Qualification Guide

OCNLR Entry Level Qualifications in ESOL Skills for Life (Reading)

OCN London Qualification Guide

OCNLR Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)
Qualification No: 603/4622/X

OCNLR Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)
Qualification No: 603/4706/5

OCNLR Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)
Qualification No: 603/4625/5

OCN London aims to support learning and widening opportunities by recognising achievement through credit-based courses and qualifications, promoting high standards of excellence and inclusiveness. We are proud of our long-term role and unique history in providing innovative learning solutions for a wide range of learners and particularly those who have not previously benefitted from education.

At the heart of what OCN London offers is:

- a commitment to inclusive credit-based learning;
- the creative use of credit with responsive, demand-led qualification development;
- high quality service and support;
- respect for and encouragement of diversity – in learners and learning approaches, partners and settings;
- the development of people, capacity and resources that will ensure effective business partnerships.

To navigate within this Qualification Guide
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General Information

This qualification guide contains details of everything you need to know about the **OCNLR Entry Level Qualifications in ESOL Skills for Life (Reading).** It makes reference to the curriculum areas covered and identifies the learners for whom the qualification has been developed. The guide also covers important aspects of assessment and moderation that are particular to the qualification. The guide should be used by all involved in the delivery and assessment of the qualification. The Account Manager for your Centre will provide support and advice on how to seek approval to offer the qualification.

If you are not yet an OCN London Approved Centre but wish to use these qualifications, then please contact us on enquiries@ocnlondon.org.uk for details of the Centre Approval application process.

Qualification Overview

The **OCNLR ESOL Skills for Life Qualifications** cover the English linguistic modes of reading, writing, and speaking and listening, and align with the ESOL Adult Core Curriculum.

The qualifications facilitate language development to help people to:
- gain or progress within meaningful and sustainable employment;
- develop skills that support engagement in daily life activities;
- develop further independence;
- feel part of, and connected to, wider society;
- build confidence in socialising with others in different contexts;
- access services and benefits;

and fundamentally, help learners feel at home within the local and wider UK society.

In order to help meet these aims, we provide innovative and interesting assessments and support materials – with traditional and contemporary topics to meet a wide range of needs.

We place authenticity firmly at the heart of our developments, ensuring that we use real language in realistic contexts so that each task offers up a meaningful experience that learners may connect with, and may encounter, in real life.

These qualifications also boast a series of features to benefit both tutor/assessors and learners alike, including:
- internal assessment – with 'tick-box' paperwork;
- on demand assessment;
- criteria-based assessment (each paper gives learners two opportunities to achieve);
- flexible spiky profile combinations with different modes at different levels.

All of which is supplemented by OCN London's characteristic focus on dedicated centre support, with named contacts for subject-specific Curriculum and Quality enquiries.

The **OCNLR ESOL Skills for Life Qualifications** are regulated by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF).

Qualification details
This Qualification is also available at Level 1 and Level 2.

Entry 1 Award
- Qualification Number: 603/4622/X
- Qualification credit value: 6
- Operational start date: 1st August 2019
- Review date: 30th January 2027

- Total Qualification Time (TQT): 60
- Guided Learning Hours (GLH): 60
- Assessment requirements: internally assessed, internally and externally moderated.

Entry 2 Award
- Qualification Number: 603/4706/5
- Qualification credit value: 6
- Operational start date: 1st August 2019
- Review date: 30th January 2027
- Total Qualification Time (TQT): 60
- Guided Learning Hours (GLH): 60
- Assessment requirements: internally assessed, internally and externally moderated.

Entry 3 Award
- Qualification Number: 603/4625/5
- Qualification credit value: 6
- Operational start date: 1st August 2019
- Review date: 30th January 2027
- Total Qualification Time (TQT): 60
- Guided Learning Hours (GLH): 60
- Assessment requirements: internally assessed, internally and externally moderated.

