

Qualification Guide



NOCN Level 2 Award in Language Skills

NOCN Level 2 Certificate in Language Skills

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

Award National Accreditation No. 100/5183/1

Certificate National Accreditation No. 100/5184/3

Version 3 September 2008



The **Diversity** of Learning



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 qualifications

The NOCN Level 2 Award in Language Skills and the NOCN Level 2 Certificate in Language Skills aim to provide stepped opportunities for accrediting language skills; the units are designed to offer sufficient flexibility in the lexical content to allow them to be tailored to individual learner and workforce needs.

The qualifications offer the opportunity to accumulate the four communicative skills, Speaking, Listening, Reading and Writing, at Level 2. The Award may consist of any two of the four units, thus rewarding achievement in specific skills, as prioritised by the learner or provider; the achievement of the remaining two units leads to completion of the full Certificate.

The open content of the four skills units aims to encourage the development of delivery plans detailing subject content, which reflect the needs and aspirations of each learner group. Common standards in language skills are maintained through the use of Achievement Criteria and Achievement Descriptors. The qualifications 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.

These qualifications were developed in close consultation with the National Centre for Languages (CILT), and are 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 and 120 for the Certificate. This is notional learning time based on the credit values assigned to the units, and the number of unit credits required to achieve the qualifications. Some learners will be able to achieve these units in a shorter time, and some may take longer.

Key Skills

Each unit within the qualifications has been mapped to identify where opportunities exist for learners to achieve Key Skills. In designing activities for unit assessment you will be able to use the mapping to identify which Key Skills could be addressed through evidence generated by learners. The degree of opportunity in any one unit will depend on centre-specific factors including learning context, teaching and learning strategies and resources.

How the Qualifications Relate 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	✓				✓*
Listening	✓				✓*
Reading	✓				✓*
Writing	✓				✓*

* Only applicable where the endorsement is a European Language.

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 Level 2 Award in Language Skills and the NOCN Level 2 Certificate in Language Skills are related to the National Language Standards developed by the National Centre for Languages (CILT). These qualifications support 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 these qualifications.

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

Language Requirements

There is no intention to provide these qualifications 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 are the qualifications for?

These qualifications are intended for use by a wide variety of learners as they provide accessibility with steps towards full achievement.

These qualifications are 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

Learners will need skills and knowledge at Level 1 as outlined in the Level 1 Achievement Criteria (please see NOCN Level 1 Award and Certificate in Language Skills Qualification Guide).

Learners will also need to be able to:

Level	Intellectual Skills and Attributes	Processes	Accountability
2	<ul style="list-style-type: none"> • Apply knowledge with underpinning comprehension in a number of areas • Make comparisons • Interpret available information • Demonstrate a range of skills 	<ul style="list-style-type: none"> • Choose from a range of procedures performed in a number of contexts, some of which may be non-routine • Co-ordinate with others 	<ul style="list-style-type: none"> • Undertake directed activity with a degree of autonomy • Achieve outcomes within time constraints • Accept increased responsibility for quantity and quality of output subject to external quality checking

Progression Opportunities

These qualifications encourage progression through the levels and learners at Level 2 can progress to the NOCN Level 3 Award and Certificate in Language Skills. The suite offers a springboard at any level for other qualifications. The NOCN Level 2 Certificate in Language Skills could enable progression to AS/A Level or business-focused qualifications in languages.

Delivery can be tailored to the needs of employers or potential employees, and thus encourages progression in the workplace. The opportunity to achieve separate skills units is appropriate where this can reflect the usefulness of different skills in a particular work environment, for example, speaking and listening skills within care environments and Home Office services, or for business people interacting at conferences and exhibitions, or writing skills for the completion of job applications and reports.

