

Qualification Guide

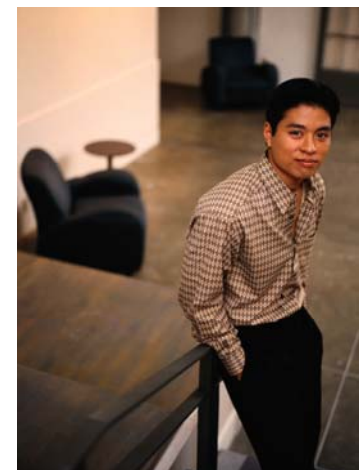
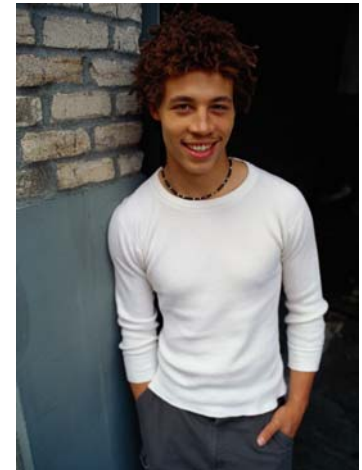


NOCN Entry Level Award in Language Skills (Entry 3)

Endorsed Routes in:
French, German, Italian, Spanish, Welsh, Arabic,
Czech, Danish, Dutch, Greek, Gujarati, Irish,
Japanese, Mandarin Chinese, Panjabi, Polish,
Portuguese, Russian, Swedish, Turkish, Urdu

National Accreditation No. 100/5609/9

Version 3 September 2008



The **Diversity** of Learning

NOCN Entry Level Award in Language Skills (Entry 3)



National Open College Network

The National Open College Network (NOCN) is the leading credit and unit based Awarding Body in the UK. NOCN provides a national framework of credit-based units and qualifications which are underpinned by a range of national and local services, including curriculum support and staff development.

NOCN, through its Open College Networks (OCNs), works with over 3,000 centres across the UK to develop flexible and responsive credit based awards and qualifications that widen access to lifelong learning and address exclusion, participation and achievement. The structure of our qualifications provides opportunities for learners to achieve unit credits and use these to gain access to full qualifications and further learning.

Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications. OCNs approve centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications. OCNs have wide-ranging experience in centre and programme approval and support centres to ensure all awards are valid and valued.

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1. About the qualification

The NOCN Entry Level Award in Language Skills (Entry 3) aims to provide a stepped opportunity for accrediting language skills; it introduces the four communicative skills in a defined combination, i.e. one unit for Speaking and Listening and one for Reading and Writing, as a foundation for the separately accredited skills at Level 1.

The content of the Speaking and Listening unit is clearly defined within the commonly used contexts for beginners in a language, although allowing for some flexibility in the choice of vocabulary. The Reading and Writing unit is less content-specific: common standards in language skills are maintained through the use of Achievement Criteria and Achievement Descriptors.

The qualification will contribute to the development of national competence in an area where the UK performs poorly at present and the NOCN suite of Language Skills qualifications offers a coherent strategy for progression.

This qualification was developed in close consultation with the National Centre for Languages (CILT), and is mapped to the National Language Standards (revised) 2005.

Guided Learning Hours

The recommended guided learning hours for one credit is 10. Each unit is 30 hours and cannot be subdivided. The total recommended guided learning hours are 60 for the Award. This is notional learning time based on the credit values assigned to the units, and the number of unit credits required to achieve the qualification. Some learners will be able to achieve these units in a shorter time, and some may take longer.

How the Qualification Relates to Wider Education and Training Issues

The NOCN suite of Language Skills qualifications has been developed to underpin NOCN's commitment to widening participation, offering opportunities to those learners otherwise excluded from the National Qualifications Framework and to broaden awareness and knowledge of learners across educational, cultural and ethical issues.

Unit Title	Social, Cultural & Ethical issues	Health & Safety	Equal Opportunities	Environmental Issues	European Awareness/ Legislation
Speaking and Listening	✓				
Reading and Writing	✓				

N.B. As the units are content free, opportunities may emerge for delivery to cover other aspects, for example, Environmental Issues, if this is appropriate to the learner group.

Relationship with National Occupational Standards

The NOCN Entry Level Award in Language Skills (Entry 3) is related to the National Language Standards developed by the National Centre for Languages (CILT). This qualification supports CILT's stated aims, amongst others, to build capacity in language skills across all phases of education and to enhance the competitiveness of UK industry. We are grateful for the support CILT offers to language service professionals, which has contributed to the development of this qualification.

Each unit within the qualification has been carefully mapped to the National Language Standards (revised 2005) against each learning outcome.

Language Requirements

There is no intention to provide this qualification and associated assessment materials in Welsh and/or Irish unless there is evidence of demand. Translation of qualification assessment materials will not be provided where the target language is Irish or Welsh.

