PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Suite of Entry Level Awards in English Skills Qualifications

NOCN Entry Level Award in English Skills (Entry 1)
Qualification No: 603/5665/0

NOCN Entry Level Award in English Skills (Entry 2)
Qualification No: 603/5666/2

NOCN Entry Level Award in English Skills (Entry 3)
Qualification No: 603/5667/4

Operational Start Date

1st May 2020

Version

1.1 – February 2021

To know more about NOCN:

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

www.nocn.org.uk

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, Access to Higher Education, endorsed 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.

About the qualifications

This document is a resource for NOCN centres who wish to offer the NOCN Entry Level Award in English Skills at Entry 1, Entry 2 or Entry 3 and provides guidance to support delivery of the qualification.

These qualifications are relevant to organisations working with learners who need to improve their English skills in preparation for further study in English such as Functional Skills or to support learners' English skills to help them to progress to other vocational or academic qualifications.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

TABLE OF CONTENTS

1. Overview of Qualification
NOCN Entry Level Award in English Skills (Entry 1, Entry 2 and Entry 3)

These qualifications are vocationally based and offer the opportunity for learners to demonstrate an achievement of practical skills, understanding and knowledge in English.

These qualifications will enable learners to build confidence and provide a foundation for further study towards a GCSE in English, a Functional Skill in English, a move into employment or as a stepping stone to higher level study. Learners will gain knowledge of communicating, reading and writing.

These qualifications support government priorities to improve the standard of English and Maths. Completion of the NOCN Entry Level Award in English Skills (Entry 1, Entry 2 and Entry 3) does not mean that the learner has reached full competence across the English curriculum at the level achieved, but it does show that the learner has made significant progress in improving competence in specific areas and recognises the first steps of the journey that the learner needs to make in order to progress to further study in English or into employment.

These qualifications are for learners aged **14** years and over and will provide learners with an opportunity to:

➢ build their confidence in using English and develop their skills in communicating information, taking part in discussions, filling in forms, reading and understanding everyday words and texts and writing
➢ achieve a standalone qualification that offers a route to further learning and gives recognition for progress in English skills
➢ work in detail on identified areas of English that need further development and to prepare the learner to progress on to other relevant qualifications such as the NOCN Entry Level Award in English Skills at Entry 2 and/or Entry 3, Functional Skills qualifications or, eventually, GCSE in English
➢ gain the knowledge and skills required to prepare for further learning and employment and to make progress in their function at home, work and in the community.

These qualifications link to the Adult Literacy Core Curriculum and Functional Skills in English and are underpinned by the national standards for Adult Literacy.

These qualifications contribute towards Functional Skills in the following areas:

- o Speaking, Listening and Communicating
- o Reading
- o Writing

1.1 Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications. Learners will range from those with emerging skills in communication, reading and writing to those who are starting to apply their developing knowledge and skills to everyday situations.

Learners must be in a position to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

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

These qualifications are available to learners aged **14** years or over**.**

1.2 Progression Routes

Learners could:

- gain employment in a variety of roles, feeling more confident with English
- progress onto the relevant level of Functional Skills Qualification
- progress onto an apprenticeship.

2. Qualification Details

2.1 Qualification Structures

NOCN Entry Level Award in English Skills (Entry 1)

The NOCN **Entry Level Award in English Skills (Entry 1)** is a **6** credit qualification with a Total Qualification Time (TQT) of 60, including 60 Guided Learning Hours (GLH).

Learners **must** achieve the 1 credit from the mandatory component and 5 credits from the optional components below:

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Planning for Progress in English Skills	E1	1	Mandatory	L/618/0290
Take Part in a Discussion with Another Person	E1	1	Optional	R/618/0291
Ask and Respond to Questions and Make Requests	E1	2	Optional	Y/618/0292
Respond to Information and Instructions	E1	1	Optional	D/618/0293

Read Texts for Meaning	E1	1	Optional	H/618/0294
Read and Spell Words for Everyday Life	E1	1	Optional	K/618/0295
Use Writing Skills	E1	2	Optional	M/618/0296
Write Using Correct Punctuation and Grammar	E1	2	Optional	T/618/0297

NOCN Entry Level Award in English Skills (Entry 2)

The NOCN **Entry Level Award in English Skills (Entry 2)** is a **6** credit qualification with a Total Qualification Time (TQT) of 60, including 60 Guided Learning Hours (GLH).

Learners **must** achieve the 1 credit from the mandatory component and 5 credits from the optional components below:

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Planning for Progress in English Skills	E2	1	Mandatory	A/618/0298
Take Part in a Group Discussion	E2	1	Optional	F/618/0299
Ask and Respond to Questions and Make Requests	E2	1	Optional	K/618/0300
Use Illustrations, Images and Captions to Find Information	E2	1	Optional	M/618/0301
Read and Spell Words for Everyday Life	E2	1	Optional	T/618/0302
Read Texts for Meaning	E2	2	Optional	A/618/0303
Use Writing Skills	E2	2	Optional	F/618/0304
Fill in Forms	E2	2	Optional	J/618/0305
Write Using Correct Punctuation	E2	2	Optional	L/618/0306

NOCN Entry Level Award in English Skills (Entry 3)

The NOCN **Entry Level Award in English Skills (Entry 3)** is a **6** credit qualification with a Total Qualification Time (TQT) of 60, including 60 Guided Learning Hours (GLH).

Learners **must** achieve the 1 credit from the mandatory component and 5 credits from the optional components below:

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Planning for Progress in English Skills	E3	1	Mandatory	M/618/0315
Take Part in a Group Discussion	E3	1	Optional	T/618/0316
Ask and Respond to Questions and Make Requests	E3	1	Optional	A/618/0317
Read Texts for Meaning	E3	1	Optional	F/618/0318
Read and Spell Words for Everyday Life and Work	E3	1	Optional	J/618/0319
Recognise and Use Organisational Features in Reading	E3	1	Optional	A/618/0320
Write Using Correct Punctuation and Grammar	E3	2	Optional	F/618/0321
Use Writing Skills – Format and Structure	E3	2	Optional	J/618/0322
Write for Purpose and Audience	E3	2	Optional	L/618/0323

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 this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
  - learning activity under the immediate guidance or supervision of a lecturer, supervisor, assessor 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, assessor or other appropriate provider of education or training.
- 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, assessor or other appropriate provider of education or training, including:
    - preparatory work
    - self-study
    - or any other form of education or training, including assessment.

Examples of GLH activities include:

- 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.

Examples of OLH activities include:

- 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.

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2.3 Assessment and Evidence

These qualifications are **internally** assessed. Assessment activity must ensure evidence of achievement against **all** of the assessment criteria specified within each component.

Centres must ensure that knowledge based learning is at the correct level for the qualification, and relevant to the work or events likely to be encountered in the course of a variety of job roles.

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 qualification. 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.

These qualifications are graded at Pass/Fail.

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 Policy and Procedure** within the Centres, NOCN Centres, Processes and Documents Section on 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 Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

2.6 Recognised Prior Learning

Recognised Prior Learning is not expected for these qualifications.

2.7 Assessment and Evidence for the components

Components can be assessed by:

- ➢ **portfolio tasks**

Centres can use the following assessment methods:

- ➢ case studies
- ➢ oral question and answer
- ➢ role play/simulation
- ➢ practical demonstration
- ➢ written question and answer
- ➢ participation in group discussions
- ➢ text sorting, annotating activities
- ➢ internally set written tasks.

This is not an exhaustive list, assessments can be tailored to meet the needs of the individual.

Evidence should be presented in a portfolio of evidence.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website: http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

As an alternative, components can assessed by:

➢ **summative assessment task**

NOCN has developed Benchmark Summative Assessments for use by centres. These assessment materials are only available to centres approved to deliver the qualification.

Summative assessment materials can be accessed within **MyNOCN**.

3.   Centre Information

3.1   Required Resources for Delivering the Qualification

As part of the requirement to deliver these qualifications 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, Assessors and Internal Quality Assurers are able to demonstrate the following competencies:

3.1.1 Tutor/Assessor Requirements

Tutors should:

- be competent and confident in the subject being taught
- have a detailed understanding of the Qualification Specification and assessment requirements, in order to fully and effectively support the learners
- hold or should be working towards a teaching qualification (NOCN recommendation), although there is no regulatory requirement to have this
- hold or should be working towards an appropriate subject specialist qualification. NOCN recommends that this should be at or above the level that the Tutor is teaching.

Assessors should:

> • be technically competent, have experience of carrying out assessment activities and hold, or be working towards a recognised assessing qualification. The minimum expectation is that the level of competence of the Assessor should be at the same level as the qualification being assessed.

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:

- be able meet the quality assurance requirements for the specific qualification, and therefore should be confident in the subject area.
- have a detailed understanding of the Qualification Specification and assessment requirements, in order to fully support the learners and the Assurer and to be compliant with NOCN requirements.
- hold or should be working towards an Internal Quality Assurer qualification (NOCN recommendation), although there is no regulatory requirement to have this
- ideally hold or should be working towards a teaching qualification to support the role requirements, although there is no regulatory requirement to have this
- ensure that their Continuous Professional Development record evidences recent and ongoing upskilling in Functional Skills. Ideally this should show a minimum of two years' experience in Skills for Life or Key Skills or Functional Skills delivery.

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. 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 centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

➢ monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, assessors, internal quality assurers, learners and administrative staff.

➢ verify the Award of Credit using the Recommendation for the Award of Credit form (RAC).

Refer to the **NOCN Quality Assurance User Guide** 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 these qualifications**,** please contact: business-enquiries@nocn.org.uk.

Use Horizon to add these qualifications to your centre.

New Centres

If you are interested in offering these qualifications**,** 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

These qualifications consist of 1 **mandatory** component and several optional components.

To achieve these qualifications a learner **must** provide evidence of learning and achievement against **6 credits.** However, a number of assessment criteria can be assessed through one activity using holistic assessment which focuses on the whole work activity rather than specific component of a qualification.

The NOCN Entry Level Award in English Skills (Entry 1, Entry 2 and Entry 3) are internally assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each component.

The NOCN Entry Level Award in English Skills (Entry 1, Entry 2 and Entry 3) provide a flexible way for learners to make progress in improving competence in specific areas of

English and as such, the components offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge-based learning is substantive, and relevant to the context and the learners' needs.

To achieve a qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each component. However, a number of assessment criteria can be taught and assessed through one activity.

For each of the components in the qualifications this qualification specification provides the scope of learning to be covered to ensure coverage of the skills required by the component. There is also the following assessment information:

- o method of assessment
- o examples of evidence
- o evidence requirements
- o learner evidence record for each component
- o observation sheets.

Learner evidence record forms and observation sheets are provided as optional forms in the Appendices for gathering learner evidence against the individual assessment criteria.

Centres can customise these forms or use their own paperwork provided they can ensure that the work is ordered and portfolio references provided as required.

Full details of the components and assessment requirements for each of the components are detailed in in Appendices 4 to 6 - Components and Assessment Guidance, which immediately follows (appears at the end of this Qualification Specification).

In addition, please see:

Appendix 1 – Resource Suggestions
Appendix 2 – Assessment Documentation
Appendix 3 – Observation Sheets
Appendix 4 – Components and Assessment Guidance - Entry 1
Appendix 5 – Components and Assessment Guidance - Entry 2
Appendix 6 – Components and Assessment Guidance - Entry 3

Appendix 1 - Resource Suggestions

➢ tv/film/video footage of exchanges and discussions to demonstrate Speaking, Listening and Communicating skills

➢ 'body language' scenarios in short video format

➢ selection of commonly read/seen texts such as newspapers and magazines; emails; letters; menus; books; extracts from webpages; leaflets; short articles etc.

