PART OF nocn GROUP

NOCN Pre-Entry Level Award in English for Speakers of Other Languages (ESOL)

(NON - REGULATED)

Operational Start Date:

20th June 2023

Version:

V3.0 October 2023

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity, we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, endorsed programmes and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers, and FE Colleges a fully integrated range of learning and skills development products and services.

Information about all our courses and qualifications is available from our website: www.nocn.org.uk/

Qualifications at a Glance

Title	Size
NOCN Pre-Entry Level Award in English for Speakers of Other Languages (ESOL) (non-regulated qualification)	GLH: 90 TQT: 90 Credits: 9 credits (8 from mandatory units and 1 from optional units)
Purpose	**Target Audience**
The purpose of this Pre- Entry Level non-regulated qualification is to equip learners to begin their studies in English. Learners will start to develop basic skills in English listening, speaking, reading and writing.	This Pre- Entry Level non-regulated qualification is aimed at a range of learners who would like to start their journey of learning English. Learners may have had little or no experience of formal learning.
Content Overview	**Entry Requirements**
This Pre-Entry Level non-regulated qualification will support learners to develop an understanding of basic vocabulary across a range of different themes.	There are no entry requirements for this Pre-Entry Level non-regulated qualification. Themes within this qualification may be more accessible for more mature learners but can be used with any age where centres deem it appropriate.
Assessment	**Additional Resources**
Assessments are internally set and internally marked.	Supporting resources are available for the Pre-Entry Level non-regulated qualification on NOCN's vLearn platform.

Summary of changes:

This section summarises the changes to the qualification specification since the last version (version).

Version	Publication Date	Summary of Amendments
V2	August 2023	Change in Tutor/Assessor requirements on page 10.
V2.1	August 2023	Change in Internal Quality Assurance Requirements on page 10.
V3.0	October 2023	Additional optional units added to qualification on page 7.

Table of Contents

Introduction 2
About NOCN Group 2
Table of Contents 5
1. Overview of Qualification 6
1.1. Entry Requirements 6
1.2. Progression Routes 6
2. Qualification Details 7
2.1. Qualification Structure 7
2.2. Total Qualification Time (TQT) 8
2.3. Assessment and Evidence 9
2.4. Fair and Equitable Assessment 9
2.5. Learners with Particular Requirements 9
3. Centre Information 10
3.1. Required Resources for Delivering the Qualification 10
3.1.1. Tutor/Assessor Requirements 10
3.1.2. Internal Quality Assurer Requirements 10
3.1.3. Continuing Professional Development (CPD) 11
3.1.4. External Quality Assurance 11
3.2. Offering the Qualification 11
Existing Centres 11
New Centres 112
4. Component Information 12

1. Overview of Qualification

This non-regulated qualification is designed to equip learners to begin their studies in English. Learners will start to develop basic skills in English listening, speaking, reading and writing. This pre-entry level, non-regulated qualification, will support learners to develop an understanding of basic vocabulary across a range of different themes.

This qualification is suitable for learners aged 14 years or over, although themes may be more accessible for mature learners. This non-regulated qualification will provide learners with an opportunity to:

- focus on the practical skills required to learn English
- explore a range of themes and vocabulary used in everyday life
- progress onto the NOCN ESOL Suite of Skills for Life Qualifications (Entry 1, 2, 3 and Level 1 and 2)

This non-regulated qualification is aimed at a range of learners. Learners may have had little or no experience of formal learning.

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking this qualification.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

This qualification is available to learners aged **14** years or over**.**

1.2. Progression Routes

Once learners have completed this non-regulated Pre-Entry qualification they may wish to progress to the following qualifications:

- NOCN ESOL Suite of Skills for Life Qualifications (Entry 1, 2, 3 and Level 1 and 2)

2. Qualification Details

2.1. Qualification Structure

The NOCN Pre-Entry Level Award in English for Speakers of Other Languages (ESOL) is a **9** credit qualification with a Total Qualification Time (TQT) of 90, including 90 Guided Learning Hours (GLH).

Learners **must** achieve all 8 credits from the 4 mandatory components and at least 1 credit from an optional unit.

Unit	M/O	Level	Credits	GLH	Assessment
A Basic Understanding of Time	M	Pre-Entry	2	20	Portfolio of evidence
Asking Questions	M	Pre-Entry	2	20	Portfolio of evidence
Simple Words used in Daily Tasks	M	Pre-Entry	2	20	Portfolio of evidence
Using Simple Introductions	M	Pre-Entry	2	20	Portfolio of evidence
Where is the Supermarket?	O	Pre-Entry	1	10	Portfolio of evidence
Family Learning	O	Pre-Entry	1	10	Portfolio of evidence
Local Services	O	Pre-Entry	1	10	Portfolio of evidence
Medical Services	O	Pre-Entry	1	10	Portfolio of evidence
Transport	O	Pre-Entry	1	10	Portfolio of evidence
Work and wellbeing	O	Pre-Entry	1	10	Portfolio of evidence

2.2. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve these qualifications.