2. Who is the qualification for?

The NOCN Entry Level Award in Language Skills (Entry 3) is intended for use by a wide variety of learners as it provides accessibility with steps towards full achievement.

This qualification is particularly suitable for:

- Adults in part-time provision
- Adults in the workplace
- Adults in full-time learning
- 16-19 learners in schools and colleges who wish to study a language alongside academic or vocational qualifications.

Restrictions on Learner Entry

Learners must be 16+.

Recommended Prior Learning

There are no prior entry requirements for learners entering at Entry Level.

Learners will need to be able to:

Level	Intellectual Skills and Attributes	Processes	Accountability
Entry	<ul style="list-style-type: none">• Employ recall and demonstrate elementary comprehension in a narrow range of areas with dependency on ideas of others• Exercise basic skills• Receive and pass on information	<ul style="list-style-type: none">• Operate mainly in closely defined and highly structured contexts• Carry out processes that are repetitive and predictable• Undertake performance of clearly defined tasks• Assume a limited range of roles	<ul style="list-style-type: none">• Carry out directed activity under close supervision• Rely entirely on external monitoring of output and quality

Progression Opportunities

The NOCN Entry Level Award in Language Skills (Entry 3) encourages progression through the levels. Learners at Entry Level can progress to the NOCN Level 1 Award and Certificate in Language Skills, and thereafter to the NOCN Level 2 Award and Certificate in Language Skills, or other equivalent qualifications, such as GCSE and/or business qualifications.

Learners with Particular Requirements

Assessment within the NOCN Entry Level Award in Language Skills (Entry 3) is designed to be accessible and inclusive. The unit based approach allows flexibility through enabling learners to achieve the qualification in stages. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should refer to the NOCN website within the Learning Providers section under Recognised Centre Area.

This section gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without comprising the achievement of the assessment criteria.

3. Achieving the qualification

To achieve this qualification the learner must successfully complete:

2 mandatory units

Achievement Methodology

The qualification is awarded to learners who successfully achieve an approved combination of units. Assessment for each unit is designed by the Centre in accordance with the NOCN Assessment Definitions Document. There is no further assessment to achieve the qualification. **Specific assessment information is given in Section 4.**

In summary:

- Tasks set by Centre
- Tasks approved by Centre
- Tasks marked by Centre
- Internally verified
- Externally verified

For example: the Qualifications for Progression use this achievement methodology

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4. The qualification units

Please click on the hyperlinks below to access the units from the NOCN website.

QCA Accredited Number	NOCN Unit Code	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
R/103/8858	FN3/E3/QQ/001	French – Reading and Writing	Mandatory	3	Entry 3	BZK544
Y/103/8859	FN3/E3/QQ/002	French – Speaking and Listening	Mandatory	3	Entry 3	BZK545
L/103/8860	FN3/E3/QQ/003	German – Reading and Writing	Mandatory	3	Entry 3	BZK546
R/103/8861	FN3/E3/QQ/004	German – Speaking and Listening	Mandatory	3	Entry 3	BZK547
Y/103/8862	FN3/E3/QQ/005	Italian – Reading and Writing	Mandatory	3	Entry 3	BZK548
D/103/8863	FN3/E3/QQ/006	Italian – Speaking and Listening	Mandatory	3	Entry 3	BZK549
H/103/8864	FN3/E3/QQ/007	Spanish – Reading and Writing	Mandatory	3	Entry 3	BZK550
K/103/8865	FN3/E3/QQ/008	Spanish – Speaking and Listening	Mandatory	3	Entry 3	BZK551
M/103/8866	FN3/E3/QQ/009	Welsh – Reading and Writing	Mandatory	3	Entry 3	BZK552
T/103/8867	FN3/E3/QQ/010	Welsh – Speaking and Listening	Mandatory	3	Entry 3	BZK553
L/103/4114	FN1/E3/QQ/002	Arabic-Reading and Writing	Mandatory	3	Entry 3	BUH002
A/103/4108	FN1/E3/QQ/001	Arabic – Speaking and Listening	Mandatory	3	Entry 3	BUH001
Y/103/4116	FN1/E3/QQ/003	Czech – Reading and Writing	Mandatory	3	Entry 3	BUH005
R/103/4115	FN1/E3/QQ/004	Czech – Speaking and Listening	Mandatory	3	Entry 3	BUH007

