at least an hour apart) then each one will receive a different paper.

All materials relating to each booking must therefore be received, stored, used and returned together.

Receipt and storage of assessment materials

Essential Skills assessment materials are **normally** dispatched to arrive at least ten working days before the assessment date, although depending on when the order is placed or during busy periods this may be as little as five working days. If they have not arrived five working days before the assessment date, please contact our Customer Services team by emailing centresupport@cityandguilds.com.

Each batch of assessment materials contains the following:
- Invigilation Certificate (IC) - attendance record for completion during the assessment
- sealed pack containing:
    o dispatch note
    o assessment papers – for each candidate
    o individual barcode stickers for each candidate
    o return label and bag with return instructions.

The sealed pack must not be opened at this point, and must be stored securely until immediately before it is used. This must involve a similar level of access control to the arrangements described in the **Joint Council for Qualifications (JCQ) Instructions for Conducting Examinations (ICE)**.

For example:
- live assessment materials must not be viewed by **anyone** within the centre prior to their use
- any access to the materials must be limited to the Centre Contact and a limited number of key-holders authorised by the Head of Centre.

Where materials need to be transported to another location (eg another site or candidates' workplaces) they must be transported securely and remain sealed. Where possible, this should be on the day of the assessment by a member of staff, using a lockable case. If assessment materials need to be stored overnight away from the centre address, the conditions must meet those listed above. The location must be registered with City & Guilds as an assessment

site and materials must not be stored there any longer than absolutely necessary. All assessment sites will be checked as part of City & Guilds' examination audit process.

Where multiple orders have been placed, care must be taken to ensure each set of papers and paperwork is not mixed up. The best way to avoid this is to keep all materials relating to a particular order (ie the IC and sealed pack) **together** until they are used.

Setting up the assessment

As indicated above, the specified date and time is printed on all stationery relating to a particular assessment order and it is expected that the assessment will take place at this time. However, the assessment may take place up to **five working days** either side of the specified date without needing to inform City & Guilds as long as:

- the assessment materials remain sealed until use and are dispatched within one working day
- all candidates included on the booking complete the assessment **at the same time**.

A new booking must be made if the assessment date/time needs to be varied by more than five working days.

The following diagram illustrates how soon a NoD assessment could potentially be taken after it is ordered:
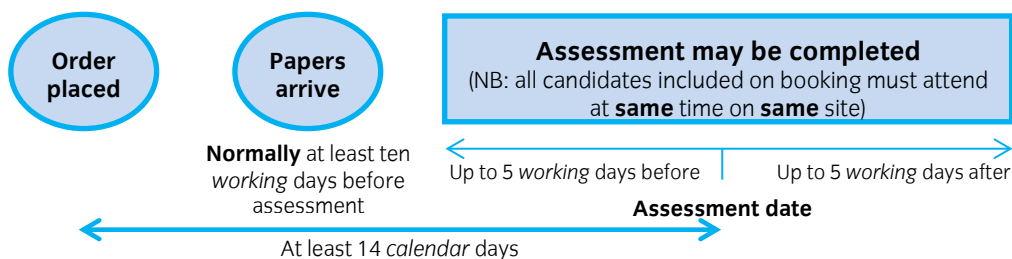
Opening the packs

In order to ensure the assessment is presented to candidates unseen, the sealed pack of assessment materials must remain unopened until just before use. This should **not** normally be more than one hour before the assessment begins, although it is recognised that this might occasionally need to be **slightly** longer given the need to stick barcodes onto each of the papers (see below). Where papers need to be opened more than an hour before the assessment, the security of the assessment must be maintained.

To minimise the risk of any packing errors, all packs are checked by at least two members of City & Guilds staff before being sealed and dispatched. However, if you do find anything incorrect or missing from the pack when it is opened please contact our Customer Services team immediately. If you are holding assessments during evenings or weekends, please bear in mind that the Customer Services contact centre is open Monday to Friday from 08:00 to 18:00.

Barcodes

The sealed pack contains a set of personalised barcode stickers which will need to be stuck onto the papers as instructed before the assessment begins. It is **essential** that each candidate is given the correct paper with the correct barcode stuck in the appropriate place, as name and barcode are used to identify candidates when processing results. Candidates are also asked to add their name and signature to the paper as an additional safeguard.

Completing the paperwork and returning assessment materials to City & Guilds

The Centre Contact must ensure that assessment materials are dispatched promptly after use. Candidates will be recorded as absent if these are not received within 14 calendar days of the date printed on the IC.

All assessment materials should be returned via secure post. It is the centre's responsibility to ensure secure delivery, as City & Guilds are unable account for any bags that go missing before the scanning house has received them.

Any spare copies of the assessment paper must be **securely destroyed** and on no account may they be retained for use as practice material or as a teaching/learning resource.

To ensure results are processed efficiently and released on-time:
- all candidates included on the booking must complete the assessment at the **same time**, with all completed materials returned to City & Guilds **together**
- the date/time displayed on the IC must **not** be altered
  (even if the assessment did not *actually* take place at that time)
- the IC must be completed as instructed to record all of the candidates present
  (and must **not** be photocopied)
- no additional candidates may be added to the IC
  (doing so will trigger late entry fees and delay results, and the unentered candidates' work may not be marked)
- all submitted papers **must** have the correct barcode.
- Do not include any unused papers (eg the 'spare' Invigilator copies); these should be destroyed separately.

> Please note all completed assessments and paperwork from a particular assessment booking must be returned in the **same** bag. Any papers returned in separate batches will have to be processed manually and will take **considerably longer** to turn around. They may also be subject to late entry fees.

Please follow the instructions on the 'return bag' and before posting check to ensure:
- the IC has been completed correctly
- all candidates' completed assessment papers are enclosed, and have the correct barcode
- no blank assessment papers are enclosed
  (any unused papers must be destroyed – otherwise these candidates' results will be recorded as 'fail' rather than 'absent')
- no other work from candidates that were not included on the booking is enclosed.

Results processing of assessments

Results are processed and issued within 20 working days after the completed work has been received and scanned by City & Guilds.

As part of our quality assurance measures to ensure consistency of marking and results, each new assessment paper version we introduce is subject to a formal **awarding** process where we

use real candidates' work and statistical data to compare its performance with other papers before finalising its pass mark.

In the immediate period after a new version has been introduced, we will hold results for any candidates attempting that paper until awarding has been completed. This normally only takes a few days, and we will always do everything we can to ensure results are issued promptly, although it might **occasionally** be necessary to delay results slightly beyond our standard 20 working days' turnaround (at most a further 5-7 days).

If you have any specific queries please contact **centresupport@cityandguilds.com** for further information.

Performance feedback

Where candidates have **not** achieved a pass grade in their assessment, a Notification of Results (NCR) statement is issued confirming the grade, and including a series of *performance codes* identifying relative performance ('good', 'partial' or 'poor') in each of the main aspects of the assessment.

Performance codes Level 1 Communication

Code	Description	% total marks achieved
NA	Identify main points and ideas and how they are presented – good performance	75-100%
NB	Identify main points and ideas and how they are presented – partial performance	40-74%
NC	Identify main points and ideas and how they are presented – poor performance	0-39%
ND	Read and understand texts in detail – good performance	85-100%
NE	Read and understand texts in detail – partial performance	40-84%
NF	Read and understand texts in detail – poor performance	0-39%
NG	Utilise information and identify suitable responses – good performance	80-100%
NH	Utilise information and identify suitable responses – partial performance	40-79%
NI	Utilise information and identify suitable responses – poor performance	0-39%
OK	Writing overall content - good	53-100%
OL	Writing overall content - partial	0-52%
NP	Spelling, punctuation and grammar – good performance	80-100%
NQ	Spelling, punctuation and grammar – partial performance	40-79%
NR	Spelling, punctuation and grammar – poor performance	0-39%

Please see **Level 1 Communication skills standards, coverage, range and assessment weightings** on page 42 for further details. The coverage and range column sets out the technical skills required at this level.