Learners with Particular Requirements

Assessment within the NOCN Level 2 Award and Certificate in Language Skills 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 qualifications

To achieve these qualifications the learner must successfully complete:

NOCN Level 2 Award in Language Skills

2 Optional units

NOCN Level 2 Certificate in Language Skills

4 Mandatory units

Achievement Methodology

The qualifications are 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 qualifications. **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

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
M/102/4417	FN3/2/QQ/003	French - Speaking	Optional for Award Mandatory for Certificate	3	Two	BSF636
T/102/4418	FN3/2/QQ/001	French - Listening	Optional for Award Mandatory for Certificate	3	Two	BSF634
A/102/4419	FN3/2/QQ/002	French - Reading	Optional for Award Mandatory for Certificate	3	Two	BSF635
M/102/4420	FN3/2/QQ/004	French - Writing	Optional for Award Mandatory for Certificate	3	Two	BSF637
M/103/1996	FN3/2/QQ/007	German – Speaking	Optional for Award Mandatory for Certificate	3	Two	BSF640
A/103/1998	FN3/2/QQ/005	German – Listening	Optional for Award Mandatory for Certificate	3	Two	BSF638
F/103/1999	FN3/2/QQ/006	German – Reading	Optional for Award Mandatory for Certificate	3	Two	BSF639
T/103/1997	FN3/2/QQ/008	German – Writing	Optional for Award Mandatory for Certificate	3	Two	BSF642
Y/103/1992	FN3/2/QQ/011	Italian - Speaking	Optional for Award Mandatory for Certificate	3	Two	BSF645
H/103/1994	FN3/2/QQ/009	Italian - Listening	Optional for Award Mandatory for Certificate	3	Two	BSF643
K/103/1995	FN3/2/QQ/010	Italian - Reading	Optional for Award Mandatory for Certificate	3	Two	BSF644
D/103/1993	FN3/2/QQ/012	Italian - Writing	Optional for Award Mandatory for Certificate	3	Two	BSF646
R/103/1988	FN3/2/QQ/015	Spanish - Speaking	Optional for Award Mandatory for Certificate	3	Two	BSF650
Y/103/1989	FN3/2/QQ/013	Spanish – Listening	Optional for Award Mandatory for Certificate	3	Two	BSF648
L/103/1990	FN3/2/QQ/014	Spanish – Reading	Optional for Award Mandatory for Certificate	3	Two	BSF649
R/103/1991	FN3/2/QQ/016	Spanish – Writing	Optional for Award Mandatory for Certificate	3	Two	BSF651

QCA Accredited Number	NOCN Unit Code	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
A/103/1984	FN3/2/QQ/019	Welsh - Speaking	Optional for Award Mandatory for Certificate	3	Two	BSF654
F/103/1985	FN3/2/QQ/017	Welsh - Listening	Optional for Award Mandatory for Certificate	3	Two	BSF652
J/103/1986	FN3/2/QQ/018	Welsh - Reading	Optional for Award Mandatory for Certificate	3	Two	BSF653
L/103/1987	FN3/2/QQ/020	Welsh – Writing	Optional for Award Mandatory for Certificate	3	Two	BSF655
F/103/4854	FN1/2/QQ/031	Arabic – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW022
J/103/4855	FN1/2/QQ/029	Arabic – Listening	Optional for Award Mandatory for Certificate	3	Two	BUV984
L/103/4856	FN1/2/QQ/030	Arabic – Reading	Optional for Award Mandatory for Certificate	3	Two	BUV989
R/103/4857	FN1/2/QQ/032	Arabic – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW023
Y/103/4858	FN1/2/QQ/035	Czech – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW058
D/103/4859	FN1/2/QQ/033	Czech – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW025
R/103/4860	FN1/2/QQ/034	Czech – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW028
Y/103/4861	FN1/2/QQ/036	Czech – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW065
D/103/4862	FN1/2/QQ/039	Danish – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW078
H/103/4863	FN1/2/QQ/037	Danish – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW069
K/103/4864	FN1/2/QQ/038	Danish – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW074
M/103/4865	FN1/2/QQ/040	Danish – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW084
T/103/4866	FN1/2/QQ/043	Dutch – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW112
A/103/4867	FN1/2/QQ/041	Dutch – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW091
F/103/4868	FN1/2/QQ/042	Dutch – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW096