➢ visual alphabet

➢ simplified dictionaries

➢ interactive learning resources

➢ selection of writing templates and commonly used 'writing texts' e.g. forms to fill in or writing frames

Further guidance for planning a suitable learning programme can be found at
http://www.excellencegateway.org.uk.

Note: this is not an exhaustive list.

Appendix 2 - Assessment Documentation

Learner Evidence Record Component Title:

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 3 – Observation Sheet for XXXX – Entry X

Assessor comments to demonstrate how each assessment criteria has been met.

Assessor Signature:	Date:
Learner Signature:	Date:

Appendix 4 – Components and Assessment Guidance (Entry 1)

NOCN Entry Level Award in English Skills (Entry 1)

Appendix 4 Contents

1. Introduction

This assessment pack should be read in conjunction with the Qualification Specification for the NOCN Entry Level Award in English Skills (Entry 1, Entry 2 and Entry 3), which contains the following important information:

➢ who the qualifications are for
➢ what the qualifications cover
➢ progression
➢ qualification structure
➢ centre requirements
➢ centre approval
➢ centre staffing
➢ learner entry requirements
➢ support materials
➢ recording documents
➢ summary of assessment methods.

2. Assessment and Evidence

The NOCN Entry Level Award in English Skills (Entry 1) is a flexible way for learners to make progress in improving competence in specific areas of English and as such the components offer the opportunity for learners to achieve a balance of practical skill and knowledge. Centres must ensure that knowledge-based learning is substantive, and relevant to the context and the learners' needs.

The NOCN Entry Level Award in English Skills (Entry 1) is an **internally assessed** qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each component.

The NOCN Entry Level Award in English Skills (Entry 1) is a **6 credit** qualification and has **60** Guided Learning Hours (GLH) with a Total Qualification Time (TQT) of **60** hours. Learners must achieve the 1 credit mandatory component, Planning for Progress in English Skills, and 5 optional credits from the remaining components. It is however recommended that learners cover all modes of English including the components that address the area for development identified in the mandatory component.

As all the components are at Entry 1, it is expected that learners may require some support and prompting when doing the assessments but will be able to provide meaningful and appropriate responses to the tasks. The components are only assessed at the application stage of the continuum.

2.1 Role of the Assessor

The assessor has responsibility for judging whether the learner's evidence meets the assessment requirements of the component. Assessors support learners to identify opportunities for assessment and offer guidance relating to the suitability of evidence. The

level of support that an assessor gives to a learner should be appropriate to the level of the qualification, therefore at Entry 1 it would be expected that the assessor gives significant support and guidance.

It is possible that a learner has more than one assessor for the qualification.

The assessor has responsibility for:

- managing and overseeing the assessment process
- agreeing and recording assessment plans with the learner
- reviewing assessment plans and the assessment evidence with the learner
- ensuring that assessments are clear
- ensuring that assessments are fair
- ensuring that assessment methods used are appropriate to the learner, the level and the task
- recording in an appropriate format any assessment decisions
- providing feedback to the learner
- contributing to improvements in the assessment process
- ensuring that own subject knowledge is kept up to date
- contributing to meetings concerned with quality and standardisation.

2.2 Planning for Assessment

Planning for assessment is essential to ensure that the learner understands the requirements of the component and the timescale for achievement. It is a collaborative process between both the assessor and learner.

Assessment planning should support the learner to understand how and when they will provide evidence to meet the criteria of the component. It will ensure that they understand the types of evidence that are acceptable and are clear about where and when they are likely to provide the evidence.

In addition, it will provide opportunities for the learner to become familiar with the presentation of a portfolio, ask questions and make suggestions about different types of evidence.

2.3 Assessment by Portfolio

Assessment is by an organised collection of evidence in the form of a portfolio. Learners should generally be responsible for the collation of evidence to demonstrate competence; however, at this level, it would be expected that centres would give substantial support to learners throughout this process.

Learners must provide evidence of learning and achievement against **all** of the assessment criteria within each component. However, a number of assessment criteria can be taught and assessed through one activity.

Forms are provided in the appendices for gathering learner evidence against the individual assessment criteria. These are optional forms and centres can customise these forms to suit the context. Alternatively, centres can use their own paperwork, provided they can ensure that the work is ordered and portfolio references are provided as required.

It would be appropriate for learners to be familiar with the organisation of a portfolio and the centre's documentation early on in their learning programme. The process should be reviewed on an on-going basis, with learners aware of the requirements and timescales.

Evidence in a portfolio is highly personalised and can contain anything which reflects that the assessment criteria has been met. It is important however that all material included is ordered in a clear and logical sequence.

Evidence in the portfolio could include:

- case studies
- oral question and answer
- role play/simulation
- practical demonstration
- written question and answer
- participation in group discussions
- text sorting, annotating activities
- internally set written tasks.

This list is a guide and not exhaustive. Evidence can be presented in the form of witness statements, audio visual or photographic materials and worksheets.

All evidence included in the portfolio should clearly indicate which assessment criteria it is covering; who it belongs to and the date when it was produced.

In addition to the evidence, the portfolio should contain:

- a front cover which gives the learner and centre details and information relating to the assessors involved in the process
- an authenticity statement
- a copy of the component which is being evidenced
- learner's signature
- assessor's signature
- feedback from the assessor
- relevant dates.

At all times the portfolio is owned by the learner, however it should be available at the centre throughout the assessment and quality assurance process. In order to ensure the safety of the portfolios through the process, it would be worthwhile for centres to consider a system of portfolio management to avoid any issues of lost or stolen portfolios.

After certification, the portfolio should be returned to the learner unless it is necessary to retain it for visits from NOCN. However, assessment records must be retained for three years.

2.4   Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure that:

➢ assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any learner
➢ assessors receive on-going advice and support, for example in designing assessment activities
➢ learners clearly understand assessment requirements and are given opportunities to achieve against the assessment criteria by completing appropriate assessment tasks
➢ learners' work is presented in a manner that enables effective internal quality assurance to take place
➢ learners' assessed work presented as evidence for the award of credit is authentic
➢ learners and centre staff understand the implications and the required actions in the case of suspected or actual malpractice
➢ evidence of learner achievement is clearly mapped to the assessment criteria
➢ recommendations for the award of credit are valid, reliable and consistent.

Internal Quality Assurance arrangements must include, as a minimum:

➢ an identified individual responsible for co-ordinating the Internal Quality Assurance process
➢ a planned structure for Internal Quality Assurance that incorporates all of a centre's NOCN provision and which takes into account published NOCN processes and procedures
➢ an agreed and published annual timetable for Internal Quality Assurance, including Internal Quality Assurance meetings
➢ pre verification of assessment tasks
➢ clear and documented roles and responsibilities for all those involved
➢ a forum for discussion of borderline cases and good practice in assessment
➢ sampling of assessment tasks and assessed work
➢ standardisation of assessed work
➢ full and clear records and action plans
➢ process and procedure for dealing with cases of suspected or actual malpractice
➢ process and procedure for dealing with Appeals
➢ regular evaluation of the process.

A centre may have one or more Internal Quality Assurer, according to the size and variety of its provision. All must have experience relevant to the area(s) for which they have responsibility. They should also have or be working towards an Internal Quality Assurance qualification, have an understanding of quality assurance and improvement, and the centre must ensure that they develop their practice in this field.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website: http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3.   Components for NOCN Entry Level Award in English Skills (Entry 1)
See the following pages.

4.   Assessment Documentation

Appendix 4a   Learner Evidence Record Component – Entry 1
(complete one per component)

Appendix 4b   Observation Sheet – Take Part in a Discussion with Another Person

Appendix 4c   Observation Sheet - Ask and Respond to Questions and Make Requests

Appendix 4

Components for NOCN Entry Level Award in English Skills (Entry 1)

E1.1 Planning for Progress in English Skills

Component Title:	Planning for Progress in English Skills
Component Level:	Entry 1
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	L/618/0290

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know own strengths and areas for development in English skills.	1.1. Indicate an area of strength in English skills. 1.2. Indicate an area to develop in English skills.
2. Know how to set targets to develop skills in English.	2.1. Indicate one personal target to enable progress in English skills. 2.2. Indicate a way to achieve that target. 2.3. Indicate when the target will be achieved.

Scope of learning

In order to be successful in this component, learners will be expected to be able to share their knowledge of their personal strengths and weaknesses in English with another person, discuss with another person their goals and priorities for development of skills and choose one suitable target to focus on. In addition, they should be able to suggest how to achieve the target and a likely timescale for achievement. It is likely that at this level, learners will receive an appropriate level of support from the centre in identifying these strengths and areas for development.

Assessment

Assessment of this component is by a learner portfolio.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence, learners might undertake any of the following in an appropriate context in which they are actively involved in the target setting and review process:

- complete a commercially produced or centre devised initial and diagnostic assessment and give feedback to an assessor about how they felt they did (this feedback could be verbal)
- complete an internal, centre set assessment, such as part of a practice functional skills Entry 1 paper
- take part in an action planning discussion with a member of centre staff in which the member of staff records the outcomes on an individual learning plan
- use a written or pictorial method of recording targets such as an action planning booklet, logbook, timeline etc.

Evidence requirements

Competence should be demonstrated on <u>one occasion</u> for each learning outcome.

Any necessary communication can be verbal or evidenced by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

E1.2 Take Part in a Discussion with Another Person

Component Title:	Take Part in a Discussion with Another Person
Component Level:	Entry 1
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	R/618/0291

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to communicate with another person.	1.1 Make clear statements about basic information to another person. (SOS6) 1.2 Communicate feelings and opinions on straightforward topics to another person. (SOS6)
2. Be able to take part in a 1:1 discussion with another person.	2.1 Take turns when communicating with another person. (SOS7) 2.2 Engage in a discussion with another person about a straightforward topic. (SOS7)

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person within a familiar context. This information will be straightforward, basic information such as name, address, date of birth and simple statements of fact.

They should realise that for communication to be effective, the person giving the information should be able to organise the information clearly enough for it to be understood.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- give personal information such as name, which town they live in or what course they are on
- tell the other person how they feel about their course or whether they like the town they live in.

To demonstrate competence for learning outcome 2, learners might:

- listen to an explanation of a familiar topic and identify the main point and other important information through identifying key words and phrases. The topic should be relevant and meaningful to the learner, for example it could be vocationally based such as listening to instructions about the use of a piece of equipment used in the workplace, or personally significant, for example listening to an explanation of how to book a rail ticket or information about a TV programme or film.

Learners should be encouraged to practise scenarios which are relevant to their personal, education or vocational context.

Evidence requirements

Competence should be demonstrated on two occasions for each learning outcome.

This component has no requirement for writing and therefore all answers should be given verbally or communicated using BSL.

E1.3 Ask and Respond to Questions and Make Requests

Component Title:	Ask and Respond to Questions and Make Requests
Component Level:	Entry 1
Component Credit Value:	2
GLH:	20
Ofqual Reference Number:	Y/618/0292

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to make requests and ask straightforward questions.	1.1 Make requests using appropriate terms and registers. (SOS4) 1.2 Ask straightforward questions using appropriate terms and registers. (SOS4)
2. Be able to respond to questions.	2.1 Respond to questions about specific information. (SOS5)

Scope of learning

In order to be successful in this component, learners will be expected to understand that, during a discussion, spoken language can be used to ask and respond to questions and to make requests, e.g. 'Please could I borrow a pen?'.

Learners should be aware that for a discussion to be successful:

- they should be able to communicate clearly
- questions and requests should be presented in a clear way
- contributions should follow on from the previous point.

Learners should understand that terms and registers vary with context but that these carry important clues about the information that is being conveyed. Learners should be able to understand the meaning of 'informal' and 'formal' and be able to identify these situations within different contexts. In addition, they should:

- understand that questions can come in different forms which influence the response that is required

- know that questions, requests and responses vary depending upon the context
- be capable of responding to questions about specific information.