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QCA Accredited Number	NOCN Unit Code	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
H/103/4118	FN1/E3/QQ/005	Danish – Reading and Writing	Mandatory	3	Entry 3	BUH010
D/103/4117	FN1/E3/QQ/006	Danish – Speaking and Listening	Mandatory	3	Entry 3	BUH011
D/103/4120	FN1/E3/QQ/007	Dutch – Reading and Writing	Mandatory	3	Entry 3	BUH012
K/103/4119	FN1/E3/QQ/008	Dutch – Speaking and Listening	Mandatory	3	Entry 3	BUH014
K/103/4122	FN1/E3/QQ/009	Greek – Reading and Writing	Mandatory	3	Entry 3	BUH016
H/103/4121	FN1/E3/QQ/010	Greek - Speaking and Listening	Mandatory	3	Entry 3	BUH018
T/103/4124	FN1/E3/QQ/011	Gujarati - Reading and Writing	Mandatory	3	Entry 3	BUH023
M/103/4123	FN1/E3/QQ/012	Gujarati - Speaking and Listening	Mandatory	3	Entry 3	BUH029
F/103/4126	FN1/E3/QQ/013	Irish – Reading and Writing	Mandatory	3	Entry 3	BUH031
A/103/4125	FN1/E3/QQ/014	Irish – Speaking and Listening	Mandatory	3	Entry 3	BUH034
L/103/4128	FN1/E3/QQ/015	Japanese - Reading and Writing	Mandatory	3	Entry 3	BUH037
J/103/4127	FN1/E3/QQ/016	Japanese - Speaking and Listening	Mandatory	3	Entry 3	BUH038
J/103/4130	FN1/E3/QQ/017	Mandarin Chinese - Reading and Writing	Mandatory	3	Entry 3	BUH039
R/103/4129	FN1/E3/QQ/018	Mandarin Chinese - Speaking and Listening	Mandatory	3	Entry 3	BUH040
R/103/4132	FN1/E3/QQ/019	Panjabi - Reading and Writing	Mandatory	3	Entry 3	BUH044

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QCA Accredited Number	NOCN Unit Code	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
L/103/4131	FN1/E3/QQ/020	Punjabi - Speaking and Listening	Mandatory	3	Entry 3	BUH046
D/103/4134	FN1/E3/QQ/021	Polish - Reading and Writing	Mandatory	3	Entry 3	BUH048
Y/103/4133	FN1/E3/QQ/022	Polish - Speaking and Listening	Mandatory	3	Entry 3	BUH050
K/103/4136	FN1/E3/QQ/023	Portuguese - Reading and Writing	Mandatory	3	Entry 3	BUH062
H/103/4135	FN1/E3/QQ/024	Portuguese - Speaking and Listening	Mandatory	3	Entry 3	BUH063
T/103/4138	FN1/E3/QQ/025	Russian - Reading and Writing	Mandatory	3	Entry 3	BUH064
M/103/4137	FN1/E3/QQ/026	Russian - Speaking and Listening	Mandatory	3	Entry 3	BUH065
M/103/4140	FN1/E3/QQ/027	Swedish - Reading and Writing	Mandatory	3	Entry 3	BUH066
A/103/4139	FN1/E3/QQ/028	Swedish - Speaking and Listening	Mandatory	3	Entry 3	BUH067
A/103/4142	FN1/E3/QQ/029	Turkish - Reading and Writing	Mandatory	3	Entry 3	BUH068
T/103/4141	FN1/E3/QQ/030	Turkish - Speaking and Listening	Mandatory	3	Entry 3	BUH069
J/103/4144	FN1/E3/QQ/031	Urdu - Reading and Writing	Mandatory	3	Entry 3	BUH070
F/103/4143	FN1/E3/QQ/032	Urdu - Speaking and Listening	Mandatory	3	Entry 3	BUH071

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Before preparing to deliver the qualification, programme managers (and/or internal verifiers) and tutors must be fully conversant with the following information, which is intended both to support the planning and delivery of the units and to ensure standardisation of assessment practice across centres.

- The Table of Achievement Criteria: this is a summary of the language skills expected for full achievement of the Award.
- The Table of Achievement Descriptors: this gives details of the generic grammar and syntax expected at this level.
- The individual units, which define the parameters of the language content and give word counts.
- The Assessment Information Grid table attached to each unit: this gives details of the prescribed methods of assessment, which must be used at least once during delivery of the unit, and recommended optional methods.
- The Assessment Definitions, which expand on what is meant by the various assessment methods given in the Assessment Information Grid table, and which are specific to Languages.
- Section 5 in this Guide, which gives detailed support for planning, marking of tasks and recording of achievement.
- Appendices 1 and 2 (at the end of the Guide), which give useful guidance on possible content, and an example of how delivery could be planned and tracked, respectively.

OCNs help with the acquisition of competence and confidence in the delivery of these qualifications by offering support and training: please contact your OCN if you need further assistance.

Achievement Criteria for NOCN Entry Level Award in Language Skills (Entry 3)

Knowledge and Skills

The learner who achieves the NOCN Entry Level Award in Language Skills (Entry 3) can:

1	Understand and use a limited range of basic vocabulary in everyday use, relevant to the context in which s/he is operating.
2	Understand and use a limited range of basic, set phrases in a fixed form, expressing polite conventions.
3	Understand and use simple numbers and quantities.
4	Understand and use the infinitive of the verb (or other basic root form), as appropriate to the language.
5	Understand and use basic positive and negative statements.
6	Understand and use a limited range of basic, commonly-used question forms.
7	Understand basic instructions, given using an imperative or other appropriate form of the verb.
8	Understand and use simplest ways of expressing the present tense, as appropriate to the context.
9	Understand and use basic link words in sentences.
10	Use reference sources, for example dictionaries, to clarify and confirm meaning as necessary.