QCA Accredited Number	NOCN Unit Code	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
J/103/4869	FN1/2/QQ/044	Dutch – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW114
F/103/4871	FN1/2/QQ/047	Greek – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW120
J/103/4872	FN1/2/QQ/045	Greek – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW115
L/103/4873	FN1/2/QQ/046	Greek – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW118
R/103/4874	FN1/2/QQ/048	Greek – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW122
Y/103/4875	FN1/2/QQ/051	Gujarati – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW138
D/103/4876	FN1/2/QQ/049	Gujarati – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW128
H/103/4877	FN1/2/QQ/050	Gujarati – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW133
K/103/4878	FN1/2/QQ/052	Gujarati – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW141
M/103/4879	FN1/2/QQ/055	Irish – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW149
H/103/4880	FN1/2/QQ/053	Irish – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW143
K/103/4881	FN1/2/QQ/054	Irish – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW145
M/103/4882	FN1/2/QQ/091	Irish – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW152
T/103/4883	FN1/2/QQ/058	Japanese – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW164
A/103/4884	FN1/2/QQ/056	Japanese – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW156
F/103/4885	FN1/2/QQ/057	Japanese – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW160
J/103/4886	FN1/2/QQ/059	Japanese – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW168
L/103/4887	FN1/2/QQ/062	Mandarin Chinese – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW242

QCA Accredited Number	NOCN Unit Code	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
R/103/4888	FN1/2/QQ/060	Mandarin Chinese – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW240
Y/103/4889	FN1/2/QQ/061	Mandarin Chinese – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW241
L/103/4890	FN1/2/QQ/063	Mandarin Chinese – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW243
R/103/4891	FN1/2/QQ/066	Panjabi – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW246
Y/103/4892	FN1/2/QQ/064	Panjabi – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW244
D/103/4893	FN1/2/QQ/065	Panjabi – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW245
H/103/4894	FN1/2/QQ/067	Panjabi – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW247
K/103/4895	FN1/2/QQ/070	Polish – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW250
M/103/4896	FN1/2/QQ/068	Polish - Listening	Optional for Award Mandatory for Certificate	3	Two	BUW248
T/103/4897	FN1/2/QQ/069	Polish – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW249
A/103/4898	FN1/2/QQ/071	Polish – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW251
F/103/4899	FN1/2/QQ/074	Portuguese – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW258
K/103/4900	FN1/2/QQ/072	Portuguese – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW256
M/103/4901	FN1/2/QQ/073	Portuguese – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW257
T/103/4902	FN1/2/QQ/075	Portuguese – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW259
A/103/4903	FN1/2/QQ/077	Russian – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW264
F/103/4904	FN1/2/QQ/076	Russian – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW260
J/103/4905	FN1/2/QQ/092	Russian – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW261

QCA Accredited Number	NOCN Unit Code	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
L/103/4906	FN1/2/QQ/078	Russian – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW268
R/103/4907	FN1/2/QQ/081	Swedish – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW278
Y/103/4908	FN1/2/QQ/079	Swedish – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW273
D/103/4909	FN1/2/QQ/080	Swedish – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW276
Y/103/4911	FN1/2/QQ/082	Swedish – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW279
D/103/4912	FN1/2/QQ/090	Turkish – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW285
H/103/4913	FN1/2/QQ/083	Turkish – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW281
K/103/4914	FN1/2/QQ/084	Turkish – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW283
M/103/4915	FN1/2/QQ/085	Turkish – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW287
T/103/4916	FN1/2/QQ/088	Urdu – Speaking	Optional for Award Mandatory for Certificate	3	Two	BUW294
A/103/4917	FN1/2/QQ/086	Urdu – Listening	Optional for Award Mandatory for Certificate	3	Two	BUW290
F/103/4918	FN1/2/QQ/087	Urdu – Reading	Optional for Award Mandatory for Certificate	3	Two	BUW292
J/103/4919	FN1/2/QQ/089	Urdu – Writing	Optional for Award Mandatory for Certificate	3	Two	BUW296

Before preparing to deliver the qualifications, 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 Certificate.
- 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 Grids, 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 this 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 Level 2 Certificate in Language Skills

Knowledge and Skills

The learner who achieves the NOCN Level 2 Certificate in Language Skills can:

1	Understand and use routine vocabulary in everyday use relevant to the context in which s/he is operating, and common alternatives.
2	Understand and use set phrases in a fixed form, expressing polite social conventions and feelings/emotions.
3	Understand and use routine data such as numbers, prices and dates.
4	Understand and use the infinitive of the verb and other routine verb forms as appropriate.
5	Understand and use a range of routine, positive and negative verb forms.
6	Understand and use routine question forms.
7	Understand and give routine instructions or orders, using the imperative in appropriate modes of address.
8	Understand and use routine ways of expressing the past, present and future tenses, and conditional forms, where appropriate to the context s/he is using.
9	Understand and use link words to make longer sentences.
10	Use reference sources, for example, dictionaries, to clarify and confirm the meaning of words.