Any necessary speaking and listening can be oral or by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence in both learning outcomes 1 and 2, learners might:

- take part in a role-play where they need to request information and to ask and respond to questions, e.g. booking an appointment
- plan and carry out a discussion about a straightforward topic in which the teacher acts as 'chair'. Learners take opportunities to ask questions and answer questions about specific information.

Learners should be encouraged, where possible, to have opportunities for discussions that are relevant to their life, work or vocational context.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E1.4 Respond to Information and Instructions

Component Title:	Respond to Information and Instructions
Component Level:	Entry 1
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	D/618/0293

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify and extract the main information from short statements and explanations.	1.1 Identify specific information given through verbal communication. (SOS2) 1.2 Extract the main information from a short explanation. (SOS2)
2. Be able to follow single-step instructions, asking for them to be repeated if necessary.	2.1 Respond to a verbal instruction. (SOS3) 2.2 Ask for instructions to be repeated to clarify meaning. (SOS3)

Scope of learning

In order to be successful in this component, learners will be expected to understand that spoken language can be used to give information and instructions.

Learners should be aware that to successfully extract information and follow verbal instructions they should:

- be able to listen for key words
- be able to ask for information to be repeated
- be able to follow short statements and explanations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence in learning outcomes 1 and 2 learners might:

- listen to and extract information or follow instructions given in a message on an answer phone
- listen to and extract information or follow instructions given on a public address system
- listen to and extract information or follow instructions given verbally in a 1:1 situation.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

Evidence does not require the learner to produce any writing. Answers can be given verbally however if the learner wishes to write, or if it is relevant to the learner's context and activities set, then written evidence can be included.

NB. Any necessary communication can be verbal or evidenced by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

E1.5 Read Texts for Meaning

Component Title:	Read Texts for Meaning
Component Level:	Entry 1
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	H/618/0294

This component has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify different types of text from their format.	1.1 Identify different text types, e.g.: a) email b) letter c) menu d) leaflet (SOS10)
2. Be able to read and understand simple sentences.	2.1 Identify initial capital letters used to start simple sentences containing one clause. (SOS9) 2.2 Identify full stops used to end simple sentences containing one clause. (SOS9) 2.3 Understand the meaning of simple sentences containing one clause. (SOS9)
3. Be able to understand a short piece of text.	3.1 Understand the meaning of a short text on a simple subject. (SOS10)

Scope of learning

In order to be successful in this component, learners will be expected to be able to follow a short piece of writing consisting of simple sentences using the reading conventions of following text from right to left and top to bottom.

They should understand that texts have different purposes and recognise some different texts at this level through their format and specific features e.g. use of images.

They should also know that texts can be a source of information and enjoyment and be able to use a range of strategies to find meaning, for example, using background knowledge, context clues and presentation.

They should be able to demonstrate understanding of simple sentence structure and understand that a sentence expresses one complete thought or action. They should know that sentences end with a full stop and that words following full stops start with a capital letter. In addition, learners should be able to be able to understand the meaning of simple sentences containing one clause.

Learners should be able to apply all the above features in order to gain meaning of a short text on a simple subject.

NB Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence in learning outcomes 1 and 2, learners might:

- sort a selection of texts into categories
- identify full stops in a short text and explain the purpose of the full stop
- identify capital letters in a short piece of text (through highlighting, underlining or pointing)
- read simple sentences and answer questions about them.

To demonstrate competence in learning outcome 3, learners might:

- read simple sentences in a short, simple text and tell another learner what it is about.

Learners should be encouraged to select texts which are vocationally relevant or of personal interest. The texts chosen could form the basis for discussions to demonstrate competence in the communication components.

Evidence requirements

Competence in the learning outcomes should be demonstrated on <u>two occasions</u> in <u>two different contexts</u>.

Competence does not require the learner to produce any writing. Answers can be given verbally. However, if the learner wishes to write, or if it is relevant to the learner's context and activities set, then written evidence may be included.

E1.6 Read and Spell Words for Everyday Life

Component Title:	Read and Spell Words for Everyday Life
Component Level:	Entry 1
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	K/618/0295

This component has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to spell common and familiar words correctly.	1.1 Spell familiar, personal words correctly. (SOS15) 1.2 Spell common words correctly. (SOS15)
2. Be able to spell words in the past tense with the suffix -ed.	2.1 Add ed to the end of a root word to make it past tense. (SOS15)
3. Be able to write contracted words correctly.	3.1 Spell contracted words such as Mr, Mrs, we're. (SOS15) 3.2 Spell two words in its contracted form. (SOS15)
4. Read common and familiar words correctly.	4.1 Read familiar words correctly. (SOS8) 4.2 Read common words correctly. (SOS8)

Scope of learning

Learners should understand that words carry meaning and that some words occur more frequently than others. They should also understand that there are some key words which are of personal significance. They should also know that there are also some words that are important in particular contexts and therefore considered to be 'key'.

Learners should be able to identify some words through their knowledge of past tense, e.g. kick/kicked. They should also be able to identify common, contracted words such as, Dr, we're.

NB Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

In order to demonstrate competence in learning outcome 1, learners might:
- write sentences using the correct spelling for common and personal words.

In order to demonstrate competence in learning outcome 2, learners might:
- change sentences to the past tense.

In order to demonstrate competence in learning outcome 3, learners might:
- choose the correct spelling of a contracted word
- write sentences using the correct spelling for contracted words.

In order to demonstrate competence in learning outcome 4, learners might:
- identify information given in simple texts by reading and understanding common and relevant key words.

Evidence requirements

Learners should produce two pieces of evidence for each learning outcome.

Learners must correctly spell the majority of personal information including own name and address. Minor errors should not be penalised as long as they do not detract from the overall meaning of the writing.

It should be noted that work may be completed using word processing software and the use of assistive technology is also allowed to enable the learner to achieve the component. Any word-processed work must be authenticated by the learner.

E1.7 Use Writing Skills

Component Title:	Use Writing Skills
Component Level:	Entry 1
Component Credit Value:	2
GLH:	20
Ofqual Reference Number:	M/618/0296

This component has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to use capital letters and full stops correctly.	1.1 Use capital letters to start simple sentences. (SOS11) 1.2 Use full stops to end simple sentences. (SOS11) 1.3 Use a capital letter for the personal pronoun 'I'. (SOS12) 1.4 Use capital letters for proper nouns. (SOS12)
2. Be able to write letters of the alphabet.	2.1 Write letters of the alphabet using lower case letters. (SOS14) 2.2 Write letters of the alphabet using upper case letters. (SOS14)
3. Be able to write simple sentences.	3.1 Write a simple message or note using words, phrases and simple sentences. (SOS16)

Scope of learning

Learners should understand that written language can be structured in different ways, depending upon the context and purpose.

They should know that capital letters start simple sentences and full stops are used to end simple sentences. They should also know that the personal pronoun 'I' should be written

with a capital letter and that proper nouns should be written using appropriate capital letters, e.g. London. In addition, they should understand what simple sentences consist of. Learners should understand that letters should be formed correctly and legibly in both upper and lower case and that some writing calls for words to be written in upper, and some in lower case.

Learners should be able to apply this knowledge to produce a simple text which is grammatically correct at this level and which demonstrates the correct use of full stops.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner may receive some support to evidence the component.

Examples of evidence

Learners might:

- write a message to a friend about a night out
- write a note to a relative about looking after a pet
- write a message to an assessor about taking a day off college.

Evidence requirements

In order to demonstrate competence, the learner should produce two pieces of writing which address all learning outcomes. They should be encouraged, when appropriate, to produce writing which is relevant to their life, learning or vocational context.

Evidence for this component may be produced by using word processing software or, where assistive technology is normally used by the learner, this may also be used. Word processed or computer-generated work must be authenticated.

E1.8 Write Using Correct Punctuation and Grammar

Component Title:	Write Using Correct Punctuation and Grammar
Component Level:	Entry 1
Component Credit Value:	2
GLH:	20
Ofqual Reference Number:	T/618/0297

This component has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to write simple sentences using an initial capital and full stop.	1.1 Start a sentence with a capital letter. (SOS11) 1.2 End a sentence with a full stop. (SOS11)
2. Be able to use a capital letter for proper nouns.	2.1 Use a capital letter for 'I'. (SOS12) 2.2 Use a capital letter for proper nouns. (SOS12)
3. Be able to write simple sentences that makes sense.	3.1 Write a sentence that includes a verb and a noun. (SOS16) 3.2 Produce legible text. (SOS16)

Scope of learning

Learners should understand that simple statements begin with a capital letter and end with a full stop. They should know that the personal pronoun, 'I' and proper nouns should start with a capital letter. Moreover, they should recognise that a simple sentence should include a verb and a noun and make sense.

They should be able to:

- write simple sentences
- identify verbs and nouns
- use capital letters for the start of a sentence, the personal pronoun, 'I' and proper nouns.

Learners should be familiar with:

- full stops
- capital letters.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner may receive some support to evidence the component.

Examples of evidence

To demonstrate competence in learning outcomes 1 and 3, learners might:

- write simple sentences
- write a short note.

To demonstrate competence in learning outcomes 2 and 3, learners might:

- write a sentence about themselves, including the personal pronoun, 'I'
- write a sentence which includes a proper noun such as a name or the town where they live.

Evidence requirements

Competence in the learning outcomes should be demonstrated on <u>two occasions</u> in <u>two different contexts</u>.

Appendix 4a

Assessment Documentation

Appendix 4a - Learner Evidence Record Component – Entry 1

Component Title: E1.1 Planning for Progress in English Skills

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Indicate an area of strength in English skills.				
1.2 Indicate an area to develop in English skills.				
2.1 Indicate one personal target to enable progress in English skills.				
2.2 Indicate a way to achieve that target.				
2.3 Indicate when the target will be achieved.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.2 Take Part in a Discussion with Another Person

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Make clear statements about basic information to another person.				
1.2 Communicate feelings and opinions on straightforward topics to another person.				
2.1 Take turns when communicating with another person.				
2.2 Engage in a discussion with another person about a straightforward topic.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.3 Ask and Respond to Questions and Make Requests

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Make requests using appropriate terms and registers.				
1.2 Ask straightforward questions using appropriate terms and registers.				
1.3 Respond to questions about specific information.				

Learner Signature:

Assessor Signature: IQ Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.4 Respond to Information and Instructions

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify specific information given through verbal communication.				
1.2 Extract the main information from a short explanation.				
2.1 Respond to a verbal instruction.				
2.2 Ask for instructions to be repeated to clarify meaning.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.5 Read Texts for Meaning

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify different text types, e.g.: a) email b) letter c) menu d) leaflet				
2.1 Identify initial capital letters used to start simple sentences containing one clause.				
2.2 Identify full stops used to end simple sentences containing one clause.				
2.3 Understand the meaning of simple sentences containing one clause.				
3.1 Understand the meaning of a short text on a simple subject.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.6 Read and Spell Words for Everyday Life

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Spell familiar, personal words correctly.				
1.2 Spell common words correctly.				
2.1 Added to the end of a root word to make it past tense.				
3.1 Spell contracted words such as Mr, Mrs, we're.				
3.2 Spell two words in its contracted form.				
4.1 Read familiar words correctly.				
4.2 Read common words correctly.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.7 Use Writing Skills

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Use capital letters to start simple sentences.				
1.2 Use full stops to end simple sentences.				
1.3 Use a capital letter for the personal pronoun 'I'.				
1.4 Use capital letters for proper nouns.				
2.1 Write letters of the alphabet using lower case letters.				
2.2 Write letters of the alphabet using upper case letters.				
3.1 Write a simple message using words, phrases and simple sentences.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.8 Write Using Correct Punctuation and Grammar

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Start a sentence with a capital letter.				
1.2 End a sentence with a full stop.				
2.1 Use a capital letter for 'I'.				
2.2 Use a capital letter for proper nouns.				
3.1 Write a sentence that includes a verb and a noun.				
3.2 Produce legible text.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4b

Observation Sheet

Take Part in a Discussion with Another Person

Entry 1

51

**Appendix 4b – Observation Sheet for
Take Part in a Discussion with Another Person – Entry 1**

1.1 Make clear statements about basic information to another person.
1.2 Communicate feelings and opinions on straightforward topics to another person.
2.1 Take turns when communicating with another person.
2.2 Engage in a discussion with another person about a straightforward topic.