General Descriptors of Entry Level Achievement

- Learners communicate reasonably clearly, allowing another to understand without undue difficulty.
- Learners demonstrate reasonable pronunciation and intonation, sufficient to enable communication.
- Although there may be errors, approximately 80% of learners' assessed work is accurate within the parameters of the Entry Level 3 level descriptors (Where this was not the case, learners have been encouraged to attempt another activity after further practice).
- Learners have completed a range of assessment activities as specified in individual units.

Detailed Descriptors of Entry Level Achievement

Numbering relates to the 10 items of skills and knowledge in the Achievement Criteria for the NOCN Award at Entry Level

1. Basic vocabulary in everyday use, within a range appropriate to the topics specified or indicated in the units, and including basic understanding of gender and plural forms (the degree of complexity of gender and inflection in a language will determine the range of structures, which can be taught actively or receptively). Key phrases used for communication, and simplest, correct forms of expression to match the required outcomes for Speaking and Listening (a wider range relevant to learners' interests may be explored in the Reading and Writing unit if appropriate). Refer also to indications given in sections below.
2. For example, use of the appropriate form of 'you', *yes, no, please, thank you*, requests to repeat or slow down, greetings and leave-taking.
3. Cardinal numbers sufficient in range to allow questions and answers within the scope of the specified or likely topics; quantities relevant to basic shopping needs. Days, months, basic times and common adverbs of time: recommended as appropriate to this level but not necessarily tested.
4. (See 5/6 also) Concept of the infinitive as the root of a verb and its meaning; infinitive or equivalent in structures expressing likes and dislikes, for example, *I like swimming*. Present tense of regular verbs, with essential irregular verbs if commonly used in an everyday context.
5. Simple statements using common verbs in main clauses, and some subordinate clauses – see 9. Use of formal or informal forms of address as appropriate to the language. Some everyday reflexive verbs if essential to common and appropriate contexts. Imperfect subjunctive or other appropriate form to convey *would like*, but only in basic, set phrases. Negatives in basic, set phrases.
6. Basic question forms with and without inversion or standard prefix as appropriate, to convey, for example, *Have you,...?, Do you...? What/where/when/who* as appropriate to the topics.
7. Imperatives in appropriate forms of address, using inversion of subject and verb, and/or main clause statement to describe, for example, a route – *you go...* as appropriate to the language.
8. Present tense as in 4, 5 and 6 above, to introduce a range of basic vocabulary, but not necessarily including all possible persons when conjugating verbs.
9. Use of *and* and *but*; co-ordinating and subordinating conjunctions as appropriate, to facilitate confidence in longer sentences, but avoiding complex word order.
10. Searching for translations of words in the target language, applying knowledge of gender and plural indicators as appropriate.

Assessment Definitions

Using written or spoken information as a prompt for spoken or written activity for assessment

Case Studies/Written Reports or other written material/Audio or videotapes and transcripts

These may take the form of any written or recorded (spoken) account/scenario/report, selected by the tutor or by learners, which enables learners to apply information to specific situations. It sets the scene and gives a range of information. This is then used as the springboard for group discussion/activity and/or individual responses in spoken or written form, depending on the level.

Level	Content
Entry 3	Written material may not be appropriate. Spoken material should be delivered at a speed less than that of normal speech, unless strictly limited in length of sentences.

Oral Question and Answer/Role-Play - to assess speaking

Language used or expected must be appropriate to the level. Care must be taken to ensure oral question and answer as an assessment method is used to check the ability to communicate, rather than knowledge of a specific topic, especially at lower levels.

Activities can range through simple questions/quizzes, conducted tutor to learner/learner to learner to check learned responses at lower levels. Pictures (for example, cue cards) and objects can also be used as prompts, and role-play may appropriately use dialogue frames, single words or bullet points in English or the target language. Activities rely at all levels on response and immediate feedback from tutor and other learners, and may be followed up by another activity to complete the evidence, for example, a dialogue frame followed by giving the answers to 1 or 2 questions such as marking where a place is on a map, or writing down a number, quantity or word given in answer to a question.

The learning may be assessed by:

- Responses by tutor and/or other learners

Evidence could include:

- Tutor record/notes/witness statement
- Learner notes
- Audio/video record

Level	Activity	Assessment method	Evidence could include:
Entry 3	The activity will be restricted to a very narrow, learned range of standard, short questions and responses.	Assessment by tutor observation	Tutor record/notes/witness statement, audio/video record

Written Question and Answer – to assess reading or listening comprehension

Listening and reading may be assessed through either speaking or writing, but because of the difficulty of keeping evidence; they are most often assessed through writing, although the classroom activity and preparation may centre on oral work.