For a detailed explanation of the range of syntax assumed for the achievement of these criteria, refer to the Level 2 Achievement Descriptors.

General Descriptors of Level 2 Achievement

- Learners communicate clearly.
- Learners demonstrate good pronunciation and intonation, sufficient to enable smooth communication.
- Although there may be errors, approximately 80% of learners' assessed work is accurate within the parameters of the Level 2 level descriptors (Where this is not the case, learners should be encouraged to attempt another activity after further practice).
- Learners have completed a range of assessment activities as specified in individual units.

Detailed Descriptors of Level 2 Achievement

Numbering relates to the 10 items of skills and knowledge in the Achievement Criteria for the NOCN Certificate at Level 2. Skills and knowledge as described in the Level 1 Descriptors are assumed.

1. Vocabulary in everyday use, and some common alternatives: units are context-free, and vocabulary topic areas may be chosen to reflect learners' needs and aspirations, i.e. social activities, hobbies and skills or general/specific work-related contexts, for example, travelling for business or working with people from other cultures. Reasonable competence in understanding and use of gender and inflection with common grammatical structures, for example, adjectival agreement, use of common prepositions in inflected languages, use of (inflected) pronouns.
2. For example: forms of address, greetings/leave-taking appropriate to the time of day and the degree of formality, and feelings, for example, gratitude, regret, apology, annoyance.
3. Routine numerical data in all forms, for example, quantities, prices, dates, including years.
4. (See 5/6 also) Concept of the infinitive as the root of a verb and its meaning; a range of modal verbs, for example, *must/can* with an infinitive; infinitive or equivalent in structures expressing likes and dislikes, infinitive in set phrases in some languages, for example, *for sale*, and as an alternative to imperatives – see 7.
5. Routine statements using common verbs in main clauses, and subordinate clauses with common conjunctions (see 9). More complex verb forms as appropriate, for example, separable verbs/impersonal verbs. Reflexive verbs and pronouns and commonly used verbs + prepositions, for example, *hope to, try to*. Negatives, including routinely used qualifiers such as *never, no*. Limited use of impersonal verbs. Understanding of routinely used verbs in passive voice in limited, specific contexts as appropriate.
6. Positive and negative question forms with and without inversion or standard prefix as appropriate, using verb forms such as in 4, 5 and 8 and as appropriate to the language.
7. Imperatives in all appropriate forms of address, or use of the infinitive or other relevant form used for instructions – see 4 - as appropriate.
8. Regular and common irregular verb forms as in 4, 5 and 6 above, in a range of tenses: most appropriate past tense forms to express actions in routine vocabulary and to understand less routine vocabulary, including use of relevant auxiliary verbs as appropriate. Understanding and limited use of pluperfect tense or other tenses routinely used in speaking and listening and as appropriate to the language. Appropriate future tenses. Imperfect subjunctive or other appropriate form to convey *would, could, might, should* and subordinate clause with *If, for example, if I had, I would*, but only where this is a common form of the verb and an appropriately routine usage, for example, *that would be nice*.
9. Co-ordinating and subordinating conjunctions, to facilitate confidence in compound sentences as appropriate, with generally correct word order. Understanding and limited use of relative pronouns in routine contexts and most commonly-used inflections, for example, for subject and direct object, with understanding of a range of relative clauses.
10. Searching for translations of words in the target language, applying knowledge of gender and plural indicators as appropriate. Understanding of how to check meanings of similar words or those with more than one meaning, by referring back or using single-language sources, in order to select from a choice of options. Understanding of references to transitive and intransitive verbs.

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.

	Content
Level 2	Materials should be limited in range and familiar in context but may include some unfamiliar vocabulary, and syntax appropriate to the level, for example, past tenses and simple future, and if written, in a quantity not to exceed the relevant stated word limits for Level 2 Reading and Listening units. Spoken material may be delivered at a normal speed if the level of complexity is not too great. Case studies could be used as a prompt for oral/role-play or class discussion.