Performance codes Level 2 Communication

Code	Description	% total marks achieved
NS	**Select and use different types of texts and summarise information from different sources – good performance**	**75-100%**
NT	Select and use different types of texts and summarise information from different sources – partial performance	40-74%
NU	Select and use different types of texts and summarise information from different sources - poor performance	0-39%
NV	**Identify purposes of texts and detect point of view, implicit meaning and bias – good performance**	**75-100%**
NW	Identify purposes of texts and detect point of view, implicit meaning and bias - partial performance	40-74%
NX	Identify purposes of texts and detect point of view, implicit meaning and bias - poor performance	0-39%
NY	**Analyse texts in relation to audience needs and consider suitable responses – good performance**	**80-100%**
NZ	Analyse texts in relation to audience needs and consider suitable responses - partial performance	40-79%
OA	Analyse texts in relation to audience needs and consider suitable responses - poor performance	0-39%
OM	**Writing overall content - good**	**53-100%**
ON	Writing overall content - partial	0-52%
OH	**Spelling, punctuation and grammar – good performance**	**80-100%**
OI	Spelling, punctuation and grammar - partial performance	40-79%
OJ	Spelling, punctuation and grammar - poor performance	0-39%

Please see **Level 2 Communication skills standards, coverage, range and assessment weightings** on page 49 for further details. The coverage and range column sets out the technical skills required at this level.

Performance codes Level 1 Application of Number

Code	Description	% total marks achieved
MA	**Money/Time – good performance**	**80-100%**
MB	Money/Time – partial performance	40-79%
MC	Money/Time – poor performance	0-39%
MD	**Measures/Shape/Space and scale diagrams - good performance**	**70-100%**
ME	Measures/Shape/Space and scale diagrams - partial performance	35-69%
MF	Measures/Shape/Space and scale diagrams - poor performance	0-33%
MG	**Handling data - good performance**	**75-100%**
MH	Handling data - partial performance	38-74%
MI	Handling data - poor performance	0-37%
MJ	**Presenting results - good performance**	**75-100%**
MK	Presenting results - partial performance	38-74%
ML	Presenting results - poor performance	0-37%
MM	**Review/Explain/Check - good performance**	**80-100%**
MN	Review/Explain/Check - partial performance	40-79%
MO	Review/Explain/Check - poor performance	0-39%

Please see **Level 1 Application of Number:
skill standards, coverage, range and assessment weightings**, on page 49, for further details.
The coverage and range column sets out the technical skills required at this level.

Performance codes Level 2 Application of Number

Code	Description	% total marks achieved
MA	**Money/Time – good performance**	80-100%
MB	Money/Time – partial performance	40-79%
MC	Money/Time – poor performance	0-39%
MD	**Measures/Shape/Space and scale diagrams - good performance**	75-100%
ME	Measures/Shape/Space and scale diagrams - partial performance	38-74%
MF	Measures/Shape/Space and scale diagrams - poor performance	0-37%
MG	**Handling data - good performance**	73-100%
MH	Handling data - partial performance	36-72%
MI	Handling data - poor performance	0-35%
MJ	**Presenting results - good performance**	100%
MK	Presenting results - partial performance	50-99%
ML	Presenting results - poor performance	0-49%
MM	**Review/Explain/Check - good performance**	80-100%
MN	Review/Explain/Check - partial performance	40-79%
MO	Review/Explain/Check - poor performance	0-39%
MP	**Fractions/Decimals/Percentages/Ratio/ Proportion/Formulae – good performance**	75-100%
MQ	Fractions/Decimals/Percentages/Ratio/Proportion/Formulae – partial performance	38-74%
MR	Fractions/Decimals/Percentages/Ratio/Proportion/Formulae – poor performance	0-37%

Please see **Level 2 Application of Number:**
skill standards, coverage, range and assessment weightings, on page 51, for further details.
The coverage and range column sets out the technical skills required at this level.

5 Qualification specifications and assessment criteria

All of the Essential Skills qualifications in Communication/Literacy and Application of Number/Numeracy are based on specifications that have been derived from the Northern Ireland Department for the Economy (DfE) Essential Skills Standards and Curriculum.

The Essential Skills qualifications in Information and Communication Technology (ICT) are derived from the separate standards and core curriculum for adult ICT skills.

Relationship between DfE Standards and Curriculum, and the Essential Skills qualification specifications

Whilst the DfE's Essential Skills Standards and Curriculum set out the technical range of skills, knowledge and understanding expected to be taught and learned at each level, the Essential Skills qualification and subject criteria set out the skill standards, coverage and range expected of candidates undergoing assessment in these qualifications.

The Essential Skills qualification and subject criteria were devised by **CCEA Regulation**, the Regulator of qualifications in Northern Ireland.

Whilst the *technical* content and demand of the Essential Skills qualification and subject criteria aligns with the DfE Essential Skills Standards, it is important to bear in mind that the qualifications also require candidates to demonstrate **application** of literacy and numeracy within purposeful contexts – especially at levels 1 and 2.

It is significant that the Level 1 and 2 qualifications are titled **Communication** and **Application of Number**, rather than *literacy* and *numeracy*.

All Essential Skills qualifications, regardless of awarding organisation, are based on specifications that have been derived from the qualification and subject criteria. The specifications for City & Guilds' Essential Skills qualifications are set out on the following pages of this handbook.

Entry level Literacy and Numeracy specification

The Essential Skills qualifications at Entry level were developed alongside the previous Literacy and Numeracy standards and core curriculum, although in practice they also align with the technical demands of the current DfE Standards and Curriculum.

The **Assessment Scheme** document that accompanies each Entry level task sets out the applicable criteria for assessment purposes. However, these should now be read in conjunction with the current DfE Standards and Curriculum rather than the previous core curricula.

All of these documents can be found on the from **Essential Skills (4800) qualification webpage**.

Specification for Level 1 Certificate in Essential Skills – Communication

About the assessment

Reading and Writing
The Reading and Writing component of the qualification is assessed by an externally set and externally marked, examination type, assessment.

Candidates complete a single assessment paper (**duration 1 hour 30 minutes**) comprising two sections:
- Reading 25 marks (8 questions)
- Writing 25 marks (2 questions)

An overall mark is awarded for the whole paper and the assessment is awarded on a pass/fail basis.

The **Reading** section requires candidates to read, understand and use information from two source documents containing straightforward texts. These are based on a range of topics relating to one or more of the three context areas identified in the Northern Ireland Department for the Economy (DfE) Essential Skills Standards and Curriculum, ie 'Society and Citizenship', 'Economy' or 'Individuals'.

Up to 50% of the available marks for Reading may involve 'fixed response' questions.

The **Writing** section requires candidates to write two documents in response to a stimulus. The types of document required will depend on the scenario, although topics will relate to one or more of the three context areas identified in the DfE Essential Skills Standards and Curriculum, ie 'Society and Citizenship', 'Economy' or 'Individuals'.

Both of the two Writing tasks can be considered 100% 'open response'.

Candidates may use a dictionary (please see the section **Permitted/prohibited equipment**, on page 22 of this handbook, for further details).

Speaking & Listening
The Speaking & Listening component of the qualification is assessed by an internally set and internally marked criterion-based assessment.

Candidates are required to take part in **two** group discussions – one formal and on an unfamiliar topic, one informal and on a familiar topic. The applicable assessment criteria must be satisfied in **each** discussion.

The topics for discussion may be chosen by the centre, although must relate to one or more of the three context areas identified in the DfE Essential Skills Standards and Curriculum, ie 'Society and Citizenship', 'Economy' or 'Individuals'.

Each of the two discussions should last approximately **8-10** minutes, and the total time spent (excluding any preparation time) must not exceed **30 minutes**.

Please see the more detailed instructions and guidance on the assessment of Speaking & Listening on the following pages, as well as the assessment record sheets - which can be found on the **Essential Skills (4800) qualification webpage.**

Permitted Access arrangements and Reasonable Adjustments

Please refer to the **Inclusion statement for Essential Skills Communication and Literacy**, from page 65 of this handbook.