Written questions or answers may be given in English or the target language: when the target language is used for questions, the language used must be appropriate to the level, and in either case, care must be taken to ensure the questions do not demand answers in the target language using grammar or vocabulary not yet encountered. Care must also be taken to ensure the focus in marking written answers is on assessing the correctness of the answer, without undue emphasis on the grammatical accuracy of the written answer: it must only be sufficient to communicate the meaning unambiguously (Written Question and Answer can range from simple tasks at lower levels, to more complex, open questions at Level 3).

The learning may be assessed by:

- Responses by individual learners
- Peer assessment (where appropriate for short answers/checklists)

Evidence could include:

- Learner responses in English or the target language
- Tutor comment

Level	Activity	Assessment method	Evidence
Entry 3	Should only be used where appropriate for the learner group. Simple activities prompted by pictures, short questions in English or single words in the target language. Activities may include ticking boxes, matching, sequencing. Simple true/false choices are not acceptable.	Assessment by tutor	Answer sheets

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Written description/Written question and answer/Essay/Written report/Log or diary – to assess writing

Written answers expected must be appropriate to the level. In all cases the quantity, complexity and demand for accuracy will be appropriate to the requirements of the unit being assessed.

The learning may be assessed by:

- Tutor - against clear criteria

Evidence could include:

- Any piece of written work
- Tutor comment or checklist

Level	Activity	Assessment method	Evidence could include:
Entry 3	Simple activities prompted by pictures, short questions in English or single words in the target language. Activities may include ticking boxes, matching, sequencing. Copying, and writing from spoken prompts.	Tutor assessment; peer assessment possible where answers are right or wrong	Any piece of written work

5. How is the qualification assessed?

The qualification requires achievement of the specified units with no further requirements for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment. The assessment process is as follows:

- Assessments are internally set at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit
- The learners are assessed internally at the Centre, using the assessments set
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the Centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by the OCN.

5.1 Unit Assessment

Achievement of units is through internally set, internally assessed, internally verified and externally verified assessment activity, as detailed above. Centres devise assessment activities to meet the specified assessment criteria detailed in each unit, guided by the Assessment Information Grid which accompanies each unit and the NOCN Assessment Definitions grid. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Tutors are advised to provide an Assessment Planning Sheet for a Unit to demonstrate how requirements of units will be fulfilled: an example is attached in Appendix 2, together with a matching example Individual Learner Record for Unit Achievement Sheet. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

5.2 Assessment Information Grid

Each unit has a supplementary page with an Assessment Information Grid. The Assessment Information Grid gives recognised methods of assessment for NOCN units. If a method is marked 'P' (Prescribed), that method **must** be used in the assessment of the unit. Methods marked 'O' (Optional) are recommended methods and you will select the activity or activities most appropriate for your learners and context. Some units will have a combination of Prescribed and Optional methods. Assessors must always refer to this Grid before devising assessment tasks. NOCN also provides Assessment Definitions for the assessment activities (please see [page 14-16](#)). This grid includes a general description of the activity and details on how that method can be applied and what evidence is appropriate.

5.3 Marking Tasks

Each task must be assessed against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. All of the assessment criteria in a unit must be met before the unit is deemed achieved. The unit achievement is not banded or graded; units are either achieved or not achieved.

5.4 Recording Achievement

You must record each learner's performance in each unit on an appropriate form or forms. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

Centres are particularly reminded of the need to provide reliable evidence of achievement for the Speaking and Listening unit: Tutors are advised to use a combination of methods to record evidence. **Tutors should aim to record each learner at least once** (i.e. one task, for example, a role-play, once), in order that standardisation by outcome is achievable, and a Recording Record must be kept.

A combination of the following methods of recording achievement for the Speaking and Listening unit is recommended:

- *Recording*
- *Signature/comment by the tutor on the task brief*
- *Individual or group witness statements*
- *Tutor checklists.*

5.5 Standardisation

Centres will be required to provide samples of assessment tasks for regional and national standardisation activity.

6. Offering the qualification

Centres wishing to offer the qualification or units of the qualification should in the first instance contact their OCN for information and support. A list of all OCN offices and contacts can be found on the NOCN website at www.nocn.org.uk.

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, verification, externally set assessment and certification will be completed through your OCN who will have an identified officer to support your centre. If you have any queries or difficulties at any time you should contact your OCN office.

Approval to Offer NOCN Qualifications or Units of NOCN Qualifications

If you are a new Centre then please contact your nearest OCN office for details of the Centre Recognition Application process and the process for delivering qualifications.

Support for Centres

1. Your OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. Each Centre should identify a Centre Contact who will be responsible for NOCN credit and qualifications within the Centre.
5. The Centre Contact must ensure all procedures relating to the delivery of the qualification operate effectively in the Centre.
6. The Centre Contact is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Recognition.
7. The Centre Contact is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to, where applicable.

Full details of all NOCN requirements are provided on the NOCN website at www.nocn.org.uk.

7. How is the qualification quality assured?

7.1 General Information

All Centres wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

Your OCN will provide guidance and give support in enabling you to use the qualification.