Assessor comments to demonstrate how each assessment criteria has been met.

Assessor Signature:	Date:
Learner Signature:	Date:

Appendix 4c

Observation Sheet

Ask and Respond to Questions and Make Requests

Entry 1

**Appendix 4c – Observation Sheet for
Ask and Respond to Questions and Make Requests – Entry 1**

1.1 Make requests using appropriate terms and registers.
1.2 Ask straightforward questions using appropriate terms and registers.
1.3 Respond to questions about specific information.

Assessor comments to demonstrate how each assessment criteria has been met.	
Assessor Signature:	Date:
Learner Signature:	Date:

Appendix 5 – Components and Assessment Guidance (Entry 2)

NOCN Entry Level Award in English Skills (Entry 2)

Appendix 5 Contents

1.   Introduction

This assessment pack should be read in conjunction with the Qualification Specification for the NOCN Entry Level Award in English Skills (Entry 1, Entry 2 and Entry 3), which contains the following important information:

➢ who the qualifications are for
➢ what the qualifications cover
➢ progression
➢ qualification structure
➢ centre requirements
➢ centre approval
➢ centre staffing
➢ learner entry requirements
➢ support materials
➢ recording documents
➢ summary of assessment methods.

2.   Assessment and Evidence

The NOCN Entry Level Award in English Skills (Entry 2) is a flexible way for learners to make progress in improving competence in specific areas of English and as such the components offer the opportunity for learners to achieve a balance of practical skill and knowledge. Centres must ensure that knowledge-based learning is substantive, and relevant to the context and the learners' needs.

The NOCN Entry Level Award in English Skills (Entry 2) is an **internally assessed** qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each component.

The NOCN Entry Level Award in English Skills (Entry 2) is a **6-credit** qualification and has **60** Guided Learning Hours (GLH) with a Total Qualification Time (TQT) of **60** hours. Learners must achieve the 1 credit mandatory component, Planning for Progress in English Skills, and 5 optional credits from the remaining components. It is however recommended that learners cover all modes of English including the components that address the area for development identified in the mandatory component.

As all the components are at Entry 2, it is expected that learners may require some support and prompting when doing the assessments but will be able to provide meaningful and appropriate responses to the tasks. The components are only assessed at the application stage of the continuum.

2.1   Role of the Assessor

The assessor has responsibility for judging whether the learner's evidence meets the assessment requirements of the component. Assessors support learners to identify opportunities for assessment and offer guidance relating to the suitability of

evidence. The level of support that an assessor gives to a learner should be appropriate to the level of the qualification, therefore at Entry 2 it would be expected that the assessor gives significant support and guidance.

It is possible that a learner has more than one assessor for the qualification.

The assessor has responsibility for:

- managing and overseeing the assessment process
- agreeing and recording assessment plans with the learner
- reviewing assessment plans and the assessment evidence with the learner
- ensuring that assessments are clear
- ensuring that assessments are fair
- ensuring that assessment methods used are appropriate to the learner, the level and the task
- recording in an appropriate format any assessment decisions
- providing feedback to the learner
- contributing to improvements in the assessment process
- ensuring that own subject knowledge is kept up to date
- contributing to meetings concerned with quality and standardisation.

2.2 Planning for Assessment

Planning for assessment is essential to ensure that the learner understands the requirements of the component and the timescale for achievement. It is a collaborative process between both the assessor and learner.

Assessment planning should support the learner to understand how and when they will provide evidence to meet the criteria of the component. It will ensure that they understand the types of evidence that are acceptable and are clear about where and when they are likely to provide the evidence.

In addition, it will provide opportunities for the learner to become familiar with the presentation of a portfolio, ask questions and make suggestions about different types of evidence.

2.3 Assessment by Portfolio

Assessment is by an organised collection of evidence in the form of a portfolio. Learners should generally be responsible for the collation of evidence to demonstrate competence; however, at this level, it would be expected that centres would give substantial support to learners throughout this process.

Learners must provide evidence of learning and achievement against **all** of the assessment criteria within each component. However, a number of assessment criteria can be taught and assessed through one activity.

Forms are provided in the appendices for gathering learner evidence against the individual assessment criteria. These are optional forms and centres can customise these forms to suit the context. Alternatively, centres can use their own paperwork, provided they can ensure that the work is ordered and portfolio references are provided as required.

It would be appropriate for learners to be familiar with the organisation of a portfolio and the centre's documentation early on in their learning programme. The process should be reviewed on an on-going basis, with learners aware of the requirements and timescales.

Evidence in a portfolio is highly personalised and can contain anything which reflects that the assessment criteria has been met. It is important however that all material included is ordered in a clear and logical sequence.

Evidence in the portfolio could include:

> - case studies
> - oral question and answer
> - role play/simulation
> - practical demonstration
> - written question and answer
> - participation in group discussions
> - text sorting, annotating activities
> - internally set written tasks.

This list is a guide and not exhaustive. Evidence can be presented in the form of witness statements, audio visual or photographic materials and worksheets.

All evidence included in the portfolio should clearly indicate which assessment criteria it is covering; who it belongs to and the date when it was produced.

In addition to the evidence, the portfolio should contain:

> - a front cover which gives the learner and centre details and information relating to the assessors involved in the process
> - an authenticity statement
> - a copy of the component which is being evidenced
> - learner's signature
> - assessor's signature
> - feedback from the assessor
> - relevant dates.

At all times the portfolio is owned by the learner, however it should be available at the centre throughout the assessment and quality assurance process. In order to ensure the safety of the portfolios through the process, it would be worthwhile for centres to consider a system of portfolio management to avoid any issues of lost or stolen portfolios.

After certification, the portfolio should be returned to the learner unless it is necessary to retain it for visits from NOCN. However, assessment records must be retained for three years.

2.4   Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure that:

➢ assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any learner
➢ assessors receive on-going advice and support, for example in designing assessment activities
➢ learners clearly understand assessment requirements and are given opportunities to achieve against the assessment criteria by completing appropriate assessment tasks
➢ learners' work is presented in a manner that enables effective internal quality assurance to take place
➢ learners' assessed work presented as evidence for the award of credit is authentic
➢ learners and centre staff understand the implications and the required actions in the case of suspected or actual malpractice
➢ evidence of learner achievement is clearly mapped to the assessment criteria
➢ recommendations for the award of credit are valid, reliable and consistent.

Internal Quality Assurance arrangements must include, as a minimum:

➢ an identified individual responsible for co-ordinating the Internal Quality Assurance process
➢ a planned structure for Internal Quality Assurance that incorporates all of a centre's NOCN provision and which takes into account published NOCN processes and procedures
➢ an agreed and published annual timetable for Internal Quality Assurance, including Internal Quality Assurance meetings
➢ pre verification of assessment tasks
➢ clear and documented roles and responsibilities for all those involved
➢ a forum for discussion of borderline cases and good practice in assessment
➢ sampling of assessment tasks and assessed work
➢ standardisation of assessed work
➢ full and clear records and action plans
➢ process and procedure for dealing with cases of suspected or actual malpractice
➢ process and procedure for dealing with Appeals
➢ regular evaluation of the process.

A centre may have one or more Internal Quality Assurer, according to the size and variety of its provision. All must have experience relevant to the area(s) for which they have responsibility. They should also have or be working towards an Internal

Quality Assurance qualification, have an understanding of quality assurance and improvement, and the centre must ensure that they develop their practice in this field.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:
http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3. **Components for NOCN Entry Level Award in English Skills (Entry 2)**
   See the following pages.

4. **Assessment Documentation**

Appendix 5a   Learner Evidence Record Component – Entry 2
                        (complete one per component)

Appendix 5b   Observation Sheet – Take Part in a Group Discussion

Appendix 5c   Observation Sheet - Ask and Respond to Questions and Make
                        Requests

Appendix 5

Components for NOCN Entry Level Award in English Skills (Entry 2)

E2.1 Planning for Progress in English Skills

Component Title:	Planning for Progress in English Skills
Component Level:	Entry 2
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	A/618/0298

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know own strengths and areas for development in English skills.	1.1 Indicate strengths in English skills. 1.2 Identify areas to develop in English skills.
2. Know how to set targets to develop skills in English	2.1 Indicate one priority area for development for progress in English skills. 2.2 Indicate steps to achieve that target. 2.3 State when the target will be achieved. 2.4 Indicate how s/he will know the target is achieved.

Scope of learning

In order to be successful in this component, learners will be expected to be able to share their knowledge of their personal strengths and weaknesses in English with another person; discuss with another person their goals and priorities for development of skills and choose one suitable target to focus on. In addition, they should be able to suggest how to achieve the target and a likely timescale for achievement. It is likely that at this level, learners will receive an appropriate level of support from the centre in identifying these strengths and areas for development.

Assessment

Assessment of this component is by a learner portfolio.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence, learners might undertake any of the following in an appropriate context, being actively involved in the target setting and review process:

> ➤ learners may complete a commercially produced or centre devised initial and diagnostic assessment and give feedback to an assessor about how they felt they did (this feedback could be verbal)
> ➤ learners may complete an internal, centre set assessment such as part of a functional skills Entry 2 paper to identify areas to develop
> ➤ Learners will take part in an action planning discussion with a member of centre staff, the outcome of which the member of staff will record on an individual learning plan
> ➤ learners may use a written method of recording targets, such as an action planning booklet, logbook or timeline.

Evidence requirements

Competence should be demonstrated on <u>one occasion</u> for each learning outcome.

NB. Any necessary communication can be verbal or evidenced by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

E2.2 Take Part in a Group Discussion

Component Title:	Take Part in a Group Discussion
Component Level:	Entry 2
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	F/618/0299

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to follow and understand a straightforward discussion.	1.1 Demonstrate the ability to understand the main point of a discussion. (SOS1) 1.2 Follow the gist of a discussion. (SOS4)
2. Be able to make contributions to a straightforward discussion.	2.1 Make relevant contributions to a discussion. (SOS6) 2.2 Communicate feelings and opinions on a range of topics. (SOS5)

Scope of learning

In order to successfully complete this component, learners will be expected to be able to give information clearly and concisely to other familiar people within familiar contexts. This information will be straightforward information such as personal details and statements of fact/ideas and opinions.

Learners should understand that for communication to be effective, the speaker should be aware of the listener and be able to organise the information that is given into a logical order, and communicate clearly enough for the listener to be able to follow what is being communicated.

When receiving information from others, learners should be aware that they need to make judgements about which details are relevant and which are less so.

NB. Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner may receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- take part in discussions with fellow learners.

They should respect the turn taking rights of others in the group and ask and answer relevant questions relating to their own opinions and ideas.

To demonstrate competence for learning outcome 1 and 2, learners might:

- share ideas about an ideal job/course stating logical steps that they might take in order to apply and then discuss this potential job/course in terms of positive and negative factors, sharing their ideas with others in the group and allowing others to contribute
- give directions to a familiar place
- give simple instructions to complete an activity
- share ideas about favourite animals, food, books etc.