Level 1 Communication:
Skill standards, coverage, range and assessment weightings

Skill standards	Coverage and range	Assessment weightings
Speaking & listening 1. Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.	a) Make relevant and extended contributions to discussions, allowing for and responding to others' input; b) Prepare for and contribute to the formal discussion of ideas and opinions; c) Use an image to support discussion; d) Make different kinds of contributions to discussions; e) Present information/points of view clearly and in appropriate language.	n/a all criteria must be met
Reading 2. Read and understand a range of straightforward texts.	a) Identify the main points and ideas and how they are presented in a variety of texts; b) Read and understand texts in detail; c) Utilise information contained in texts; d) Identify suitable responses to texts; e) In more than one type of text.	50%
Writing 3. Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	a) Write clearly and coherently, including an appropriate level of detail; b) Present information in a logical sequence; c) Use language, format and structure suitable for purpose and audience; d) Use correct grammar, including correct and consistent use of tense; e) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear; f) In more than one type of text.	50%

Level 1 Communication:
Assessment arrangements for Speaking & Listening

The candidate will need to have **two** group discussions:
- one discussion must be **formal** and on an **unfamiliar** topic
- one discussion must be **informal** and on a **familiar** topic.

Topics are decided by the centre.

Candidates will need to demonstrate the following skills:
- making relevant and extended contributions to discussions, allowing for and responding to others' input;
- preparing for and contributing to the formal discussion of ideas and opinions;
- using an image to support discussion;
- making different kinds of contributions to discussions;
- presenting information/points of view clearly and in appropriate language.

Candidates should be informed that their contribution to the discussions is to be assessed and be made aware of the above assessment criteria.

Assessment criteria
The following criteria must be covered in **each** discussion. The candidate:
- made relevant and extended contributions to discussions and
  o allowed for others' input; and
  o responded to others' input
- made different kinds of contribution to discussions
- presented information/points of view clearly
- presented information/points of view in appropriate language.

In addition, the following criteria must be covered in the **formal** discussion. The candidate:
- prepared for and contributed to the formal discussion of ideas and opinion
- used an image to support discussion.

Assessment guidance
The assessment may be supervised by the candidate's tutor or another responsible person. The Assessor role (see **Internal assessment – key roles**, on page 10 of this handbook) may also be carried out by the candidate's tutor.

Please also see the section **Internal assessment model and materials: Communication (Speaking & Listening) at levels 1 and 2**, from page 17 of this handbook. Note in particular that these assessments are subject to CCEA Regulation's *Controlled Assessment Regulations for Essential Skills* which require continual supervision by the Assessor or another responsible adult. If the Assessor is not physically present whilst the assessment is taking place, there must be an appropriate audio and video recording on which assessment decisions can be based.

- Under the terms of the Controlled Assessment Regulations, candidates **must** complete both discussions under formal supervision, and any preparatory work under limited supervision.

- Candidates may be given the title of the unfamiliar topic for the discussion, before the planned assessment date to allow for research. Candidates may bring in research materials and notes or centres can allow preparation in class time.

- The group must consist of at least **three** people, not including the Assessor. The discussions could be with peers, staff members or other suitable people. It is important that all members of the group are able to play an active role in both discussions.

- Candidates will be assessed on their individual performances, but will be working with others in line with requirements of the skill standard.

- The Assessor must choose topics for discussion that reflect real life as much as possible and are of interest to the candidate.

- The Assessor must not take part in the discussion at this level.

- The Assessor should indicate clearly the end of each discussion.

- All assessment decisions must be subject to a process of Internal Quality Assurance (IQA). For further details, please see the section **Quality Assurance for internal assessments**, from page 18 of this handbook.
  - Note the IQA process will need to include observation of a sample of Speaking & Listening assessments, as well as sampling record sheets and supporting evidence. This process is, in turn, monitored by City & Guilds through the EQA process.

Examples of assessment evidence
- Details of each candidate's performance in the Speaking & Listening discussions **must** be recorded on the level 1 assessment record sheets. These are provided as Microsoft Word documents, and available to download from the **Essential Skills (4800) qualification documents webpage**.

- The content of the assessment record sheets **must not be altered**, since competence against each of the assessment criteria must be evident. However, it is acceptable for centres to customise the layout of the form with the agreement of the centre's EQA.

- The record sheets for each of the two discussions must be fully and accurately completed.

- In addition to the completed assessment record sheets, candidate notes and other preparation material should also be retained for the IQA and EQA processes.

- The tick boxes should be completed where the assessment criteria have been demonstrated. Quotes must be included to illustrate the candidate's performance at the level. The recorded comments should describe the candidate's performance. It is important that the assessment criteria are not merely repeated, comments and quotes must show **how** the candidate met the criteria.

- Additional notes, observations or audio/video recordings can be used to enhance the Assessor's observation. A written explanation of how the candidate prepared for the assessment will be required if this is not clear from the preparation materials.

Candidate performance
Candidates must meet **all** applicable criteria for each of the two discussions to prove competence.

Definitions
Discussion: a conversation (with at least two other people) about a specific topic to reach a decision and/or exchange ideas. A discussion includes elements of 'listen and respond' and 'speak to communicate'. The group should engage in a discussion to establish a shared understanding about a topic by communicating their own point of view and listening and responding to others.

Formal: a discussion regarding a conventional subject without the use of casual and colloquial forms.

Informal: a discussion regarding an ordinary everyday subject with a relaxed and informal manner, more suitable for ordinary everyday conversations.

Familiar topic: a topic that will be recognisable to the candidate and of which they will have prior knowledge.

Unfamiliar topic: a topic that may be recognisable to the candidate but which will require use, by the candidate, of new information, ideas or opinions.

Group: In this context a group is defined as three or more people. The group can include candidates working at another level and/or other people who are not being assessed. It is important to ensure the group size is appropriate for the candidate and allows him/her to make sufficient contributions. The other members of the group should have sufficient knowledge of the topic to take part in the discussion.

Assessors might find it easier to record performance with smaller groups (eg three to six candidates). The group size should not impede the Assessor's ability to record performance of all group members who are being assessed adequately and accurately.

Suggested topics

Examples of **formal** discussion topics might include, but are not limited to:

Society and Citizenship Personal and Community	Economy Workplace and Employment	Individuals Education and Training
• planning a charity event • discussion about a current news event • attractions in the local area	• preparation for a work placement • enterprise and business ideas • characteristics of a good plumber/ hairdresser	• film / book review • discussion about health and wellbeing • future career plans

Examples of **informal** discussion topics might include, but are not limited to:

Society and Citizenship Personal and Community	Economy Workplace and Employment	Individuals Education and Training
• social networking • modern technology • topical local issue	• wages • career • development / future education pathways	• holiday destinations / travel • television programmes • learning styles

Timing of assessments

- It is suggested that approximately **8-10** minutes be allowed for **each** discussion.

- In order that the criteria can be demonstrated by any one individual, within a group situation, the timing of the discussions may vary according to the size of the group.

- The combined total for both discussions must not exceed **30 minutes**.

- Preparation time for the discussions may occur outside of teaching time and is not part of the 30 minute time allowance.

Specification for Level 2 Certificate in Essential Skills – Communication

About the assessment

Reading and Writing

The Reading and Writing component of the qualification is assessed by an externally set and externally marked, examination type, assessment.

Candidates complete a single assessment paper (**duration 1 hour 45 minutes**) comprising two sections:

- Reading 25 marks (8 questions)
- Writing 25 marks (2 questions)

An overall mark is awarded for the whole paper and the assessment is awarded on a pass/fail basis.

The **Reading** section requires candidates to read, understand and use information from at least two source documents. These are based on a range of topics relating to one or more of the three context areas identified in the Northern Ireland Department for the Economy (DfE) Essential Skills Standards and Curriculum, ie 'Society and Citizenship', 'Economy' or 'Individuals'.

Up to 50% of the available marks for Reading may involve 'fixed response' questions.

The **Writing** section requires candidates to write two documents in response to a stimulus. The types of document required will depend on the scenario, although topics will relate to one or more of the three context areas identified in the DfE Essential Skills Standards and Curriculum, ie 'Society and Citizenship', 'Economy' or 'Individuals'.