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- Internal verification.
- External verification.
- Standardisation.

Details and guidance are provided on the NOCN website.

7.2 Qualification Specific Information

There is a rigorous quality assurance process including internal verification structures, standardisation requirements and the appointment of internal verifiers (IVs) by the Centre, and external verifiers (EVs) by the OCN. IVs and EVs will be qualified and experienced language teachers and trainers and experts in language teaching methodology, levels of achievement and the design of assessment. They will also relate closely to their OCN.

Before the start of each academic year (or at other appropriate times) Centres are required to provide OCNs with a list of languages and levels they wish to offer for the coming year. They will also be asked to confirm internal verification arrangements (see 'Centre Languages Proposal' form in Appendix 3). On receipt of this information, OCNs will liaise with Centres to ensure that Centres have access to training for new tutor assessors and that sufficient, competent internal verifiers are in place to operate quality assurance procedures.

Internal Verification

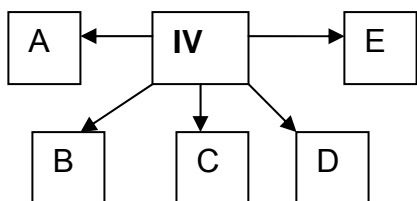
1. Each Centre will appoint an experienced language teacher – often the programme co-ordinator or manager - as the Centre internal verifier.

The role and responsibility of the internal verifier can be found on the NOCN website within the Learning Providers section under Recognised Centre Area, together with sample record keeping templates. In addition to carrying out internal verifier duties, the internal verifier will support tutor assessors in languages in the following aspects:

- Designing assessment tasks appropriate to the unit specifications and Assessment Descriptors for Languages
- Ensuring tasks are appropriate to the level being assessed, as defined in the Detailed Level Descriptors
- Embedding assessment tasks into classroom activity
- Recording evidence appropriately.

2. Internal verification meetings will be held within the Centre at appropriate points in the year, usually twice each year, and as agreed with OCNs and external verifiers.

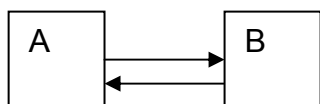
If the Centre internal verifier is competent in all languages offered, a model of internal verification can operate within the Centre, whereby the internal verifier relates directly to each tutor assessor, thus:



3. If the Centre internal verifier is not competent in all languages offered, s/he will remain in control of internal verification management, processes, and record keeping, and liaison with the external verifier, but must also make arrangements for further internal verification of the other languages.

The process is as follows:

- Where two or more tutor assessors are competent in the language, at least two of them must receive initial internal verification training, so that the assessments of each tutor assessor can be sampled by another competent assessor/internal verifier (usually alongside the model above):



- Where there is only one tutor assessor for a particular language, the Centre internal verifier must agree with the OCN an arrangement for external sampling. (It is emphasised that the Centre internal verifier will still be responsible for supporting the tutor assessor within the circle of language tutor assessors).
- The external sampling process may be **either** by liaison with another local provider, through a visit made to an internal verification meeting or through the use of postal exchange of simple assessments, **or** it may be by postal sample to an external expert (see below). The sampling will be brokered by the OCN and managed by the Centre internal verifier, and the Centre's external verifier will require evidence that it has taken place.

The sampling will be:

- A sampling of tasks designed, at the start of the year, for all new tutor assessors.
 - A mid-year sampling of completed assessments for all single tutor assessors in a Centre, covering each level offered; as a general rule, two tasks from each unit assessed should be selected, and indicative of the range achieved, for example, one assessment considered to be well above the level, one at an average level and one just sufficient to achieve would be appropriate. OCNs will advise Centres of the appropriate sample where necessary.
- A register of external experts will be held by the Lead OCN: these experts will be drawn either from the pool of existing internal verifiers and external verifiers known to OCNs, or from external sources compiled by the Lead OCN. All external experts will have appropriate qualifications in the language and experience of teaching languages, understanding of national levels of achievement, and knowledge of the content of the Language Skills Award, including the Level Descriptors for each level.

External Verification

1. External verifiers will be appointed to Centres by OCNs:
 - External verifiers are qualified and experienced in languages and language teaching.
 - External verifier visits may include visiting classes using the Award, visiting an internal verification meeting or meeting with the Centre internal verifier. Details of the role of the external verifier can be found on the NOCN website within the Learning Providers section under Recognised Centre Area.
2. OCNs will **either** conduct an area end-of-year external verification and standardisation event, attended by Centre internal verifiers and some tutor assessors, **or** in the event that this is not feasible in the locality, they will arrange Centre-based final verification events. In either case at least **two** qualified people, (i.e. assessors/internal verifiers/external verifiers), will be present for each language to be verified. The purpose of these events is to allow standardisation across languages and levels, to agree the award of credit, and to share expertise in order to promote continuous improvement.
3. External verifiers' reports will inform both OCNs and Centres about training needs for tutors or internal verifiers, if observed within Centres, and OCNs will consider these needs and the actions required to remedy any problems when agreeing the Centre offer for the following year.