TQT is split into two areas:

Area	Example of activities
1. Guided Learning Hours (GLH): • learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training • includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training	• Classroom-based learning supervised by a teacher • Work-based learning supervised by a teacher • Live webinar or telephone tutorial with a teach in real time • E-learning supervised by a teacher in real time • All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training • Exam time
2. Other Learning Hours (OLH): • an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including: ○ preparatory work ○ self-study ○ any other form of education or training, including assessment	• Independent and unsupervised research/learning • Unsupervised compilation of a portfolio of work experience • Unsupervised e-learning • Unsupervised e-assessment • Unsupervised coursework • Watching a pre-recorded podcast or webinar • Unsupervised work-based learning

2.3. Assessment and Evidence

This qualification is made up of internally set and internally assessed units.

Internal assessment (internally set and internally assessed)

Internal assessment activity must ensure evidence of achievement against **all** the requirements specified within each component.

Centres must ensure that knowledge-based learning is at the correct level for the qualifications.

Assessment activities must be robust in that they are:

Valid	Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.
Sufficient	Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.
Reliable	Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualifications. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.
Authentic	Evidence presented must be the learner's own work.

2.4. Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive, and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

2.5. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments and Special Considerations Policy and Procedure** found on the NOCN website at www.nocn.org.uk

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

The NOCN Centre Approval process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination, which will be reviewed by NOCN.

Please refer to the **NOCN Quality Assurance Manual** for further details.

3. Centre Information

3.1. Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

NOCN expects that Tutors and Assessors are able to demonstrate the following competencies:

3.1.1. Tutor/Assessor Requirements

Tutors need to be competent to teach ESOL at pre-entry level, this includes demonstrating:

- Experience of teaching English as a Second or Other Language, or as a minimum, be part of a team that has experience of delivering training in this subject area.
- Ideally holding or be registered as working towards a recognised education and training qualification. This could be any general teaching qualification, or one specifically designed for language teachers such as the NOCN Level 5 Certificate in Teaching English to Speakers of Other Languages (TESOL).
- Knowledge/experience of English equivalent to entry level 3 as a minimum.

3.1.2. Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

NOCN expects that an Internal Quality Assurer is able to demonstrate the following competencies:

They should:

- Have knowledge/experience of English equivalent to entry level 3 as a minimum.
- Have experience in carrying out internal quality assurance activities or, as a minimum, be part of a team that has experience of carrying out internal quality assurance activities. *
- Have knowledge/experience of ESOL assessments or linguistics.
- Have sufficient knowledge/experience in ESOL assessments or delivery.

**It is good practice for internal quality assurers to hold, or be registered as working towards, a recognised internal quality assurance qualification.*

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.3. Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.4. External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of recognised Centre approval status.

The External Quality Assurer will make regular visits to all centres. During these visits they will:

Monitor the Centre's compliance with the Centre approval criteria by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners, and administrative staff.

Review the standard of the Centre's assessment and internal quality assurance practices and decisions to determine whether all assessment requirements are met to support safe and valid claims for certification.

Refer to the **NOCN Quality Assurance Manual** for further information on the External Quality Assurance process.

3.2 Offering the Qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification**,** please contact: business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your Centre.

New Centres

If you are interested in offering this qualification**,** but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website https://www.nocn.org.uk/customers/nocn-centres/ and click Become a Centre.

4. Component Information

The NOCN Pre-Entry Level Award in English for Speakers of Other Languages (ESOL) consists of mandatory and optional components. The qualification structures (**see section 2**) set out the rules for achieving the qualification.

To achieve this qualification a learner must provide evidence of learning and achievement against all the assessment requirements within each of their chosen components.

A copy of all Mandatory and Optional components can be downloaded via the NOCN website.

https://www.nocn.org.uk/products/qualifications/q006133-nocn-pre-entry-level-award-in-english-for-speakers-of-other-languages-esol/?pdf=true

PART OF nocn GROUP

Acero Building
1 Concourse Way
Sheaf Street
Sheffield
South Yorkshire
England
S1 2BJ

Tel: 0300 999 1177
Email: nocn@nocn.org.uk

www.nocn.org.uk