The above are suggestions and where possible learners should be encouraged to practise scenarios which are relevant to their personal, education or vocational context.

Evidence requirements

Competence should be demonstrated on <u>two occasions</u> for each learning outcome.

This component has no requirement for writing and therefore all answers should be given verbally or communicated using BSL.

E2.3 Ask and Respond to Questions and Make Requests

Component Title:	Ask and Respond to Questions and Make Requests
Component Level:	Entry 2
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	K/618/0300

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to make requests and ask clear questions.	1.1 Make requests appropriately in different contexts. (SOS2) 1.2 Ask clear questions appropriately in different contexts. (SOS2)
2. Be able to respond to questions.	2.1 Respond appropriately to straightforward questions. (SOS3)

Scope of learning

In order to be successful in this component, learners will be expected to understand that, during a discussion, spoken language can be used to ask and respond to questions and to make requests, e.g. 'Could I book a hotel room for tomorrow night?'. Learners should be able to understand the meaning of 'informal' and 'formal' and be able to identify a range of these situations within different contexts.

Learners should be aware that for a discussion to be successful:

- they should be able to communicate clearly to be understood
- questions and requests should be presented in a clear way
- contributions should follow on from the previous point.

Learners should understand that key words and phrases vary with context but that these carry important clues about the information that is being conveyed. In addition, they should:

- understand that questions can come in different forms which influence the kind of response that is required
- know that questions, requests and responses vary depending upon the context

- be capable of responding to straightforward questions
- know that it is necessary to judge the level of detail that is required in different contexts.

Any necessary speaking and listening can be oral or by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence in both learning outcomes 1 and 2, learners might:

➢ take part in a role-play where they need to request information and to ask and respond to questions, e.g. buying cinema tickets etc.
➢ plan and carry out a discussion about a straightforward topic in which the teacher acts as 'chair'. Learners take opportunities to ask clear questions and answer straightforward questions.

Learners should be encouraged, where possible, to have opportunities for discussions that are relevant to their life, work or vocational context.

Evidence requirements

Competence in the learning outcomes should be demonstrated on <u>two occasions</u> in <u>two different contexts</u>.

E2.4 Use Illustrations, Images and Captions to Find Information

Component Title:	Use Illustrations, Images and Captions to Find Information
Component Level:	Entry 2
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	M/618/0301

This component has 1 learning outcome.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to locate information from illustrations, images and captions.	1.1 Use illustrations, images or captions to locate information. (SOS12) 1.2 Identify the topic of a text through illustrations, images or captions. (SOS12)

Scope of learning

In order to be successful in this component, learners will be expected to understand that illustrations, images and captions can be a source of information.

Learners should be able to answer questions about a short text which includes illustrations, images or captions and use these to help find key information

NB Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner may receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- look at illustrations and captions to identify the topic of different texts
- use illustrations, images and captions to find specific information.

Learners should be encouraged to select texts which are vocationally relevant or of personal interest. The texts chosen could form the basis for discussions to demonstrate competence in the communication components. Text should be no longer than one paragraph and should contain language that is predominantly at Entry 2 with occasional words at a higher level to allow for demonstration of competence in using a simple dictionary.

Evidence requirements

Competence of the learning outcome should be demonstrated on <u>two</u> <u>occasions</u> in <u>two different contexts</u>.

Competence does not require the learner to produce any writing. Answers can be given verbally however if the learner wishes to write, or if it is relevant to the learner's context and activities set, then written evidence may be included.

NB. Any necessary communication can be verbal or evidenced by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

E2.5 Read and Spell Words for Everyday Life

Component Title:	**Read and Spell Words for Everyday Life**
Component Level:	**Entry 2**
Component Credit Value:	**1**
GLH:	**10**
Ofqual Reference Number:	**T/618/0302**

This component has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to spell common and key words correctly.	1.1. Spell common words correctly. (SOS16) 1.2. Spell common words with prefixes correctly. (SOS16) 1.3. Spell common words with suffixes correctly. (SOS16) 1.4. Use the correct spelling for words that are homophones. (SOS16)
2. Be able to spell regular plurals correctly.	2.1. Spell correctly regular plurals ending in s or es. (SOS14)
3. Be able to use a dictionary to find the meaning of words.	3.1. Find the definition of an unfamiliar word in the dictionary. (SOS10)
4. Be able to read common and key words.	4.1. Read common and key words in a short text. (SOS7)

Scope of learning

Learners should understand that words carry meaning and that some words occur more frequently than others. They should also understand that there are some key words which are of personal significance. They should also know that there are also some words that are important in particular contexts and therefore considered to be 'key'.

Learners should be able to identify words through their knowledge of context and word structure, for example prefixes and suffixes.

NB Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

In order to demonstrate competence in learning outcome 1, learners might:

- write sentences using the correct spelling for common words
- choose the correct spelling of words with prefixes and suffixes
- use the correct homophone when writing sentences.

In order to demonstrate competence in learning outcome 2, learners might:

- choose the correct spelling of a regular plural word
- write sentences using the correct spelling of regular plural words.

In order to demonstrate competence in learning outcome 3, learners might:

- use a dictionary to find the meaning of an unfamiliar word.

In order to demonstrate competence in learning outcome 4, learners might:

- identify information given in simple texts by reading and understanding common and relevant key words.

Evidence requirements

Learners should produce two pieces of evidence for each learning outcome.

E2.6 Read Texts for Meaning

Component Title:	Read Texts for Meaning
Component Level:	Entry 2
Component Credit Value:	2
GLH:	20
Ofqual Reference Number:	A/618/0303

This component has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to find the meaning of words.	1.1 Use a dictionary to find the meaning of words in short, straightforward texts. (SOS10)
2. Be able to read sentences and gain meaning from them.	2.1 Obtain information from sentences with more than one clause. (SOS11)
3. Be able to recognise organisational markers.	3.1 Identify organisational markers in short, straightforward texts. (SOS9)
4. Be able to understand the main points in texts.	4.1 Identify the main points in short, straightforward texts. (SOS8)

Scope of learning

In order to be successful in this component, learners should be familiar with the format of dictionaries for the purpose of finding the meaning of words in short, straightforward texts. They should be able to use a standard dictionary to check the meaning of words.

Learners should also understand that texts have different purposes, for example, to inform, to instruct, to describe or to narrate. They should recognise and understand the organisational markers in short, straightforward texts.

In addition, learners should be able to be able to obtain information from sentences with more than one clause in short, straightforward texts. They should also know that some parts of text contain information which is more important to overall meaning than others, for example, the first sentence in a paragraph.

Learners should be able to apply all the above features in order to identify main points from short, straightforward texts.

NB Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence in learning outcome 1 and 2, learners might:

- match words or illustrations to definitions from a short text of relevance with the help of a dictionary
- produce a poster about a topic of interest which contains words and their meanings
- answer questions about texts containing sentences with more than one clause.

To demonstrate competence in learning outcome 3, learners might:

- sort texts into categories of purpose giving a short explanation of the organisational markers used in each type.

To demonstrate competence in learning outcome 4, learners might:

- read short, straightforward texts relevant to work, interests or study and highlight and summarise the main points.

Learners should be encouraged to select texts which are vocationally relevant or of personal interest. The texts chosen could form the basis for discussions to demonstrate competence in the communication components.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

Competence does not require the learner to produce any writing. Answers can be given verbally. However, if the learner wishes to write, or if it is relevant to the learner's context and activities set, then written evidence may be included.

E2.7 Use Writing Skills

Component Title:	Use Writing Skills
Component Level:	Entry 2
Component Credit Value:	2
GLH:	20
Ofqual Reference Number:	F/618/0304

This component has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use punctuation correctly.	1.1 Use punctuation correctly in a piece of writing (i.e. full stops, capital letters questions marks and exclamation marks). (SOS13)
2. Be able to spell key words correctly.	2.1 Spell familiar common words correctly. (SOS16) 2.2 Use a dictionary or spell checker to check the correct spelling of words. (SOS10)
3. Be able to use adjectives.	3.1 Identify adjectives in sentences. (SOS20) 3.2 Use adjectives in sentences. (SOS20)
4. Be able to write in compound sentences.	4.1 Identify common conjunctions used in compound sentences. (SOS19) 4.2 Write a straightforward letter or email using compound sentences. (SOS19)

Scope of learning

Learners should understand that written language can be structured in different ways, depending upon the context and purpose, and that the writer should select the best style depending upon the context, purpose and audience.

They should know that letters should be formed correctly and legibly in both upper and lower case and that some writing calls for words to be written in upper, and some in lower case. In addition, they should understand what simple sentences consist of and that these sentences can be extended by:

- combining them into compound sentences, and
- using adjectives to give extra information and description.

They should be able to spell a meaningful selection of words using their phonic and 'on sight' knowledge and be able to use a dictionary or spell checker for the purpose of checking the spelling of words.

Learners should be able to apply this knowledge to produce a short text which is grammatically correct at this level and which demonstrates the correct use of full stops, question marks and exclamation marks.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner may receive some support to evidence the component.

Examples of evidence

Learners might:

- write an email to a friend about planning a party
- produce a letter of complaint about a holiday
- produce an email asking a friend to help with a charity event
- produce a job application letter.

Evidence requirements

In order to demonstrate competence, the learner should produce two pieces of writing which address all learning outcomes. They should be encouraged, when appropriate, to produce writing which is relevant to their life, learning or vocational context.

Evidence for this component may be produced by using word processing software or, where assistive technology is normally used by the learner, this may also be used. Word processed or computer-generated work must be authenticated.

E2.8 Fill in Forms

Component Title:	Fill in Forms
Component Level:	Entry 2
Component Credit Value:	2
GLH:	20
Ofqual Reference Number:	J/618/0305

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to complete a form accurately.	1.1 Write personal information accurately. (SOS18) 1.2 Write in compound sentences, using common conjunctions. (SOS19) 1.3 Use different formats to present personal information. (SOS18) 1.4 Use letters of the alphabet in upper and lower case to present personal information. (SOS13) 1.5 Use punctuation correctly. (SOS13) 1.6 Produce legible text. (SOS17)
2. Be able to spell familiar words correctly.	2.1 Spell familiar words correctly. (SOS16) 2.2 Use a dictionary or spell-checker to check the correct spelling of words. (SOS10)

Scope of learning

In order to be successful in this component, learners will be expected to understand that letters can be written in both upper and lower case depending upon the context and that forms generally require specific personal information that, once learned, can

be used in different contexts. They should also be aware that information on forms can be presented in different formats, for example numerical and alpha numerical, and that some forms require specific information to be presented in compound sentences. In addition, they should understand that proper nouns, days of the week and months of the year should begin with a capital letter.

Learners should also be able to identify and write letters, phonemes and consonant clusters and digraphs in familiar words, using simple spelling strategies. They should also be familiar with the format of dictionaries for the purpose of checking the spelling of words.

Familiar words include those relating to personal information, work, everyday activities, study or personal life.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner may receive some support to evidence the component.

Examples of evidence

To demonstrate competence in both learning outcomes 1 and 2, learners might:

- ➢ complete some personal information in the relevant sections of chosen forms in both upper and lower case, for example first name, surname, address, postcode and date of birth
- ➢ fill in some information on the form in compound sentences, for example on a job application form which asks for additional information
- ➢ ask an assessor to provide a witness testimony to provide evidence that the learner has used a dictionary
- ➢ use spelling strategies to spell the majority of familiar words correctly (NB. occasional minor errors should not be penalised providing they do not impede overall meaning).

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts, for example the completion of two different forms.