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. At Level 3, it may also be used to check background knowledge as specified in a given unit. Learners at all levels will be assessed in questioning as well as giving answers.

Activities can range from simple questions/quizzes, conducted tutor to learner/learner to learner to check learned responses at lower levels, to more complex, open questions at Level 3. 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 the correct price paid for an article.

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

	Activity	Assessment method
Level 2	The activity will include questions and answers based on a learned range of structures, which encourage choice and transference of learning within a predictable range of contexts.	Assessment by tutor or peer, with a degree of self-assessment

Spoken Report/Presentation or Group Discussion – to assess speaking

The topic for presentation or discussion may be selected by the tutor or the learners to enable learners to share knowledge and ideas.

The learning may be assessed by:

- Tutor comment or checklist
- Peer comment or checklist
- Self assessment at higher levels

Evidence could include:

- Tutor record of observation
- Learners' notes
- Audio or video record

	Activity	Assessment method
Level 2	A short presentation may be used: it will be carefully controlled and the scope will be limited to familiar vocabulary and contexts. Group discussion may take the form of a simple debate, for or against a choice, for example, of a holiday, menu, or leisure activity.	Tutor or peer observation

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

	Activity	Assessment method
Level 2	Activities prompted by pictures, or questions in English or the target language. Activities may include ticking boxes, matching, sequencing, but also written answers in English or the target language. Simple true/false choices are not acceptable. The process may be time limited.	Assessment by tutor, peers and self

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. At Level 3, work may require evidence of research, analysis and evaluation of specific topics as appropriate to the unit studied.

The learning may be assessed by:

- Tutor - against clear criteria

Evidence could include:

- Any piece of written work

	Activity	Assessment method
Level 2	Learners combine and use varied language, vocabulary and structures appropriate to the level and from known contexts. Accuracy will be sufficient to convey intended meaning, and register appropriate to the reader. Activities may include writing letters, narratives, messages, CVs, simple reports.	Tutor assessment

5. How will the qualifications be assessed?

The qualifications require 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. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

Although units are content-free and can be delivered in a variety of contexts, it may be helpful to consider some examples of content for a typical Level 2 class, for, for example, part-time adult learners or 16-19 college learners, who want a general introduction to the language. For these examples, see Appendix 1.

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.

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 16-20](#)). 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 Speaking units: 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 Speaking units 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 qualifications

Centres wishing to offer the qualifications or units of the qualifications 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 these qualifications to learners. All procedures for the use of these qualifications or units of the qualifications, 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 are the qualifications quality assured?

7.1 General Information

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

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

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.

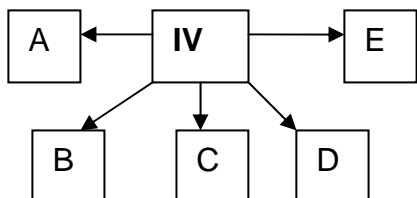
Internal Verification

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.

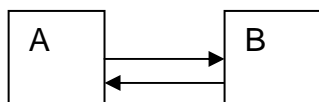
If the Centre internal verifier is competent in all languages offered, a model of internal verification can operate within the Centre, whereby the internal verifier relates directly to each tutor assessor, thus:



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 and Certificate, 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

This Appendix is intended to offer useful suggestions for transforming the requirements of the Assessment Criteria into classroom activities. The suggestions are designed to be appropriate for typical adult part-time learners or 16-19 college learners; they are in no way prescriptive, and tutors are urged to bear in mind that flexibility is a key feature of the qualifications, and that the lexical content should be designed to match the needs and aspirations of the learner group. The Assessment Criteria are at all times the essential reference point for achievement of the unit.

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

Centres may plan to offer two units to make up an Award one year, and to offer the second two units the following year, to make a full Certificate. The choice of units in each year would then be entirely open, although many providers may find it most appropriate to offer Speaking and Listening in the first year and Reading and Writing in the second year. This does not mean that only two skills are learnt and practised in each year: it means that only two are **assessed** in each year. However, in fast track or more concentrated patterns of delivery, all four units might be offered and assessed in one year. Tutors should consider how the delivery pattern will affect the assessment pattern: it may be possible to cross-reference evidence, and it would be good practice to mirror real-life situations by using the same context/topic in which to practise and assess more than one skill.