7.3 Standardisation

NOCN will undertake a process of standardisation annually. Units from the qualification will be selected for standardisation and OCNs will collect sample assessment materials from Centres each year.

OCNs will notify Centres on an annual basis of the required sample and materials for national standardisation purposes. **Each Centre offering the specified units is required as part of the Centre Recognition Process to contribute assessment materials for standardisation.**

Feedback on standardisation will be available to Centres annually through their OCN. National standardisation will establish:

- Statements on the standards for each unit
- Recommendations, advice and guidance for use of the qualification and assessment of units.

Appendix 1: Tutor Guidance

These suggestions must be used in conjunction with the Achievement Criteria, Achievement Descriptors and Assessment /Definitions in Sections 4 and 5.

These two units provide a basic entry point into the four communicative skills and are intended to provide a foundation year, which allows time for the careful introduction of reading and writing, particularly in a new script. The Speaking and Listening unit alone would also provide a coherent taster for a short, introductory course.

The Assessment Criteria in the Speaking and Listening unit are loosely content-specific, and cover the range of activities any beginner will encounter when starting to use a new language; however, there is sufficient flexibility for varying the context and the vocabulary in the following ways, if for example, the learners are learning principally for a specific purpose, such as business.

- Learning Outcome 3: other vocabulary could be used, as the suggestions given in the Assessment Criteria are mainly given as examples only.
- 4.1 allows for variation in the articles requested, and could include toiletries, stamps, tourist goods, or newspapers.
- In Learning Outcome 5, the place asked for could be in a town, but equally in a building such as a hotel, office, or station.

The Reading and Writing unit is content-free, and may either mirror the vocabulary used in Speaking and Listening, or range more widely, depending on learners' needs and interests.

Suggestions for planning assessment

If both units are undertaken simultaneously, all four skills must be assessed. This is intentionally written in to the design of the units. Tasks can be devised which provide evidence for any Assessment Criteria that can easily and appropriately be put together. It is not necessary to devise separate tasks for each Assessment Criterion, or even each whole Learning Outcome, and there is no prescription about which Assessment Criteria are put together, so a task could cover some from one Learning Outcome and some from another. However, it is always important to remember that these units are at Entry Level, and not to demand too much at one time, unless the learners are clearly only 'passing through', and demonstrate potentially very sound linguistic aptitude.

Each Assessment Criterion in the Speaking and Listening unit clearly requires either speaking or listening, i.e. either an active or a receptive skill, and as each topic area within the Speaking and Listening unit is covered, it may seem easy and appropriate to assess the two skills at the same time, i.e. within a dialogue stimulated by a dialogue frame, or cue cards, and this is acceptable.

However, there is an important consideration:

- When a learner is assessed on listening skills, it is vital that s/he is not dependent exclusively on listening and interpreting the target language as spoken by another learner, who may or may not demonstrate good speaking skills.

A safe approach might be to plan to cover both the Speaking and the Listening aspect of a topic in a role play which allows both opportunities, but to have a piece of listening as a back-up in case not all role playing couples succeed fully, and the listener is disadvantaged. Extra listening practice is in any case good reinforcement activity.

For example, in Learning Outcome 3:

- 3.1, 3.2 and possibly 3.3 might be covered in one dialogue.
- 3.3 could be covered in a separate listening exercise, planned as back-up.

The same strategy could be used for Learning Outcome 5. Note that 1.1, 1.2 and 3.6 could be included in a number of tasks.

Summary of Recommended Tracking Forms

- Tutor Assessment Planning Sheet for a Unit (example given in Appendix 2)
- Individual Learner Record for Unit Achievement (example given in Appendix 2)
- Class Record of Achievement per unary (centre-devised)
- Recording Record for Speaking units (centre-devised).

Appendix 2: Example Tracking Forms

1. Example of a Tutor Assessment Planning Sheet for a Unit, showing a number of possible tasks; not all of them will be achieved by all learners, but they are options, thus allowing for absence. It shows a number of ways of recording evidence for the same task.
2. Example of an Individual Learner Record for unit achievement (ILR), which shows how a learner's achievement was evidenced. For example, one individual task was tape recorded by this learner, whereas the Tutor Assessment Planning Sheet showed that a number of tasks could be recorded by any learner. The ILR also shows that some of the work has been sampled by the internal verifier.

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Example Form 1

Tutor Assessment Planning Sheet for a Unit

Section 1

Level: Entry 3 **Unit title:** *Speaking and Listening*

Code:.....XXXX..... **Tutor's Name:** ...*Martin Akhbar* **Date:** *13.09.05*

Number of Assessment Criteria in this unit: ...5..... **Sheet 1 of ...1.....**

Section 2 (Write in the prescribed assessment methods from the Assessment Information grid).