Purpose of the qualifications
The purpose of these qualifications is to facilitate language development to help people:
- gain or progress within meaningful and sustainable employment;
- develop skills that support engagement in daily life activities;
- develop further independence;
- feel part of and connected to wider society;
- build confidence in socialising with others in different contexts;
- access services and benefits.

Who the qualifications are for
The **OCNLR Entry Level Qualifications in ESOL Skills for Life (Reading)** are for learners living in the UK for whom English is a second or additional language.

Entry guidance
There are no specific requirements for the qualifications and no restrictions to entry. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully. (See 'Initial assessment')

Progression and related qualifications

The **OCNLR ESOL Skills for Life Qualifications** allow learners to focus their English language development on reading, writing, and speaking and listening. These linguistic modes are available as individual Awards across five levels (Entry 1 to Level 2), allowing progression through the levels. They are also available as full-mode Certificates at each level.

Learners may progress from these qualifications:
- to further qualifications in English (e.g. Functional Skills, or GCSE);
- to OCN London or other vocationally-related and employability qualifications;
- into employment.

Achievement methodology

The qualification(s) will be awarded to learners who successfully achieve an approved unit or combination of units. Unit achievement will be through an externally set assessment that will be internally marked and internally and externally moderated.

The qualification achievement is not graded. Qualifications are either achieved or not achieved.

Relationship to other frameworks

The **OCN London ESOL Skills for Life Qualifications** are based on the Adult ESOL Core Curriculum and the National Standards for Adult Literacy.

Funding

These qualifications are fully funded as detailed in the Education and Skills Funding Agency's 'the Hub' web site.

The qualifications are approved on Section 96 as available for delivery to young people aged below 19 years old.

Structure of the qualifications

Rules of combination for achievement

The **OCNLR ESOL Skills for Life Qualifications** are available for Reading, Writing, and Speaking and Listening. These English linguistic modes are available as individual Awards across the five levels (Entry Level 1 to Level 2), allowing progression through the levels. They are also available as full-mode Certificates at each level. A Certificate comprises all modes and is accredited at the lowest level of Award achieved, which allows for a 'spiky profile' and is also designed to act as a motivator for learners to progress through the Award levels.

The **OCNLR Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) qualification** comprises one unit in Reading at Entry 1 (6 credits).

The **OCNLR Entry Level Award in ESOL Skills for Life (Reading) (Entry 2) qualification** comprises one unit in Reading at Entry 2 (6 credits).

The **OCNLR Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) qualification** comprises one unit in Reading at Entry 3 (6 credits).

Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
Entry 1					
Y/617/6162	FN2/E1/LQ/001	Reading	E1	6	60
K617/6165	FN2/E2/LQ/001	Reading	E2	6	60
A/617/6168	FN2/E3/LQ/001	Reading	E3	6	60

Centre Requirements

Qualification Approval

Both centre and qualification approval must be gained by OCN London centres before these qualifications may be delivered. (For information relating to how to become an OCN London centre, contact OCN London or go to the web site at www.ocnlondon.org.uk)

As part of the ESOL qualification approval process, centres must make sure that the requirements below, as well as the general requirements set out in the OCN London Centre Operations Handbook, are in place before offering the qualification:

- audio recording equipment and other appropriate physical resources (e.g. IT, learning materials, teaching rooms) to support delivery and assessment;
- staff involved in the assessment process meet the requirements set out in the 'Centre staffing requirements' section below;
- systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications;
- appropriate health and safety policies relating to the use of equipment by learners;
- delivery of the qualifications in compliance with current equalities legislation.

Eligibility for Qualification Approval

All OCN London approved centres, and those new to OCN London, must meet the following criteria to offer ESOL qualifications:

- experience in delivering English language programmes;
- appropriate systems and processes in place;
- appropriately qualified and experienced staff available;
- suitable resources available to support the delivery of the qualifications;
- be subject to inspection by Ofsted or accredited by Accreditation UK, the British Accreditation Council (BAC), the Accreditation Body for Language Services (ABLS) or the Accreditation Service for International Schools, Colleges and Universities (ASIC)
- have received OCN London ESOL Delivery Induction training. (Training is available on request free of charge by arrangement with OCN London).