Both of the two Writing tasks can be considered 100% 'open response'.

Candidates may use a dictionary (please see the section Permitted/prohibited equipment, on page 22 of this handbook, for further details).

Speaking & Listening

The Speaking & Listening component of the qualification is assessed by an internally set and internally marked criterion-based assessment.

Candidates are required to take part in **two** activities – one formal presentation on a familiar topic and one informal discussion on an unfamiliar topic. The applicable assessment criteria must be satisfied in **each** activity.

The topics may be chosen by the centre, although must relate to one or more of the three context areas identified in the DfE Essential Skills Standards and Curriculum, ie 'Society and Citizenship', 'Economy' or 'Individuals'.

The presentation should last somewhere between **5-10** minutes (excluding any preparation time or time spent listening to other candidates' presentations). The discussion should last approximately **8-10** minutes. The total time spent (excluding any preparation time) must not exceed **30 minutes**.

Please see the more detailed instructions and guidance on the assessment of Speaking & Listening on the following pages, as well as the assessment record sheets which can be found on the **Essential Skills (4800) qualification webpage**.

Permitted Access arrangements and Reasonable Adjustments

Please refer to the **Inclusion statement for Essential Skills Communication and Literacy**, from page 65 of this handbook.

Level 2 Communication:
Skill standards, coverage, range and assessment weightings

Skill standards	Coverage and range	Assessment weightings
Speaking & listening 1. Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.	a) Consider complex information and give a relevant, cogent response in appropriate language; b) Present information and ideas clearly and persuasively to others; c) Use an image to support discussion; d) Adapt contributions to suit audience, purpose and situation; e) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.	n/a all criteria must be met
Reading 2. Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	a) Select and use different types of texts to obtain and utilise relevant information; b) Read and summarise, succinctly, information/ideas from different sources; c) Identify the purposes of texts and comment on how meaning is conveyed; d) Detect point of view, implicit meaning and/or bias; e) Analyse texts in relation to audience needs and consider suitable responses; f) In two or more texts.	50%
Writing 3. Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.	a) Present information/ideas concisely, logically and persuasively; b) Present information on complex subjects clearly and concisely; c) Use a range of writing styles for different purposes; d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively; e) Punctuate written text using commas, apostrophes and inverted commas accurately; f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.	50%

Level 2 Communication:
Assessment arrangements for Speaking & Listening

The candidate will need to complete **two** group activities:
- one **informal discussion** and on an **unfamiliar** topic; and
- one **formal presentation** and on a **familiar** topic.

Topics are decided by the centre.

Activity 1 – informal discussion
The candidate will need to have one **informal** discussion as part of a group. The discussion should be based on an **unfamiliar** topic.

Candidates will need to demonstrate all of the following skills in the discussion:
- considering complex information
- giving a relevant, cogent response in appropriate language
- presenting information and ideas clearly to others
- presenting information and ideas persuasively to others
- using an image to support discussion
- adapting contributions to suit audience, purpose and situation
- making significant contributions to discussion, taking a range of roles and helping to move discussion forward.

Activity 2 – formal presentation
The candidate will need to prepare a **formal** short talk or presentation on a **familiar** topic to a group.

Candidates will need to demonstrate the following skills in their presentation:
- presenting information and ideas clearly
- presenting information and ideas persuasively to others
- using appropriate language.

Candidates should be informed that they might also like to:
- introduce the topic
- present information and ideas
- give their own point of view
- make conclusions/recommendations.

Candidates should be informed that their contribution to both the discussion and presentation is to be assessed and be made aware of the above assessment criteria.

Assessment criteria
The following criteria must be covered in **each** of the two activities:
- considered complex information
  - gave a relevant, cogent response in appropriate language
- presented information and ideas clearly to others
  - presented information and ideas persuasively to others (eg use of supporting statements, evidence)
- used an image to support discussion

- adapted contributions to suit audience, purpose and situation.

In addition, the following criteria must be covered in the **informal discussion**:
- made significant contributions to discussions
  - took on a range of roles
  - helped move discussion forward.

Assessment guidance

The assessment may be supervised by the candidate's tutor or another responsible person. The Assessor role (see **Internal assessment – key roles**, on page 10 of this handbook) may also be carried out by the candidate's tutor.

Please also see the section **Internal assessment model and materials: Communication (Speaking & Listening) at levels 1 and 2**, from page 17 of this handbook. Note in particular that these assessments are subject to CCEA Regulation's *Controlled Assessment Regulations for Essential Skills* which require continual supervision by the Assessor or another responsible adult. If the Assessor is not physically present whilst the assessment is taking place, there must be an appropriate audio and video recording on which assessment decisions can be based.

- Under the terms of the Controlled Assessment Regulations, candidates **must** complete both the discussion and presentation under formal supervision, and any preparatory work under limited supervision.

- Candidates may be given the title of the unfamiliar discussion topic in the session before the planned assessment session to allow for research. Candidates may bring in research materials and notes or centres can allow preparation in class time.

- The group must consist of at least **three** people, not including the Assessor. It could include peers, staff members or other suitable people. It is important that all members of the group are able to play an active role in the discussion.

- Candidates will be assessed on their individual performances but will be working with others in line with requirements of the skill standard.

- The Assessor must choose a discussion topic that reflects real life as much as possible and are of interest to the candidate.

- The Assessor must not take part in the discussion at this level.

- The Assessor should indicate clearly the end of the discussion.

- The candidate may choose the familiar topic for the **presentation**, although the topic should be agreed with the Assessor prior to the presentation taking place.

- The presentation should be to a group of at least **three** people (including the presenter). The group will typically consist of peers, staff members or other suitable people. The Assessor is not expected to take part in the discussions or presentations at level 2 and therefore, is not counted as one of the minimum three people.

- Candidates may bring in any materials they wish for the presentation, although cannot read from a verbatim transcript. Any notes should be limited to bullet points.

- All assessment decisions must be subject to a process of Internal Quality Assurance (IQA). For further details, please see the section **Quality Assurance for internal assessments**, from page 18 of this handbook.
  o Note the IQA process will need to include observation of a sample of Speaking & Listening assessments, as well as sampling record sheets and supporting evidence. This process is, in turn, monitored by City & Guilds through the External Quality Assurance (EQA) process.

Examples of assessment evidence
- Details of each candidate's performance in the Speaking & Listening discussions **must** be recorded on the Level 2 assessment record sheets. These are provided as Microsoft Word documents, and available to download from the **Essential Skills (4800) qualification documents webpage**.

- The content of the assessment record sheets **must not be altered**, since competence against each of the assessment criteria must be evident. However, since the documents are supplied in Microsoft Word, it is acceptable to customise the layout of the form locally with the agreement of the centre's External Quality Assurer (EQA).

- The record sheets for the discussion and presentation must be fully and accurately completed.

- In addition to the completed assessment record sheets, candidate notes and other preparation material should also be retained for the IQA and EQA processes.

- The tick boxes should be completed where the assessment criteria have been demonstrated. Quotes must be given to illustrate the candidate's performance at the level. The recorded comments should describe the candidate's performance. It is important that the assessment criteria are not merely repeated, as comments and quotes should show **how** the candidate met the criteria.

- Additional notes, observations or audio/video recordings can be used to enhance the Assessor's observation. A written explanation of how the candidate prepared for the assessment will be required if this is not clear from the preparation materials.

Candidate performance
Candidates must meet **all** applicable criteria for both the discussion and presentation to prove competence.

Definitions
Discussion: a conversation about a specific topic to reach a decision and/or exchange ideas. A discussion includes elements of 'listen and respond' and 'speak to communicate'. The group should engage in a discussion to establish a shared understanding about a topic by communicating their own point of view and listening and responding to others.

Formal: a discussion regarding a conventional subject without the use of casual and colloquial forms.

Informal: a discussion regarding an ordinary everyday subject with a relaxed and informal manner, more suitable for ordinary everyday conversations.

Familiar topic: a topic that will be recognisable to the candidate and of which they will have prior knowledge.