If the two units being assessed are Speaking and Listening, for example, oral activity could be followed by a Listening activity covering the same vocabulary, or conversely, remembering that theoretically learners are often competent in receptive skills before active skills, Listening followed by Speaking.

However, there are two important considerations:

- When a learner is assessed on listening skills, for example, 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.
- It may be easier and simpler to keep assessment records for each unit separately, rather than to cross-reference extensively.

For both these reasons, tutors are recommended to follow good practice by devising integrated, topic-based tasks where this offers a relevant and authentic opportunity to practise more than one skill, but to assess and record evidence for each skill separately.

Speaking

Note the following recommendations for the nature/amount of evidence required:

- It is recommended that dialogues are learner to learner, although tutor to learner is not excluded, for example, if a learner needs to catch up with the rest of the class, or within individual lessons.
- There is no prescription about the length of dialogues, and they may vary in length, but on average 1.5 to 2 minutes per dialogue allows for a conversation of the maturity expected at Level 2.

Note also:

- In simple terms, six contexts/activities are required, and all of them could be within a two-way conversation.
- The phrasing of Learning Outcome (LO) 1 does allow the possibility of a one-sided speech, such as a message on an answerphone, as long as both asking questions or making requests, and giving information, are included.
- There is little difference in the variety of language required in LO1 and LO2, but there is a requirement that whereas LO1 is centred on information, instructions and advice, LO2 centres on opinions.
- Assessment Criterion 1.3 does not require a separate activity, but should be incorporated into LO1 and LO2 as appropriate.

It is essential that appropriate prompts are used for activities, so that learners do not have to invent information, or depend on information given by the other learner - see above: the emphasis is on putting given information into appropriate language structures. The Assessment Definitions suggest the use of dialogue frames, which specify in pictures, single words or digits indicating the information to be given, picture or word cue cards, or other similar information gap exercises, excluding simple true/false statements. A learner's own prepared notes can be used, but learners must not read prepared statements or written role-plays.

Examples of contexts

These are suggestions only, and tutors will consider both the needs of the learners and the degree of complexity appropriate at a particular stage of learning.

- Any contexts used in Level 1, but within the linguistic parameters set out in the Achievement Descriptors, and with more extensive, detailed or wide-ranging vocabulary, as appropriate to Level 2.
- Restaurant situations, to include special requests, problems, complaints.
- Obtaining tourist information, with specific or more unusual requests or discussions.
- Planning a holiday.
- Hiring a car, bike, boat.
- Coping with loss or theft.
- Coping with emergencies.
- Directing someone or giving advice about facilities, arrangements.
- Making arrangements for an outing.
- Welcoming and being a guest.
- Talking about past holidays.
- Discussing hobbies/weekends/work matters/family issues.

Listening

Note the following recommendations for the nature/amount of evidence required:

- Total listening time should be approximately 4-6 minutes, with Learning Outcome 2 taking generally more time than Learning Outcome 1.
- Speaking speed is estimated at approximately 160-170 words per minute for plain text.

Examples of appropriate contexts are given in the units, and the examples above for Speaking can be used where appropriate to the Assessment Criteria.

Tutors should note these features:

- Learning Outcome (LO) 1 suggests that one person is speaking, although conversations are not excluded.
- Although there is not a great emphasis put on the difference between listening for 'specific' details, and listening for 'general' information, Criterion 1.1 suggests that facts, figures/data should be included, embedded within sentences.
- Assessment Criterion 2.2 does specify that the extract is a conversation, and that views/opinions are expressed.

Reading and Writing

Details of the appropriate contexts for the Reading and Writing tasks are given in the units, together with guidance about word counts. The contexts suggested for Speaking could be mirrored in complementary Reading or Writing tasks.

The most important consideration when planning is the difference in emphasis given in the Assessment Criteria:

Reading

- 1.1 requires specific factual details, and might include data.
- 1.2 requires instructions, advice and requests.
- 1.3 requires views and opinions.

Writing

- 1.1 These can be texts other than correspondence, but at least one piece must contain guidance or instructions.
- 2.1 Requires informal correspondence, with at least one piece containing views or opinions.
- 3.1 Requires formal correspondence, encompassing formal beginnings and endings to letters, and with at least one piece containing enquiries or requests.