E2.9 Write Using Correct Punctuation

Component Title:	Write Using Correct Punctuation
Component Level:	Entry 2
Component Credit Value:	2
GLH:	20
Ofqual Reference Number:	L/618/0306

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use basic punctuation to complete a sentence.	1.1 Use the correct punctuation at the end of a question. (SOS13) 1.2 Correctly use a full stop or an exclamation mark at the end of a sentence. (SOS13)
2. Be able to use capital letters correctly.	2.1 Use a capital letter to start a sentence. (SOS13) 2.2 Use a capital letter for proper nouns. (SOS13) 2.3 Use a capital letter for the pronoun 'I'. (SOS13)

Scope of learning

Learners should understand that written language can be structured in different ways, depending upon the context and purpose, and that the writer should select the best style depending upon the context, purpose and audience.

They should be able to:

- write simple sentences.

Learners should understand that punctuation is a complete family of sentence boundary markers and at this level should be familiar with:

- full stops
- question marks
- exclamation marks
- capital letters.

They should know that question marks and exclamation marks can change meaning.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner may receive some support to evidence the component.

Examples of evidence

To demonstrate competence in learning outcome 1, learners might:

- write sentences which are questions
- write sentences which are exclamations
- write simple sentences ending in a full stop.

To demonstrate competence in learning outcome 2, learners might:

- write simple sentences
- write sentences which include the personal pronoun, 'I'
- write sentences which include proper nouns.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

Appendix 5a

Assessment Documentation

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.1 Planning for Progress in English Skills

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Indicate strengths in English skills.				
1.2 Identify areas to develop in English skills				
2.1 Indicate one priority area for development for progress in English skills.				
2.2 Indicate steps to achieve that target.				
2.3 State when the target will be achieved.				
2.3 Indicate how s/he will know the target is achieved.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.2 Take Part in a Group Discussion

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Demonstrate the ability to understand the main point of a discussion.				
1.2 Follow the gist of a discussion.				
2.1 Make relevant contributions to a discussion.				
2.2 Communicate feelings and opinions on a range of topics.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.3 Ask and Respond to Questions and Make Requests

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Make requests appropriately in different contexts.				
1.2 Ask clear questions appropriately in different contexts.				
2.1 Respond appropriately questions to straightforward questions.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.4 Use illustrations, Images and Captions to Find Information

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Use illustrations, images or captions to locate information.				
1.2 Identify the topic of a text through illustrations, images or captions.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.5 Read and Spell Words for Everyday Life

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Spell common words correctly.				
1.2 Spell common words with prefixes correctly.				
1.3 Spell common words with suffixes correctly.				
1.4 Use the correct spelling for words that are homophones.				
2.1 Spell correctly regular plurals ending in s or es.				
3.1 Find the definition of an unfamiliar word in the dictionary.				
4.1 Read common and key words in a short text.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.6 Read Texts for Meaning

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Use a dictionary to find the meaning of words in short, straightforward texts.				
2.1 Obtain information from sentences with more than one clause.				
3.1 Identify organisational markers in short, straightforward texts.				
4.1 Identify the main points in a short, straightforward instructional text.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2
Component Title: E2.7 Use Writing Skills

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Use punctuation correctly in a piece of writing (i.e. full stops, capital letters, question marks and exclamation marks).				
2.1 Spell familiar common words correctly.				
2.2 Use a dictionary or spell checker to check the correct spelling of words.				
3.1 Identify adjectives in sentences.				
3.2 Use adjectives in sentences.				
4.1 Identify common conjunctions used in compound sentences.				
4.2 Write a straightforward letter or email using at compound sentences.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.8 Fill in Forms

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Write personal information accurately.				
1.2 Write in compound sentences, using common conjunctions.				
1.3 Use different formats to present personal information.				
1.4 Use letters of the alphabet in upper and lower case to present personal information.				
1.5 Use punctuation correctly.				
1.6 Produce legible text.				
2.1 Spell familiar words correctly.				
2.2 Use a dictionary or spell-checker to check the correct spelling of words.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.9 Write Using Correct Punctuation

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Use the correct punctuation at the end of a question.				
1.2 Correctly use a full stop or an exclamation mark at the end of a sentence.				
2.1 Use a capital letter to start a sentence.				
2.2 Use a capital letter for proper nouns.				
2.3 Use a capital letter for the pronoun 'I'.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5b

Observation Sheet

Take Part in a Group Discussion

Entry 2

Suite of Entry Level Award in English Skills Qualifications

Appendix 5b – Observation Sheet for
Take Part in a Group Discussion - Entry 2

1.1   Demonstrate the ability to understand the main point of a discussion.
1.2   Follow the gist of a discussion.
2.1   Make relevant contributions to a discussion.
2.2   Communicate feelings and opinions on a range of topics.

Assessor comments to demonstrate how each assessment criteria has been met.	
Assessor Signature:	Date:
Learner Signature:	Date:

Appendix 5c

Observation Sheet

Ask and Respond to Questions and Make Requests

Entry 2

**Appendix 5c – Observation Sheet for
Ask and Respond to Questions and Make Requests – Entry 2**

1.1 Make requests appropriately in different contexts.
1.2 Ask clear questions appropriately in different contexts.
2.1 Respond appropriately questions to straightforward questions.

Assessor comments to demonstrate how each assessment criteria has been met.
Assessor Signature: Date:
Learner Signature: Date:

Appendix 6 - Components and Assessment Guidance (Entry 3)

NOCN Entry Level Award in English Skills (Entry 3)

Appendix 6 Contents

1. Introduction

This assessment pack should be read in conjunction with the Qualification Specification for the NOCN Entry Level Award in English Skills (Entry 1, Entry 2 and Entry 3), which contains the following important information:

➢ who the qualifications are for
➢ what the qualifications cover
➢ progression
➢ qualification structure
➢ centre requirements
➢ centre approval
➢ centre staffing
➢ learner entry requirements
➢ support materials
➢ recording documents
➢ summary of assessment methods

2. Assessment and Evidence

The NOCN Entry Level Award in English Skills (Entry 3) is a flexible way for learners to make progress in improving competence in specific areas of English and as such the components offer the opportunity for learners to achieve a balance of practical skill and knowledge. Centres must ensure that knowledge-based learning is substantive, and relevant to the context and the learners' needs.

The NOCN Entry Level Award in English Skills (Entry 3) is an **internally assessed** qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each component.

The NOCN Entry Level Award in English Skills (Entry 3) is a **6 credit** qualification and has **60** Guided Learning Hours (GLH) with a Total Qualification Time (TQT) of **60** hours. Learners must achieve the 1 credit mandatory component, Planning for Progress in English Skills, and 5 optional credits from the remaining components. It is however recommended that learners cover all modes of English including the components that address the area for development identified in the mandatory component.

As all the components are at Entry 3, it is expected that learners may require some support and prompting when doing the assessments but will be able to provide meaningful and appropriate responses to the tasks. The components are only assessed at the application stage of the continuum.

2.1 Role of the Assessor

The assessor has responsibility for judging whether the learner's evidence meets the assessment requirements of the component. Assessors support learners to identify opportunities for assessment and offer guidance relating to the suitability of evidence. The level of support that an assessor gives to a learner should be appropriate to the

level of the qualification, therefore at Entry 3 it would be expected that the assessor gives significant support and guidance.

It is possible that a learner has more than one assessor for the qualification.

The assessor has responsibility for:

- managing and overseeing the assessment process
- agreeing and recording assessment plans with the learner
- reviewing assessment plans and the assessment evidence with the learner
- ensuring that assessments are clear
- ensuring that assessments are fair
- ensuring that assessment methods used are appropriate to the learner, the level and the task
- recording in an appropriate format any assessment decisions
- providing feedback to the learner
- contributing to improvements in the assessment process
- ensuring that own subject knowledge is kept up to date
- contributing to meetings concerned with quality and standardisation.

2.2   Planning for Assessment

Planning for assessment is essential to ensure that the learner understands the requirements of the component and the timescale for achievement. It is a collaborative process between both the assessor and learner.

Assessment planning should support the learner to understand how and when they will provide evidence to meet the criteria of the component. It will ensure that they understand the types of evidence that are acceptable and are clear about where and when they are likely to provide the evidence.

In addition, it will provide opportunities for the learner to become familiar with the presentation of a portfolio, ask questions and make suggestions about different types of evidence.

2.3   Assessment by Portfolio

Assessment is by an organised collection of evidence in the form of a portfolio. Learners should generally be responsible for the collation of evidence to demonstrate competence; however, at this level, it would be expected that centres would give substantial support to learners throughout this process.

Learners must provide evidence of learning and achievement against **all** of the assessment criteria within each component. However, a number of assessment criteria can be taught and assessed through one activity.

Forms are provided in the appendices for gathering learner evidence against the individual assessment criteria. These are optional forms and centres can customise

these forms to suit the context. Alternatively, centres can use their own paperwork, provided they can ensure that the work is ordered and portfolio references are provided as required.

It would be appropriate for learners to be familiar with the organisation of a portfolio and the centre's documentation early on in their learning programme. The process should be reviewed on an on-going basis, with learners aware of the requirements and timescales.

Evidence in a portfolio is highly personalised and can contain anything which reflects that the assessment criteria has been met. It is important however that all material included is ordered in a clear and logical sequence.

Evidence in the portfolio could include:

> * case studies
> * oral question and answer
> * role play/simulation
> * practical demonstration
> * written question and answer
> * participation in group discussions
> * text sorting, annotating activities
> * internally set written tasks.

This list is a guide and not exhaustive. Evidence can be presented in the form of witness statements, audio visual or photographic materials and worksheets.

All evidence included in the portfolio should clearly indicate which assessment criteria it is covering; who it belongs to and the date when it was produced.

In addition to the evidence, the portfolio should contain:

> * a front cover which gives the learner and centre details and information relating to the assessors involved in the process
> * an authenticity statement
> * a copy of the component which is being evidenced
> * learner's signature
> * assessor's signature
> * feedback from the assessor
> * relevant dates.

At all times the portfolio is owned by the learner, however it should be available at the centre throughout the assessment and quality assurance process. In order to ensure the safety of the portfolios through the process, it would be worthwhile for centres to consider a system of portfolio management to avoid any issues of lost or stolen portfolios.

After certification, the portfolio should be returned to the learner unless it is necessary to retain it for visits from NOCN. However, assessment records must be retained for three years.

2.4   Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure that:

➢ assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any learner
➢ assessors receive on-going advice and support, for example in designing assessment activities
➢ learners clearly understand assessment requirements and are given opportunities to achieve against the assessment criteria by completing appropriate assessment tasks
➢ learners' work is presented in a manner that enables effective internal quality assurance to take place
➢ learners' assessed work presented as evidence for the award of credit is authentic
➢ learners and centre staff understand the implications and the required actions in the case of suspected or actual malpractice
➢ evidence of learner achievement is clearly mapped to the assessment criteria
➢ recommendations for the award of credit are valid, reliable and consistent.

Internal Quality Assurance arrangements must include, as a minimum:

➢ an identified individual responsible for co-ordinating the Internal Quality Assurance process
➢ a planned structure for Internal Quality Assurance that incorporates all of a centre's NOCN provision and which takes into account published NOCN processes and procedures
➢ an agreed and published annual timetable for Internal Quality Assurance, including Internal Quality Assurance meetings
➢ pre verification of assessment tasks
➢ clear and documented roles and responsibilities for all those involved
➢ a forum for discussion of borderline cases and good practice in assessment
➢ sampling of assessment tasks and assessed work
➢ standardisation of assessed work
➢ full and clear records and action plans
➢ process and procedure for dealing with cases of suspected or actual malpractice
➢ process and procedure for dealing with Appeals
➢ regular evaluation of the process.