Unfamiliar topic: a topic that may be recognisable to the candidate but which will require use, by the candidate, of new information, ideas or opinions.

Group: In this context a group is defined as three or more people. The group can include candidates working at another level and/or other people who are not being assessed. It is important to ensure the group size is appropriate for the candidate and allows him/her to make sufficient contributions. The other members of the group should have sufficient knowledge of the topic to take part in the discussion.

Assessors might find it easier to record performance with smaller groups (eg three to six candidates). The group size should not impede the Assessor's ability to record performance of all group members who are being assessed adequately and accurately.

Presentation: the act of preparing for and conveying information orally to a group of people to inform and /or persuade the listeners. The information should be provided in a logical sequence without requiring prompting by the listeners. Further detail may be provided as requested. Candidates may choose to stand at the front of the room and deliver a power point presentation but this is not compulsory.

Suggested topics for Activity 1 - Discussion

Examples of **informal** discussion topics might include, but are not limited to:

Society and Citizenship Personal and Community	Economy Workplace and Employment	Individuals Education and Training
• climate change eg Is climate change a fact or fantasy? • education eg Should the government pay for post compulsory education? • community project eg Is building an out of town shopping centre a good idea?	• workplace procedures • work related matter or proposal to a union meeting • uniforms in the workplace	• discuss / review a TV advertisement or political literature • age limit debate eg lowering the driving age • increased use of e-learning in centres

Suggested topics for Activity 2 – Presentation

Examples of **formal** presentation topics might include, but are not limited to:

Society and Citizenship Personal and Community	Economy Workplace and Employment	Individuals Education and Training
• fundraising for a local cause • promotion of a local tourist attraction • inspirational people in the community	• pitch and deliver a business idea • interview tips and CV advice	• film review of a book adaptation, including plot, themes, characters and comparisons • sporting achievements • benefits of apprenticeships

Timing of assessments

- It is suggested that approximately **8-10 minutes** be allowed for the **discussion** (Activity 1).

- In order that the criteria can be demonstrated by any one individual, within a group situation, the timing of the discussions may vary according to the size of the group.

- It is suggested that approximately **5-10 minutes** should be allowed for the **presentation** (Activity 2).

- The combined total for **both** activities must not exceed **30 minutes**.

- Preparation time for both the discussion and presentation may occur outside of teaching time and is not part of the 30 minute time allowance.

Specification for Level 1 Certificate in Essential Skills – Application of Number

About the assessment

The qualification is assessed by an externally set and externally marked, examination type, assessment.

Candidates complete a single assessment paper (**duration 1 hour 30 minutes**) comprising three tasks (each worth 15 marks). An overall mark is awarded for the whole paper and the assessment is awarded on a pass/fail basis.

The assessments in each case:
- provide realistic contexts, scenarios and problems
- specify tasks that are relevant to the content
- require application of knowledge, skills and understanding for a purpose
- require problem solving
- assess process skills and the outcome of their application in different contexts.

Each assessment paper covers 100% of the qualification specification's skill standard, as well as assessing at least 80% of the coverage and range.

The assessment topics in each case relate to one or more of the three context areas identified in the Northern Ireland Department for the Economy (DfE) Essential Skills Standards and Curriculum, ie 'Society and Citizenship', 'Economy' or 'Individuals'.

Candidates may use a calculator (please see the section Permitted/prohibited equipment, on page 22 of this handbook, for further details).

Permitted Access arrangements and Reasonable Adjustments

Please refer to the **Inclusion statement for Essential Skills Application of Number and Numeracy**, from page 67 of this handbook.

Level 1 Application of Number:
Skill standards, coverage, range and assessment weightings

Skill standards	Coverage and range	Assessment weightings
Representing 1. Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine. 2. Identify and obtain necessary information to tackle the problem. 3. Select mathematics in an organised way to find solutions.	a) Understand and use whole numbers and understand negative numbers in practical contexts; b) Add, subtract, multiply and divide numbers (whole and decimals) using a range of strategies; c) Understand and use equivalences between common fractions, decimals and percentages; d) Add and subtract decimals up to two decimal places;	30-40%
Calculating 4. Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes. 5. Use appropriate checking procedures at each stage.	e) Solve simple problems involving ratio, where one number is a multiple of the other; f) Use simple formulae expressed in words for one- or two-step operations; g) Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature; h) Convert units of measure in the same system;	30-40%
Interpreting 6. Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.	i) Work out areas and perimeters in practical situations; j) Construct geometric diagrams, models and shapes; k) Extract and interpret information from tables, diagrams, charts and graphs; l) Collect and record discrete data and organise and represent information in different ways; m) Find mean and range; n) Use data to assess the likelihood of an outcome.	30-40%

Specification for Level 2 Certificate in Essential Skills – Application of Number

About the assessment

The qualification is assessed by an externally set and externally marked, examination type, assessment.

Candidates complete a single assessment paper (**duration 1 hour 30 minutes**) comprising two tasks, each worth 25 marks. An overall mark is awarded for the whole paper and the assessment is awarded on a pass/fail basis.

The assessments in each case:
- provide realistic contexts, scenarios and problems
- specify tasks that are relevant to the content
- require application of knowledge, skills and understanding for a purpose
- require problem solving
- assess process skills and the outcome of their application in different contexts.

Each assessment paper covers 100% of the qualification specification's skill standard, as well as assessing at least 80% of the coverage and range.

The assessment topics in each case relate to one or more of the three context areas identified in the Northern Ireland Department for the Economy (DfE) Essential Skills Standards and Curriculum, ie 'Society and Citizenship', 'Economy' or 'Individuals'.

Candidates may use a calculator (please see the section Permitted/prohibited equipment, on page 22 of this handbook, for further details).

Permitted Access arrangements and Reasonable Adjustments

Please refer to the **Inclusion statement for Essential Skills Application of Number and Numeracy**, from page 67 of this handbook.

Level 2 Application of Number:
Skill standards, coverage, range and assessment weightings

Skill standards	Coverage and range	Assessment weightings
Representing 1. Understand routine and non-routine problems in familiar and unfamiliar contexts and situations. 2. Identify the situation or problems and identify the mathematical methods needed to solve them. 3. Choose from a range of mathematics to find solutions.	a) Understand and use positive and negative numbers of any size in practical contexts b) Carry out calculations with numbers of any size in practical contexts, to a given number of decimal places; c) Understand, use and calculate ratio and proportion, including problems involving scale; d) Understand and use equivalences between fractions, decimals and percentages;	30-40%
Calculating 4. Apply a range of mathematics to find solutions. 5. Use appropriate checking procedures and evaluate their effectiveness at each stage.	e) Understand and use simple formulae and equations involving one- or two-step operations; f) Recognise and use 2D representations of 3D objects; g) Find area, perimeter and volume of common shapes; h) Use, convert and calculate using metric and, where appropriate, imperial measures;	30-40%
Interpreting 6. Interpret and communicate solutions to multi-stage practical problems in familiar and unfamiliar contexts and situations. 7. Draw conclusions and provide mathematical justifications.	i) Collect and represent discrete and continuous data, using ICT where appropriate; j) Use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate; k) Use statistical methods to investigate situations; l) Use probability to assess the likelihood of an outcome.	30-40%

Specification for Level 1 Certificate in Essential Skills – Information and Communication Technology (ICT)

About the assessment

The qualification is assessed by candidate portfolio, with the assessment criteria derived from the adult ICT skills standards and core curriculum.

Evidence must be derived from a purposeful series of planned activities based on a template that the centre has agreed in advance with its External Quality Assurer (EQA). All of the standards and evidence requirements set out below must be met in full.

Use of ICT should be purposeful; candidates should use ICT in a context that is relevant to them (eg as part of their main programme of learning) and should have an understanding of why they are using ICT.

At Level 1 learners must be confident in applying ICT skills independently to meet needs, to exchange information and to solve problems in a range of familiar situations. They bring together, refine and select relevant information from different sources, checking fitness for purpose as work progresses.