Additions/suggestions for contexts could be:

- 1.1: Instructions for teenagers left at home during holidays, or for visitors using your house.
- 2.1: Letters or e-mails containing chatter about family, friends or work.
- 3.1: Letters to tourist information offices, holiday companies, car hire companies, lost property offices.

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 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.

Example Form 1

Tutor Assessment Planning Sheet for a Unit

Section 1

Level: 2 **Unit title:** *Writing*

Code:XXXX.....**Tutor's Name:**...*Charlotte Hahn*.....**Date:** *12.09.05*

Number of Assessment Criteria in this unit: ...3... **Sheet 1 of ...1**

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

<i>Written description</i>		

Section 3 (Learners complete 6 tasks, 2 for each AC, one marked a and one marked b for each, to cover instructions, opinions and requests).

Task Number	Task Title/Description	LO/AC met	Assessment Methods	Evidence
1a	<i>Accident report</i>	1.1	<i>Written text marked</i>	<i>Marked text</i>
2a	<i>Report on work experience student</i>	1.1	<i>Written text marked</i>	<i>Marked text</i>
3b	<i>List of instructions for tenant – holiday let or neighbour looking after house (instructions)</i>	1.1	<i>Written text marked</i>	<i>Marked text</i>
4b	<i>Work plan for colleague during leave period (instructions)</i>	1.1	<i>Written text marked</i>	<i>Marked text</i>
5a	<i>Note to neighbour asking them to look after house during holiday, or telling them about work to be done to the house</i>	2.1	<i>Written text marked</i>	<i>Marked text</i>
6b	<i>Letter to son or daughter at college, with family news or e-mail to friend abroad, (both contain opinions)</i>	2.1	<i>Written text marked</i>	<i>Marked text</i>
7a	<i>Report about a theft</i>	3.1	<i>Written text marked</i>	<i>Marked text</i>
8a	<i>Memo to colleague requesting a piece of work to be done (contains requests)</i>	3.1	<i>Written text marked</i>	<i>Marked text</i>
9b	<i>Letter to Lost Property Office about lost item (contains enquiry)</i>	3.1	<i>Written text marked</i>	<i>Marked text</i>
10b	<i>Letter or e-mail to Tourist Info Office with requests for information (contains enquiry)</i>	3.1	<i>Written text marked</i>	<i>Marked text</i>

Example Form 2

Individual Learner Record for Unit Achievement

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

Unit title: ...*Writing*..... **Level:** ...*2*..... **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.

Name:...*John Saunders*..... **Tutor's Name:***Charlotte Hahn*.....

Task Number	Task Title/Description	Evidence for Verifier	Ref or Page	LOs/ ACs met	Date Ach'd	Tutor Initial	IV Initial
1a	<i>Accident report</i>	<i>Written text marked</i>		1.1	12.10.05	<i>CH</i>	
3b	<i>List of instructions for holiday tenant</i>	<i>Written text marked</i>		1.1	13.11.05	<i>CH</i>	<i>PH</i>
5a	<i>Note to neighbour asking them to look after house during holiday</i>	<i>Written text marked</i>		2.1	15.01.06	<i>CH</i>	
6b	<i>Letter to son at college</i>	<i>Written text marked</i>		2.1	30.01.06	<i>CH</i>	
9b	<i>Letter to Lost Property Office about lost item (with enquiry)</i>	<i>Written text marked</i>		3.1	12.02.06	<i>CH</i>	
10b	<i>E-mail to Tourist Info Office with requests for information</i>	<i>Written text marked</i>		3.1	14.03.06	<i>CH</i>	<i>PH</i>

All the Learning Outcomes and Assessment Criteria have been met.

LOs: 1, 2, 3	Tutor's comment: (as appropriate) <i>Good standard of accuracy and tried to use range of vocab.</i> Signature: <i>Charlotte Hahn</i>	Date: 23.06.06
Learner's Signature: <i>John Saunders</i>		Date: 14.05.06
(Optional) Learner's comment: <i>Learnt a lot - liked writing the letters!</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.

**NOCN Level 2 Award in
Language Skills
NOCN Level 2 Certificate in
Language Skills**



Accreditation start date: 01/07/2005
Accreditation end date: 31/12/2010
Certification end date: 31/12/2012

National Open College Network
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