A centre may have one or more Internal Quality Assurer, according to the size and variety of its provision. All must have experience relevant to the area(s) for which they have responsibility. They should also have or be working towards an Internal Quality Assurance qualification, have an understanding of quality assurance and improvement, and the centre must ensure that they develop their practice in this field.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website: http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3.   Components for NOCN Entry Level Award in English Skills (Entry 3)
See the following pages.

4.   Assessment Documentation

Appendix 6a   Learner Evidence Record Component – Entry 3
(complete one per component)

Appendix 6b   Observation Sheet – Take Part in a Group Discussion

Appendix 6c   Observation Sheet - Ask and Respond to Questions and Make Requests

Appendix 6

Components for NOCN Entry Level Award in English Skills (Entry 3)

E3.1 Planning for Progress in English Skills

Component Title:	Planning for Progress in English Skills
Component Level:	Entry 3
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	M/618/0315

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know own strengths and areas for development in English.	1.1 Identify strengths in English skills. 1.2 Identify areas to improve in English skills.
2. Know how to set targets to develop skills in English.	2.1 Identify long term targets for progress in English skills. 2.2 Identify short term targets for progress in English skills. 2.3 List steps to achieve the targets. 2.4 Give dates when the targets will be achieved. 2.5 List ways in which s/he will know the targets have been achieved.

Scope of learning

In order to be successful in this component, learners will be expected to be able to:

- share their knowledge of their personal strengths and weaknesses in English with another person/within a small group.
- discuss with another person/in a small group, their goals and priorities for development of skills and choose relevant areas to focus on.
- understand the difference between short and long term targets and know that short term targets are often the stepping stones to achieving a long term target.
- suggest how to achieve the targets and a likely date for achievement taking into account their own personal circumstances.

- list steps they should take to meet their targets and give ways in which he/she will know that they have achieved them, for example, they may be able to recognise the purpose of new texts; spell some new, unfamiliar specialist words relating to work or education.

It is likely that at this level, learners will receive some guidance from the centre in identifying these strengths and areas for development.

Any necessary speaking and listening can be oral or by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence, learners might undertake any of the following in an appropriate context, being actively involved in the target setting and review process:

To demonstrate competence in learning outcome 1:

- learners may complete a commercially produced or centre devised initial and diagnostic assessment and give feedback to an assessor about how they felt they did (this feedback could be verbal)
- learners may complete an internal, centre set assessment such as part of a functional skills Entry 3 paper to identify areas to develop.

To demonstrate competence in learning outcome 2:
- learners will take part in an action planning discussion with a member of centre staff, the outcome of which the member of staff will record on an individual learning plan
- learners may use a written method of recording targets such as an action planning booklet, logbook, timeline etc.

Evidence requirements

Achievement in the assessment criteria should be demonstrated on at <u>least one occasion.</u>

Any necessary speaking and listening can be oral or by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

E3.2 Take Part in a Group Discussion

Component Title:	Take Part in a Group Discussion
Component Level:	Entry 3
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	T/618/0316

This component has 1 learning outcome.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to engage in group discussions.	1.1 Demonstrate the ability to follow and understand the main points of group discussions on different topics. (SOS5) 1.2 Make relevant contributions to group discussions about straightforward topics. (SOS6) 1.3 Listen and respond to others' points of view in a group discussion. (SOS7) 1.4 Demonstrate the ability to take turns during group discussions. (SOS7)

Scope of learning

Learners should know that discussions can have different purposes depending upon the context, for example, to share views, plan a task or solve problems, and that it is necessary to listen with a degree of concentration in order to be able to follow and understand the main points that are raised.

Learners should be aware that for a discussion to be successful:

- they should be able to communicate information and opinions clearly to be understood
- contributions should be made with knowledge of the context
- it is necessary to judge the level of detail that is required in different situations
- contributions should be made at the appropriate time and should follow on from the previous point.

In addition, learners should understand that:

- discussion is a two-way process in which non-verbal communication contributes to meaning by indicating a speaker's opinions and feelings through, for example, gesture and expressions
- there are different ways of making appropriate responses, for example, by making relevant comments, using suitable non-verbal communication to support the message they are wishing to convey
- productive discussion involves people speaking one at a time and that non-verbal cues such eye contact and gestures can help to signal that they would like a turn to speak.

Learners should be familiar with the terms 'open and closed' questions and be able to respond clearly to both.

NB Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence, learners might:

- plan and carry out a group discussion about a real issue which evokes opposing viewpoints
- listen to a discussion or argument about the subject matter in a group and listen and respond to the views of others.

Learners should be encouraged, where possible, to have opportunities for discussions that are relevant to their life, work or vocational context.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts. Evidence does not require the learner to produce any writing. However, if the learner wishes to write, or if it is relevant to the learner's context and activities set, then written evidence may be included.

E3.3   Ask and Respond to Questions and Make Requests

Component Title:	Ask and Respond to Questions and Make Requests
Component Level:	Entry 3
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	A/618/0317

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to make requests and ask concise questions.	1.1 Make requests using appropriate language in different contexts. (SOS2) 1.2 Ask concise questions using appropriate language in different contexts. (SOS2)
2. Be able to respond to questions.	2.1 Respond appropriately to open and closed questions on a range of straightforward topics. (SOS4)

Scope of learning

In order to be successful in this component, learners will be expected to understand that, during a discussion, spoken language can be used to ask and respond to questions and to make requests, e.g. 'Could I possibly book a double hotel room for two-nights on the 4th and 5th of April?'. Learners should be able to understand the meaning of 'informal' and 'formal' and be able to identify a range of these situations within different contexts and be able to take part in what is considered appropriate informal or formal communication.

Learners should be aware that for a discussion to be successful:

- they should be able to communicate clearly to be understood
- questions and requests should be presented in a concise way, e.g. expressing them without unnecessary words
- contributions should be made at the appropriate time and should follow on from the previous point.

Learners should understand that key words and phrases vary with context but that these carry important clues about the information that is being conveyed. In addition, they should:

- understand that questions can come in different forms which influence the kind of response that is required
- know that questions, requests and responses vary depending upon the context
- be capable of responding to a range of questions
- know that it is necessary to judge the level of detail that is required in different contexts.

Learners should be familiar with the terms 'open and closed' questions and be able to respond clearly to both.

Any necessary speaking and listening can be oral or by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence in both learning outcomes 1 and 2, learners might:

- take part in a role-play where they need to request information and to ask and respond to questions, e.g. buying concert tickets
- plan and carry out a discussion about a real issue which evokes opposing viewpoints in which the teacher acts as 'chair'. Learners take opportunities to ask concise questions and answer a range of open and closed questions and also give explanations for their contributions.

Learners should be encouraged, where possible, to have opportunities for discussions that are relevant to their life, work or vocational context.

Evidence requirements

Competence in the learning outcomes should be demonstrated on <u>two occasions</u> in <u>two different contexts</u>.

E3.4   Read Texts for Meaning

Component Title:	Read Texts for Meaning
Component Level:	Entry 3
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	F/618/0318

This component has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to find the meaning of words.	1.1 Use a dictionary to find the meaning of words in straightforward texts. (SOS11)
2. Be able to identify different purposes of texts.	2.1 Identify the different purposes of straightforward texts. (SOS10)
3. Be able to identify and understand the main points and ideas in texts.	3.1 Identify and understand the main points in straightforward texts. (SOS9) 3.2 Identify and understand ideas in straightforward texts. (SOS9)

Scope of learning

In order to be successful in this component, learners should be familiar with the format of dictionaries for the purpose of finding the meaning of words in straightforward texts. They should be confident to use a standard dictionary to check the meaning of words and be aware that their own knowledge and context can help to predict the meaning of a word in a text.

Learners should also understand that texts have different purposes, for example, to inform, to instruct, to describe or to persuade. They should recognise and understand the organisational features and format of different texts which enable the reader to identify the purpose.

In addition, learners should be able to use the organisational features of different texts, such as headings and subheadings, to be able to obtain specific information. They should also know that some parts of text contain information which is more important to overall meaning than others, for example, the first sentence in a paragraph.

Learners should be able to apply all the above features in order to identify main points and ideas from straightforward texts.

NB Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence in learning outcome 1, learners might:

- match words or illustrations to definitions from a text of relevance with the help of a dictionary
- produce an informative poster about a topic of interest which contains words and their meanings.

To demonstrate competence in learning outcome 2, learners might:

- sort texts in categories of purpose giving an explanation of the defining features of each type

To demonstrate competence in learning outcome 3, learners might:

- read texts relevant to work, interests or study and highlight and summarise the main points
- read texts relevant to work, interests or study and answer a range of questions about the ideas contained within them.

Learners should be encouraged to select texts which are vocationally relevant or of personal interest. The texts chosen could form the basis for discussions to demonstrate competence in the communication components.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

Competence does not require the learner to produce any writing. Answers can be given verbally. However, if the learner wishes to write, or if it is relevant to the learner's context and activities set, then written evidence may be included.

E3.5 Read and Spell Words for Everyday Life and Work

Component Title:	Read and Spell Words for Everyday Life and Work
Component Level:	Entry 3
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	J/618/0319

This component has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read common and relevant key words correctly.	1.1 Read common and key words in straightforward texts. (SOS8)
2. Be able to spell common words and relevant key words correctly.	2.1 Spell common words correctly. (SOS17) 2.2 Spell common words with suffixes correctly. (SOS17) 2.3 Use the correct spelling for words that are homophones. (SOS17) 2.4 Form irregular plurals. (SOS14)
3. Be able to use a dictionary or spell checker to find unknown spellings.	3.1 Use a dictionary or spell checker to find the correct spelling of a word. (SOS11)
4. Be able to proof-read texts for spelling errors.	4.1 Proof-read straightforward texts for spelling errors in common words. (SOS8)

Scope of learning

Learners should understand that words carry meaning and that some words occur more frequently than others. They should also understand that there are some key words which are of personal significance. They should also know that there are also some words that are important in particular contexts and therefore considered to be 'key'.

Learners should be able to identify words through their knowledge of context and word structure, for example prefixes and suffixes.

They should know that dictionaries are a source of information to support spelling of words.

NB Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

In order to demonstrate competence in learning outcome 1, learners might:

- identify information given in simple texts by reading and understanding common and relevant key words.

In order to demonstrate competence in learning outcome 2, learners might:

- write sentences using the correct spelling for common words
- choose the correct spelling of words with prefixes and suffixes
- use the correct homophone when writing sentences
- change singular words to plurals.

In order to demonstrate competence in learning outcome 3, learners might:

- use a dictionary to check spellings when proofreading written work
- use a spellchecker to check spellings when proofreading written work.

In order to demonstrate competence in learning outcome 4, learners might:

- proofread their own written work and identify spelling errors
- identify spelling errors in the written work of other people.

Evidence requirements

Learners should produce two pieces of evidence for each learning outcome.

E3.6 Recognise and Use Organisational Features in Reading

Component Title:	Recognise and Use Organisational Features in Reading
Component Level:	Entry 3
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	A/618/0320

This component has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify the different purposes of texts.	1.1 Identify the different purposes of straightforward texts. (SOS10)
2. Be able to recognise organisational features.	2.1 Identify organisational features in straightforward texts. (SOS12)
3. Be able to use organisational features to locate information.	3.1 Use organisational features to locate relevant information in straightforward texts. (SOS12)

Scope of learning

In order to be successful in this component, learners will be expected to know that texts have different purposes, for example, to inform, to instruct, to describe or to persuade. They should recognise and understand the format and organisational features of different straightforward texts which enable the reader to identify the purpose.

Learners should be able to use the organisational features of different straightforward texts, such as contents page, index, heading, subheading, to be able to obtain relevant information.

Learners should be able to apply all the above features in order to locate relevant information.

In addition, learners should be:

- familiar with the terms 'narrative, instructive, descriptive and explanatory'
- able to identify these terms from a range of different straightforward texts, understanding and recognising their defining features.