Standards and evidence requirements

ICT1.1 Using ICT systems

Standard	Evidence requirements
ICT1.1 Use ICT systems	The candidate can • interact with and use ICT systems independently to meet needs • follow safety and security practices.

Candidates will be expected to

a. use correct procedures for start and shutdown of ICT systems and to open, use and close applications as appropriate
b. use input devices (eg keyboard, microphone, touch screen, mouse) and output devices (eg screen, printer, headphones)
c. select and use software applications (eg word processing, spreadsheet, graphics, browser, email) to achieve a purpose
d. recognise and use interface features (ie window, eg size, move, dialogue box, zoom, minimise, maximise, close, icon, option button, menu and submenu, scroll, toolbar and drag and drop)
e. understand that settings (eg mouse, icon size, screen resolution, desktop contrast, volume) may need to be adjusted according to individual needs
f. work with files (ie create, open, save, save as, print, move, close and delete) and folders to enable storage and retrieval of information
g. handle and store media (ie insert, remove, label and store safely)
h. understand and follow recommended safe practices (ie arrangement of hardware, cables, seating, lighting, avoid hazards and take breaks)
i. understand and follow recommended procedures to protect information (ie passwords and backups) and be aware of the need for internet security.

Assessment guidance

Note: Where the criterion range is denoted 'ie' candidates must demonstrate **all** activities; if the indicator is 'eg' candidates must demonstrate at least one example relevant to the purpose of the activity.

Criterion	Coverage, range and how it can be evidenced
ICT1.1a-e	Evidence for these requirements will be implicit within the completed activities for ICT1.2 and ICT1.3.
ICT1.1f	Screen dump annotated by candidate.
ICT1.1g	Evidence for this requirement will be implicit within the completed activities for ICT1.2 and ICT1.3.
ICT1.1h-i	Evidence can be presented as comments by candidate on their own work as appropriate *or* by the completion of discrete additional material set in candidate's context.

ICT1.2 Finding and exchanging information

Standard	Evidence requirements
ICT1.2 Find and exchange information	The candidate can • select and use a variety of appropriate sources of information • access, search for, select and record ICT information that is fit for purpose • access and use ICT to communicate and exchange information.

Candidates will be expected to

a. select and use appropriate sources of ICT information (eg CD, DVD, internet, database, text message)and other forms of information (eg newspaper, book, map, conversation, directory, broadcast)

b. recognise copyright constraints on the use of information

c. access, navigate and search internet sources of information (**ie** enter web addresses, browse, follow links, use forward and back, save and use bookmarks and use a search engine)

d. use appropriate search techniques (use of wildcards, index, search engines, complex search criteria, use of quotation marks, search within results, use of relational operators) to locate relevant information

e. select and use information that matches requirements (**ie** copy and paste, save, capture images, download files, eg play streamed media, audio, video, games)

f. access, read and respond appropriately to email (**ie** open mailbox, read, reply, delete, create, eg to, cc, subject, content, send)

g. open attachments, use an address book and adapt style to suit audience (eg use appropriate language, respect confidentiality, use copy lists with discrimination).

Assessment guidance

Note: Where the criterion range is denoted 'ie' candidates must demonstrate **all** activities; if the indicator is 'eg' candidates must demonstrate at least one example relevant to the purpose of the activity.

Criterion	Coverage, range and how it can be evidenced
ICT1.2a	A minimum of two appropriate sources of information should be used of which at least one must be ICT.
ICT1.2b	Evidence can be presented as comments by candidate on their own work as appropriate *or* by completion of discrete additional material set in candidate's context.
ICT1.2c-e	Evidence for these requirements is implicit in ICT1.2a.
ICT1.2f-g	Screen dump of emails with attachments.

ICT1.3 Developing and presenting information

Standard	Evidence requirements

ICT1.3
Develop and present information
	The candidate can
	• enter, organise, develop, format and bring together information to suit content and purpose, in the form of
	  o text and tables
	  o images
	  o numbers
	  o records
	• present information in ways that are fit for purpose and audience.

Candidates will be expected to

a. enter, develop and organise text (ie document layout and organisation of information, headings, lists, tables) that is fit for purpose and present information effectively, applying editing techniques to achieve the required outcome (ie insert, delete, select, copy, cut, paste, drag and drop, find and replace, undo and redo)

b. use appropriate page layout (ie margins, header/footer, portrait, landscape, page breaks and page numbering)

c. format paragraphs (eg bullets, numbering, alignment, tabs, line spacing)

d. format text (ie font, Arial, style, eg bold, italic, underline, size, eg 10pt, and colour)

e. create simple tables that present information effectively

f. insert, size, crop and position images (eg clip-art, photo, scanned image), that are fit for purpose

g. enter, develop and organise numerical information that is fit for purpose using spreadsheet software, cell references eg F2, cell ranges eg A2:A6, formulas with a single operator (+, -,*, /) and the SUM function

h. format numerical information appropriately (ie cell data type and format, eg text, currency, %, decimal places)

i. create and develop charts/graphs to suit the numerical information (eg pie, bar, single line) using suitable labels (ie title, axis titles and legend)

j. sort data (eg table, spreadsheet, database) on one criterion in ascending or descending order

k. bring together information from different types of source

l. work accurately (ie spelling, calculations, meaning, layout and consistency), seek views of others and proof read, using software facilities where appropriate for the task (eg spell check, print preview)

m. produce information (eg text, tables, images, charts/graphs, combined) using accepted layouts as appropriate (eg letter, memo, report, newsletter, poster) that is fit for purpose and audience

n. review effectiveness of creation and presentation of information.

Assessment guidance

Note: Where the criterion range is denoted 'ie' candidates must demonstrate **all** activities; if the indicator is 'eg' candidates must demonstrate at least one example relevant to the purpose of the activity.

Criterion	Coverage, range and how it can be evidenced
ICT1.3a-m	In order to meet evidence requirements of ICT1.3 most of a-m is likely to be evident in the portfolio. However, evidence must be of a sufficient rigour and scope to meet the required standard at Level 1.
ICT1.3n	This could be included in the portfolio or as discrete supporting material.

Specification for Level 2 Certificate in Essential Skills – Information and Communication Technology (ICT)

About the assessment

The qualification is assessed by candidate portfolio, with the assessment criteria derived from the adult ICT skills standards and core curriculum.

Evidence must be derived from a purposeful series of planned activities based on a template that the centre has agreed in advance with its External Quality Assurer (EQA). All of the standards and evidence requirements set out below must be met in full.

Use of ICT should be purposeful; candidates should use ICT in a context that is relevant to them (eg as part of their main programme of learning) and should have an understanding of why they are using ICT.

Level 2 builds on the competence required at Level 1. Learners must be confident in selecting and applying ICT skills independently to develop solutions requiring overall structure. They evaluate the quality of information from different sources and use ICT efficiently to meet needs, to exchange information and to solve problems requiring a range of information types.

At Level 2 candidates are expected to work with a certain amount of autonomy. They should know why they are carrying out an activity, have the skills to decide which tools to use, select appropriate software applications and decide on the information needed and how it is to be organised. Candidates should use ICT in a context that is relevant to them (eg as part of their main programme of learning). Information will be developed by processing and formatting so that the appearance of the final presentation meets the needs of the intended purpose and is appropriate for the identified audience.

Standards and evidence requirements

ICT2.1 Using ICT systems

Standard	Evidence requirements
ICT2.1 Use ICT systems	The candidate can • select, interact with and use ICT systems independently to meet needs • follow safety and security practices and manage information storage efficiently.