<i>Oral Q & A</i>		

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Section 3 (Fill in: Learners complete 6 tasks in total (for 3.1/3.1 + extra for 1.1 and 2.1 if needed). N.B. The Learner Record will make clear which tasks have been completed from the possible range.

Task Number	Task Title/ Description	LO/AC met	Assessment Methods	Evidence
1	<i>Getting to know people: conversation – role-play with dialogue frame</i>	1.1, 1.2, 3.1, 3.2 3.3(?)	<i>Role-play observed / and recorded / self-assessed</i>	<i>Tutor Checklist or witness statement / recording / signed task</i>
2	<i>Getting to know people - listening exercise (if needed)</i>	3.3	<i>Role-play observed / and recorded / self-assessed</i>	<i>Tutor Checklist or witness statement / recording / signed task</i>
3	<i>Likes and dislikes – role-play with cue cards</i>	3.4, 3.5(?)	<i>Role-play observed / and recorded / self-assessed</i>	<i>Tutor Checklist or witness statement / recording / signed task</i>
4	<i>Likes and dislikes – listening exercise (if needed)</i>	3.5	<i>Role-play observed / and recorded / self-assessed</i>	<i>Tutor Checklist or witness statement / recording / signed task</i>
5	<i>Café – role-play with dialogue frame</i>	1.1, 1.2, 2.1, 3.6, 4.2,4.3	<i>Role-play observed / and recorded / self-assessed</i>	<i>Tutor Checklist or witness statement / recording / signed task</i>
6	<i>Shopping - role-play with cue cards</i>	1.1, 1.2, 2.1, 4.1, 5.1(?)	<i>Role-play observed / and recorded / self-assessed</i>	<i>Tutor Checklist or witness statement / recording / completed map</i>
7	<i>Places in town – role-play with map to mark places- information gap</i>	5.1, 5.2(?)	<i>Role-play observed / and recorded / self-assessed</i>	<i>Tutor Checklist or witness statement / recording / signed task</i>
8	<i>Places in town – listening exercise (if needed)</i>	5.2	<i>Role-play observed / and recorded / self-assessed</i>	<i>Tutor checklist / recording / signed task</i>

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Example Form 2 (Page 1)

Individual Learner Record for Unit Achievement

Language:*Arabic*..... Total no. of tasks to be completed: ...*6*...

Unit title:*Speaking and Listening*..... Level:*Entry 3*..... Code: ...*XXXX*.....

This page must be placed at the front of each learner's evidence, and filled in as each task is completed. Attach a second page if necessary.

Learner's Name:....*Michael Skipper*..... Tutor's Name: ...*Martin Akhbar*

Task Number	Task Title/ Description	Evidence for Moderator	Ref or Page	LOs/ ACs met	Date Ach'd	Tutor initial	IM Initial
1	<i>Getting to know people: conversation – role-play with dialogue frame</i>	<i>Witness statement</i>	<i>n/a</i>	<i>1.1, 1.2, 3.1, 3.2</i>	<i>21.10.05</i>	<i>MA</i>	<i>TR</i>
2	<i>Getting to know people - listening exercise.</i>	<i>Answer sheet</i>	<i>n/a</i>	<i>3.3</i>	<i>16.11.05</i>	<i>MA</i>	
3	<i>Likes and dislikes – role-play with cue cards.</i>	<i>Signed task</i>	<i>n/a</i>	<i>3.4, 3.5</i>	<i>13.12.05</i>	<i>MA</i>	
4	<i>Café – role-play with dialogue frame</i>	<i>Signed task</i>	<i>n/a</i>	<i>1.1, 1.2, 2.1, 3.6, 4.2, 4.3</i>	<i>21.01.06</i>	<i>MA</i>	<i>TR</i>
5	<i>Shopping - role-play with cue cards</i>	<i>Recording</i>	<i>n/a</i>	<i>1.1, 1.2, 2.1, 4.1,</i>	<i>16.03.06</i>	<i>MA</i>	
6	<i>Places in town – role-play with map to mark places-information gap.</i>	<i>Completed map marking places reached</i>	<i>n/a</i>	<i>5.1, 5.2</i>	<i>21.04.06</i>	<i>MA</i>	

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Example Form 2 (Page 2)

All the Learning Outcomes and Assessment Criteria have been met.

LOs: 1, 2, 3	Tutor's comment: (if appropriate) <i>Overall achievement at least 80% accurate. Showing real confidence.</i> Signature: <i>Martin Akhbar</i>	Date: 15.05.06
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(Optional) Learner's Signature: <i>Michael Skipper</i>	Date: 07.05.06
(Optional) Learner's comment: <i>Really enjoyed it – and have started practising for real!</i>	

Appendix 3: Centre Languages Proposal Form

The Verification Strategy requires providers to give OCNs the following information, prior to the start of the course. Languages can be added during the course of a year, in consultation with the OCN.

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Accreditation start date: 01/09/2005
Accreditation end date: 31/12/2010
Certification end date: 31/12/2011

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