NB Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence in learning outcome 1, learners might:

- sort texts in categories of purpose giving an explanation of the defining features of each type.

To demonstrate competence in learning outcome 2, learners might:

- read straightforward texts relevant to work, interests or study and identify the different organisational features of each text.

To demonstrate competence in learning outcome 3, learners might:

- read straightforward texts relevant to work, interests or study and use the organisational features to locate information and demonstrate skill by answering relevant questions about the texts.

Learners should be encouraged to select texts which are vocationally relevant or of personal interest. The texts chosen could form the basis for discussions to demonstrate competence in the communication components.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

Competence does not require the learner to produce any writing. Answers can be given verbally however if the learner wishes to write, or if it is relevant to the learner's context and activities set, then written evidence may be included.

E3.7 Write Using Correct Punctuation and Grammar

Component Title:	Write Using Correct Punctuation and Grammar
Component Level:	Entry 3
Component Credit Value:	2
GLH:	20
Ofqual Reference Number:	F/618/0321

This component has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use a range of punctuation correctly.	1.1 Use the correct punctuation to complete sentences. (SOS13) 1.2 Use capital letters at the start of sentences and for proper nouns. (SOS13) 1.3 Use commas correctly. (SOS13)
2. Be able to write grammatically correct sentences.	2.1 Write sentences with correct subject-verb agreement. (SOS15) 2.2 Write sentences using past tense. (SOS15) 2.3 Write sentences using present tense. (SOS15) 2.4 Write sentences using future tense. (SOS15)
3. Proofread text for errors.	3.1 Identify grammatical errors in text. (SOS15) 3.2 Identify punctuation errors in text. (SOS13)

Scope of learning

Learners should understand that written language can be
structured in different ways, depending upon the context and purpose, and that the
writer should select the best style depending upon the context, purpose and audience.

They should be able to:
- write in complete sentences.

Learners should have knowledge of correct basic grammar and, in order to be able to
structure grammatically correct sentences, should understand the terms 'verb', 'tense'
and 'subject'. They should understand:

- the concepts of past, present and future and that language reflects this through
  the tenses of verbs which can change form in order to convey time
- that a verb conveys physical and non-physical actions and that the verb should
  agree with its subject.

In addition, learners should understand that punctuation is a complete family of
sentence boundary markers and at this level should be familiar with:

- full stops
- capital letters
- question marks
- exclamation marks
- commas.

They should know that question marks and exclamation marks can change meaning
and that they can act like intonation in speech.

They should be aware that writing usually follows a process of planning and drafting
and that it is necessary to proofread and correct errors before a final version is
produced. In order to effectively proofread their own writing, learners should:

- be able to produce a text which is grammatically correct at this level and which
  demonstrates the correct use of grammar and punctuation
- be able to proofread text for errors.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced
assessment.

Although the learner is expected to demonstrate competence in the assessment
criteria, it is appropriate at Entry 3 that the learner should receive a degree of
guidance to evidence the component.

Examples of evidence

To demonstrate competence in learning outcome 1, learners might:

- write texts which use a range of punctuation
- identify where and what punctuation should be used in texts.

To demonstrate competence in learning outcome 2, learners might:

- write texts which use a range of grammatical conventions
- write texts in different tenses.

To demonstrate competence in learning outcome 3, learners might:

- proofread their own written text for errors with punctuation and grammar
- identify punctuation and grammatical errors in texts.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E3.8 Use Writing Skills - Format and Structure

Component Title:	Use Writing Skills - Format and Structure
Component Level:	Entry 3
Component Credit Value:	2
GLH:	20
Ofqual Reference Number:	J/618/0322

This component has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to write texts in an appropriate format.	1.1 Identify the appropriate format for writing a text. (SOS20) 1.2 Produce text in the correct format for purpose and audience. (SOS20) 1.3 Use simple and compound sentences in simple texts. (SOS21)
2 Be able to use appropriate structure when writing texts.	2.1 Identify different structures used in texts. (SOS20) 2.2 Use suitable structure when writing different texts. (SOS20)

Scope of learning

Learners should understand that written language can be formatted and structured in different ways, depending upon the context and purpose, and that the writer should select the best style depending upon the context, purpose and audience.

They should be able to:

- write in simple and compound sentences
- choose the correct format for a text, e.*g. letter, email, leaflet, essay*
- use structures which help the audience to read the text, e.*g. headings, subheadings, diagrams.*

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence in learning outcome 1, learners might:

- identify an appropriate written format for audience and purpose
- write texts using the appropriate format for audience and purpose
- use a range of sentences that match the format of the text.

To demonstrate competence in learning outcome 2, learners might:

- explain why specific structures have been used in texts
- write texts using a range of structures.

Examples of evidence

In order to demonstrate competence, the learner will produce two pieces of writing which address all learning outcomes.

E3.9 Write for Purpose and Audience

Component Title:	Write for Purpose and Audience
Component Level:	Entry 3
Component Credit Value:	2
GLH:	20
Ofqual Reference Number:	L/618/0323

This component has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to write to communicate clearly and in a logical sequence.	1.1 Present information in a logical sequence. (SOS18) 1.2 Use paragraphs in straightforward texts. (SOS21)
2. Be able to use the appropriate language for different purposes.	2.1 Use the appropriate language for different purposes in straightforward texts. (SOS22)
3. Be able to use the appropriate language for different audiences.	3.1 Use the appropriate language for different audiences in straightforward texts. (SOS22)
4. Be able to produce accurate written work.	4.1 Produce written texts, that include: a) correct spelling b) correct use of punctuation c) correct use of grammar. (SOS13, SOS15, SOS17)

Scope of learning

Learners should understand that written language can be used in different ways, depending upon the purpose and audience, and that the writer should select the best style depending upon the context, purpose and audience.

They should be able to:

- write to present information in a logical sequence

- use paragraphs to structure their writing
- use language in writing for different purposes, e.g. to persuade, to inform, to instruct, to describe
- use language in writing for different audiences, e.g. a headteacher, a company, a friend, a relative.

Learners should:

- be able to use their knowledge of sound–symbol relationships and phonological patterns to spell a greater range of words but also know that there is not a strict sound-symbol association in all spelling
- know that segmenting words can help with spelling
- know that dictionaries and computerised spell checkers are useful tools when spelling words.

In addition, learners should understand that punctuation is a complete family of sentence boundary markers and at this level should be familiar with:

- full stops
- capital letters
- question marks
- exclamation marks.

They should know that question marks and exclamation marks can change meaning and that they can act like intonation in speech.

Learners should have knowledge of correct basic grammar and, in order to be able to structure grammatically correct sentences, should understand the terms 'verb', 'tense' and 'subject'. They should understand:

- the concepts of past, present and future and that language reflects this through the tenses of verbs which can change form in order to convey time
- that a verb conveys physical and non-physical actions and that the verb should agree with its subject.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

In order to demonstrate competence, the learner could produce two pieces of writing which address all learning outcomes. They should be encouraged, when appropriate, to produce writing which is relevant to their life, learning or vocational context. Learners might:

- choose a topic from own experience or interest and compose a 'information leaflet', e.g. how to use social media in safe way
- write a review about a place or an event of interest, e.g. a music festival
- write a letter to a friend, e.g. about planning a party
- write a letter of complaint about a holiday, a meal or a product purchased
- write a newspaper article about a topic of concern, e.g. plastic in the sea
- write a thank you letter to a company, e.g. to thank them for supporting a charity event.

Evidence requirements

Evidence for this component may be produced by using word processing software, or assistive technology where is normally used by the learner. Word processed or computer-generated work must be authenticated.

Competence in the learning outcomes should be demonstrated on <u>two occasions</u> in <u>two different contexts</u>.

Appendix 6a

Assessment Documentation

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.1 Planning for Progress in English Skills

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify strengths in English Skills.				
1.2 Identify areas to improve in English skills.				
2.1 Identify long term targets for progress in English skills.				
2.2 Identify short term targets for progress in English skills.				
2.3 List steps to achieve the targets.				
2.4 Give dates when the targets will be achieved.				
2.5 List ways in which s/he will know the targets have been achieved.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.2 Take Part in a Group Discussion

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Demonstrate the ability to follow and understand the main points of group discussions on different topics.				
1.2 Make relevant contributions to group discussions about straightforward topics.				
1.3 Listen and respond to others' points of view in a group discussion.				
1.4 Demonstrate the ability to take turns during group discussions.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.3 Ask and Respond to Questions and Make Requests

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Make requests using appropriate language in different contexts.				
1.2 Ask concise questions using appropriate language in different contexts.				
2.1 Respond appropriately to open and closed questions on a range of straightforward topics.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.4 Read Texts for Meaning

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Use a dictionary to find the meaning of words in straightforward texts.				
2.1 Identify the different purposes of straightforward texts.				
3.1 Identify and understand the main points in straightforward texts.				
3.2 Identify and understand ideas in straightforward texts.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.5 Read and Spell Words for Everyday Life and Work

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.2 Read common and key words in straightforward texts.				
2.1 Spell common words correctly.				
2.2 Spell common words with suffixes correctly.				
2.3 Use the correct spelling for words that are homophones.				
2.4 Form irregular plurals.				
3.1 Use a dictionary or spell checker to find the correct spelling of a word.				
4.1 Proof-read straightforward texts for spelling errors in common words.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.6 Recognise and Use Organisational Features in Reading

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify the different purposes of straightforward texts.				
2.1 Identify organisational features in straightforward texts.				
3.1 Use organisational features to locate relevant information in straightforward texts.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.7 Write Using Correct Punctuation and Grammar

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Use the correct punctuation to complete sentences.				
1.2 Use capital letters at the start of sentences and for proper nouns.				
1.3 Use commas correctly.				
2.1 Write a sentence with correct subject-verb agreement.				
2.2 Write a sentence using past tense.				
2.3 Write a sentence using present tense.				
2.4 Write a sentence using future tense.				
3.1 Identify grammatical errors in text.				
3.2 Identify punctuation errors in text.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.8 Use Writing Skills – Format and Structure

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify the appropriate format for writing a text.				
1.2 Produce text in the correct format for purpose and audience.				
1.3 Use simple and compound sentences in simple texts.				
2.1 Identify different structures used in texts.				
2.2 Use suitable structure when writing different texts.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.9 Write for Purpose and Audience

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Present information in a logical sequence.				
1.2 Use paragraphs in straightforward texts.				
2.1 Use the appropriate language for different purposes in straightforward texts.				
3.1 Use the appropriate language for different audiences in straightforward texts.				
4.1 Produce written texts, that include: a) correct spelling b) correct use of punctuation c) correct use of grammar.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6b

Observation Sheet

Take Part in a Group Discussion

Entry 3

Appendix 3 – Observation Sheet for
Take Part in a Group Discussion – Entry 3

1.1 Demonstrate the ability to follow and understand the main points of group discussions on different topics.
1.2 Make relevant contributions to group discussions about straightforward topics.
1.3 Listen and respond to others' points of view in a group discussion.
1.4 Demonstrate the ability to take turns during group discussions.

Assessor comments to demonstrate how each assessment criteria has been met.	
Assessor Signature:	Date:
Learner Signature:	Date:

Appendix 6c

Observation Sheet

Ask and Respond to Questions and Make Requests

Entry 3

**Appendix 6c – Observation Sheet for
Ask and Respond to Questions and Make Requests – Entry 3**

1.1 Make requests using appropriate language in different contexts.
1.2 Ask concise questions using appropriate language in different contexts.
2.1 Respond appropriately to open and closed questions on a range of straightforward topics.

Assessor comments to demonstrate how each assessment criteria has been met.

Assessor Signature:	Date:
Learner Signature:	Date:

NOCN

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