Candidates will be expected to

a. use correct procedures for start and shutdown of ICT systems and to open, use and close software as appropriate

b. use input devices (eg keyboard, microphone, touch screen, mouse) and output devices (eg screen, printer, headphones) and communication services (eg ISP, broadband, dial up network)

c. select and use software applications (eg word processing, spreadsheet, graphics, browser, email) and system facilities (eg print queue, file management)

d. recognise and use interface features (**ie** window, eg size, move, dialogue box, zoom, minimise, maximise, close, icon, option button, menu and submenu, scroll, toolbar and drag and drop)

e. adjust system settings as appropriate according to user need (eg mouse, icon size, screen resolution, desktop contrast, volume, date and time, add words to spell check dictionary)

f. manage file and folder structure (**ie** create, open, save, save as, print, move, close, delete, view, rename, move and copy) to enable efficient storage and retrieval of information

g. handle and store media (**ie** insert, remove, label and store safely)

h. understand and follow recommended safe practices (**ie** arrange hardware and cables, adjust seating and lighting, avoid hazards and take breaks and minimise physical stress)

i. understand and follow recommended procedures to protect information (**ie** passwords and backups) and confidentiality and be aware of the need for internet security.

Assessment guidance

Note: Where the criterion range is denoted 'ie' candidates must demonstrate **all** activities; if the indicator is 'eg' candidates must demonstrate at least one example relevant to the purpose of the activity.

Criterion	Coverage, range and how it can be evidenced
ICT2.1a-e	Evidence for these requirements will be implicit within the completed activities for ICT2.2 and ICT2.3.
ICT2.1f	Screen dump annotated by candidate.
ICT2.1g	Evidence for this requirement will be implicit within the completed activities for ICT2.2 and ICT2.3.
ICT2.1h-i	Evidence can be presented as comments by candidate on their own work as appropriate *or* by completion of discrete additional material set in candidate's context.

ICT2.2 Finding and exchanging information

Standard	Evidence requirements
ICT2.2 Find and exchange information	The candidate can • select and use a variety of appropriate sources of information for a complex task • access, search for, select and develop ICT-based information and evaluate its fitness for purpose • access and use ICT to communicate and exchange information, including storage of messages and address lists.

Candidates will be expected to

a. select and use appropriate sources of ICT information (eg CD, DVD, internet, database, text message)and other forms of information (eg newspaper, book, map, conversation, directory, broadcast) for a complex task

b. recognise copyright and other constraints on the use of information (eg speed of internet connection, time constraints for downloading large files)

c. access, navigate and search internet sources of information (**ie** connect, enter web addresses, browse, follow links, use forward and back, save and use bookmarks and use a search engine)

d. use appropriate search techniques (**ie** find tool including wildcards, index, multiple search criteria eg use of quotation marks, search within results, use of relational operators, eg =, >,<, >=, <=, <>, and logical operators, eg AND, NOT, OR) and design queries to locate relevant information

e. select and use information that matches requirements (**ie** copy and paste, save, capture images, download files, eg play streamed media, audio, video, games) and evaluate fitness for purpose (**ie** intention and authority of provider, currency of information, relevance and bias)

f. access, read and respond appropriately to email (**ie** open mailbox, read, reply, delete, create, eg to, cc, subject, content, send open and add attachments, use an address book and adapt style to suit audience eg use appropriate language, respect confidentiality, use copy lists with discrimination)

g. manage efficient storage of email and attachments (eg use folders) and contact email addresses (eg maintain address book).

Assessment guidance

Note: Where the criterion range is denoted 'ie' candidates must demonstrate **all** activities; if the indicator is 'eg' candidates must demonstrate at least one example relevant to the purpose of the activity.

Criterion	Coverage, range and how it can be evidenced
ICT2.2a	A minimum of two appropriate sources of information should be used of which at least one must be ICT. In addition the selection of these must be for a complex task, eg a task that involves a number of inter-related sub-tasks.
ICT2.2b	Evidence can be presented as comments by candidate on their own work as appropriate *or* By completion of discrete additional material set in candidate's context.
ICT2.2c-e	Evidence for these requirements is implicit in ICT2.2a.
ICT2.2f-g	Screen dump and/or print out of email storage structure or learner comments with evidence to support.

ICT2.3 Developing and presenting information

Standard	Evidence requirements

ICT2.3 Develop and present information	The candidate can
	• enter, organise, develop, format and bring together information to suit content and purpose, in the form of
	  o text and tables
	  o images
	  o numbers
	  o records
	• evaluate and use different methods of organising and presenting information taking into account fitness for purpose and audience.

Candidates will be expected to

a. enter, develop and organise text (ie document layout and organisation of information, eg headings and subheadings, lists, tables and use of white space) to suit purpose and present information effectively, applying editing techniques to achieve the required outcome (ie insert, delete, select, copy, cut, paste, drag and drop, find and replace, undo and redo)

b. use appropriate page layout (ie margins, header/footer, portrait, landscape, columns page breaks and page numbering)

c. format paragraphs (eg bullets, numbering, alignment, tabs, indents and line spacing)

d. format text (ie font, eg Arial, style, eg bold, italic, underline, size, eg 10pt, borders, shading and colour)

e. design, create and format tables (ie row and column quantity and size, horizontal and vertical text alignment, merge and split cells, borders and shading)

f. insert, develop and organise images (eg clip-art, photo, scanned image) basic shapes (eg line, rectangle, ellipse) and text boxes

g. format images (ie resize, crop, align and use borders and text wrapping)

h. enter, develop and organise numerical information that is fit for purpose using worksheets, relative and absolute cell references (F2, D4) cell ranges,(A2:A6) formulas using multiple operators (+, -,*, /) functions (SUM, MIN, MAX, AVERAGE) and replication

i. format worksheets and numerical information appropriately (ie row height, column width, gridlines, merge cells, cell borders, cell data type and format, eg text, currency, %, decimal places, date, time, wrap text)

j. create and develop charts/graphs (eg pie, bar, single line) using suitable formats (ie chart title, axis titles and labels, legends, data labels and gridlines)

k. enter and organise records (in eg a table, spreadsheet or database) using field names and headings, data types and primary key, sort on one or more fields in ascending or descending order, select records (eg using data filtering) and edit records (ie add, delete and amend)

l. bring together information from different types of source

m. bring together components of images and text (ie position, behind, in front and grouping)

n. work accurately (ie spelling, calculations, meaning, layout and consistency), seek views of others, proof read and use software facilities where appropriate for a complex task

o. produce information (eg text, tables, images, charts, combined) using accepted conventions (eg letter, memo, report, newsletter, poster, web page) as appropriate and fit for purpose and audience

p. review effectiveness of creation and presentation of information.

Assessment guidance

Note: Where the criterion range is denoted 'ie' candidates must demonstrate **all** activities; if the indicator is 'eg' candidates must demonstrate at least one example relevant to the purpose of the activity.

Criterion	Coverage, range and how it can be evidenced
ICT2.3a-o	In order to meet evidence requirements of ICT2.3, most of a-o is likely to be evident in the portfolio. However evidence must be of a sufficient rigour, scope and complexity to meet the required standard at Level 2. It would be difficult to envisage achievement of the level of complexity for Level 2 to be met without using a database or spreadsheet.
ICT2.3p	This could be included in the portfolio or as discrete supporting material.

6   Access and inclusion

Access arrangements and reasonable adjustments – overview

The Essential Skills qualifications are designed to measure candidates' ability to work independently and problem-solve. It is therefore crucial that learners undergo a rigorous process of initial assessment to ensure they are personally capable of meeting the required standard for any Essential Skills qualifications they work towards.

The qualifications' assessments are designed to be inclusive and reflect common variations in learners' normal methods of working, although some candidates may still require specific Access arrangements and Reasonable Adjustments to allow for their particular methods of working.

A series of inclusion statements have been developed for Essential Skills Communication and Application to provide:
- definitions of the skill standards
  (eg a formal description of what is *meant* by 'Reading')
- guidance on the range of potentially acceptable adjustments that might be considered without compromising the purpose of these qualifications.

Any adjustments must not compromise independent achievement of the required standard, though can reflect the candidate's normal way of working and make use of equipment that would be routinely available to the candidate.

Permitted languages

Any assessment of Essential Skills must be conducted through the medium of either English or Irish (*Gaeilge*); where written communication is **not** being assessed, candidates may also use any of the following:
- British Sign Language (BSL)
- Irish Sign Language (ISL)
- Sign Supported Communication (English or Irish).

For further guidance on the use of sign languages, please see **Inclusion statement for Essential Skills Communication and Literacy**, on page 65 of this handbook.

Applying for Access arrangements and Reasonable Adjustments

General guidance on the process for applying for formal adjustments and modifications can be found in the **Access Arrangements and Reasonable Adjustments** pages on City & Guilds' website.

It is important to note that Essential Skills assessments generally permit candidates to use their normal methods of working (see **Permitted/prohibited equipment**, from page 22 of this handbook, for details). As such, there is no need to count use of a word processor or bilingual dictionary as an access arrangement.

Where access arrangements are necessary (eg extra time, readers, scribes, or modified assessment materials), the application process is the same as other types of externally set assessment.

For the Level 1 and Level 2 Certificates in Essential Skills – Communication, and Certificates in Essential Skills – Application of Number, access arrangements such as extra time, a reader, a scribe or sign language interpreter **must** be approved in advance by City & Guilds. Modified assessment materials (eg assessment papers presented in a particular format that is accessible to the candidate) must be ordered at least three months in advance.

Centres do not need to apply for access arrangements for the Entry Level Certificate in Essential Skills – Adult Literacy, the Entry Level Certificate in Essential Skills – Adult Numeracy, or for the Level 1 and Level 2 Certificates in Essential Skills – ICT.

Only access arrangements that fall within the scope of the inclusion statements (see below), may be permitted.

Inclusion statement for Essential Skills Communication and Literacy

Whilst these statements were developed with specific reference to the Level 1 and Level 2 Certificates in Essential Skills – Communication, the same principles should apply when considering potential Access arrangements and Reasonable Adjustments for the Entry level Certificate in Essential Skills – Adult Literacy.

Reading

'Reading' within Essential Skills qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context.

- 'Text' is defined as materials that include the use of words that are written, printed, on screen or presented using Braille.

- As a reasonable adjustment, learners who are classed as disabled under the terms of the Disability Discrimination (Northern Ireland) Order 2006 (DDO) and use assistive technology as their normal way of reading can demonstrate that they are able to independently meet the requirements of the reading standards through the use of screen reader software.

- A human reader cannot be used to demonstrate the requirement of the standards as this does not meet the requirement for independence. Please refer to the JCQ document '**Access Arrangements and Reasonable Adjustments'** section 5.5.6.

Writing

'Writing' within Essential Skills qualifications is defined as the independent construction of written text to communicate in a purposeful context.

- 'Text' is defined as materials that include the use of words that are written, printed, on screen or presented using Braille, and that are presented in a way that is accessible for the intended audience.

- As a reasonable adjustment, learners who are classed as disabled under the terms of the DDO and use assistive technology as their normal way of producing written texts, can demonstrate that they are able to independently meet the requirements of the writing standards through the use of a computer and appropriate software.

- As a last resort, for learners with disabilities who cannot use assistive technology, a human scribe may be used. Any potential instances of this must be discussed and approved **in advance** by City & Guilds' Access Arrangements team (contact **policy@cityandguilds.com** or 020 7294 2772). If a scribe is given without prior approval, the candidate's work will not be marked.

- Approval to use a human scribe will only be granted as a last resort, and once all other possible remedies have been explored. Attention is drawn to the importance of carrying out a thorough process of initial and diagnostic assessment to determine that learners are personally and independently capable of achieving any Essential Skills qualification(s) they work towards.

- Where a scribe is used, a completed cover sheet **must** be submitted with the completed question/answer booklet (or printed sheets, if work has been produced electronically); without this the candidate's work cannot be marked. Please note that any available marks for spelling and punctuation may only be awarded if the candidate has personally demonstrated these skills.

- For further information please refer to the JCQ document '**Access Arrangements and Reasonable Adjustments'** Section 5.5.6. The access arrangements cover sheets are available on the JCQ website, **www.jcq.org.uk**.

Speaking & Listening

'Speaking & Listening' within Essential Skills qualifications are defined as non-written communication, normally conducted face to face.

- In exceptional circumstances, assessment may take place remotely, provided that the medium through which remote assessment takes place meets the requirements specified in the *General Conditions of Recognition – Reasonable Adjustments*. This must be agreed **in advance** with City & Guilds. (contact **policy@cityandguilds.com** or 020 7294 2772).

- The term 'Speaking & Listening' as used within the context of Essential Skills is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to learners with speech or hearing impairment.

- The needs of individual learners will vary, but as guidance the term should be interpreted as meaning non-written communication, discussion and presentation that:
   o can include the use of sign language (eg British Sign Language (BSL), Irish Sign Language (ISL), sign-supported Communication (English or Irish), provided this is made accessible to all participants in the discussion[5];

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[5] It is recognised that BSL and ISL are languages in their own right, distinct from English or Irish (*Gaelige).* However, both BSL and ISL are permitted as a non-written means of communication in the assessment of Speaking & Listening where either of these is the learner's normal way of communicating in the contexts described by the standards. No other 'non-written form' languages are permitted (see **Permitted languages**, on page 68 of this handbook).

- can include access to augmentative speech equipment and such software as constitutes the learner's normal way of working;
- does not depend solely on the use of written language or require the individual/s with whom the learner is communicating to be able to read (as these skills are covered by the requirements for Reading and Writing).

Inclusion statement for Essential Skills Application of Number and Numeracy

Whilst this statement was developed with specific reference to the Level 1 and Level 2 Certificates in Essential Skills – Application of Number, the same principles should apply when considering potential Access arrangements and Reasonable Adjustments for the Entry level Certificate in Essential Skills – Adult Numeracy.

In completing assessment leading to Essential Skills in Application of Number qualifications, candidates can have access to all forms of equipment, software and assistance (eg scribe, reader) that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Candidates may be permitted access to any of the following when undertaking Essential Skills Application of Number assessments:
- Readers
- Scribes (must **not** draw diagrams or graphs)
- Practical Assistants
- Transcripts
- Sign language interpreters
- Modified question papers (including Braille)
- Extra Time.

This list is not exhaustive. Please contact City & Guilds to discuss any access arrangements not listed above.

Appendix 1   Essential Skills external assessments

INVIGILATOR CHECKLIST

This list summarises **essential** actions for invigilators.

A   Arranging the assessment room

1   Check that you have the following on display:
- a clock that all candidates can see clearly
- the centre number and start/finish time

2   Check that you have a seating plan for the assessment

3   Check in advance which candidates, if any, have opted to type their responses and whether any have specific access arrangements.

B   Before the assessment

1   Check that you understand what materials may be used by candidates.

2   Tell candidates that they are now under supervised conditions.

3   Ensure candidates do not have any unauthorised materials in their possession, including mobile phones.

4   Open the packet(s) of question papers in the assessment room.

5   Tell the candidates:
- to fill in the details on the front of the answer booklet or answer sheets and any supplementary sheets
- to read the instructions on the front of the question paper.

6   Remind candidates to write in blue or black ink or ballpoint pen.

7   Tell candidates when they may begin and how much time they have.

C   During the assessment

1   Supervise candidates at all times to prevent any cheating or distractions.

2   Do not give any information to candidates about any question on the paper or the requirements for answering particular questions.

3   Make sure that no question paper is removed from the assessment room during the assessment.

4   Make sure that a member of staff is available to accompany any candidates who need to leave the room temporarily.

5   If candidates have finished, they may leave at any time. You must ensure this doesn't disturb other candidates.

6   Tell candidates to stop writing/working at the end of the assessment.

D   After the assessment

1   Tell candidates to check that they have:
- filled out the information on the front of the question paper and identified themselves on any supplementary sheets of paper
- crossed out rough work or unwanted answers.

2   Collect all scripts and unused stationery before candidates leave the room.

3   Arrange scripts in the order candidates appear on the IC.

4   Make sure that scripts are kept in a secure place until they are sent for marking.

E   Calculators and dictionaries

1   Please be aware that candidates are allowed to use calculators and dictionaries (including electronic ones).

Appendix 2   Sources of information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre Document Library** on www.cityandguilds.com or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds

provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre Document Library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

- Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Trade Skills 4U, Kineo and The Oxford Group.