Centre Staffing Requirements

Centre staffing requirements for the delivery and assessment of ESOL Skills for Life qualifications are outlined below. Centres must ensure that staff can meet all requirements.

Tutor/Assessors

It is the responsibility of centres to ensure that all staff involved in the delivery of ESOL qualifications are appropriately qualified.

Tutor/assessors delivering the qualifications should preferably hold, or be working towards, a recognised teaching qualification such as the Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training. Ideally, they should hold a specialist ESOL teaching qualification or the CELTA or DELTA qualification and have an ESOL or Skills for Life background, or a linguistic background.

In addition to being qualified to make assessment decisions, each tutor/assessor must be capable of carrying out the full requirements within the competency of the units they are assessing. This competence should be maintained annually through clearly demonstrable continuing learning and professional development. Each tutor/assessor should possess relevant knowledge and understanding of the subject and so be able to make robust and reliable assessment decisions in relation to the subject.

Responsibilities of tutor/assessors include:

- teaching the syllabus;
- managing and conducting assessments effectively, following the guidance and instruction provided;
- marking assessments tasks, following correct mark schemes, ensuring they are applied fairly and consistently.

Internal Moderators

Internal moderators should be ESOL specialists, who also, preferably, hold a recognised internal quality assurance qualification, or be working towards one.
(Internal moderators (IMs) cannot also teach the same cohort they internally moderate. Also, tutor/assessors cannot IM each other in a directly reciprocal manner. However, three or more tutor/assessors can create a 'round robin' arrangement where each tutor/assessor is the IM for another tutor/assessor, and in turn has another tutor/assessor as their IM. Usually however, the IM is not also a currently active tutor on the same course or cohort).

Recruiting Learners

Centres must ensure that learners have the appropriate information and advice in relation to their selected qualification(s) and have a process in place to ensure effective educational guidance is given.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s). It is therefore expected that centres use diagnostic assessments. (See also 'Initial assessment' for more details.)

Verifying Learner Identity

Under no circumstances should a learner be allowed to sit a paper without prior registration. Centres must also ensure verification of each learner's identity at every assessment.

Any attempt by a learner to impersonate another person or to deceive by use of fake identification will be deemed malpractice and will be dealt with as set out in the OCN London Malpractice and Maladministration Policy, displayed on the OCN London web site.

Learners who wear face veils may require female staff to carry out the identity check in a private place.

Assessment and Moderation

Assessment overview

OCN London has an ESOL assessment methodology for each qualification that ensures a robust, rigorous approach to assessing the English language skills of learners, for whom English is not their first language. OCN London provides externally set assessments that are internally marked.

The OCN London ESOL assessments are available for use in a paper-based format only. These assessments are internally marked and internal quality assured by the centre and external quality assured by OCN London through Moderation.

The assessments for the range of levels have a common theme or topic. These are available to approved centres to download on demand via QuartzWeb using their usual centre log in details. Once downloaded, papers must be securely managed, prior to, during, and following usage with learners. Failure to manage assessment paper security responsibly risks 'maladministration' related sanctions.

The assessments:
- are internally marked;
- are summative;
- must take place under supervised conditions;
- are time-bound;
- must be presented to learners unseen;
- must be entirely the learners' own unaided work.

Learners cannot be assessed through the same task more than once. If a learner is unsuccessful in an assessment, they may be given another opportunity for assessment, but this must be through a different assessment paper. It is a centre's responsibility to manage the responsible use of the assessment papers.

Learners may complete the assessments on different occasions, but a record of the time taken must be kept for each session so that the total time allowed is not exceeded. In addition, centres must ensure that learners have completed a full section of the paper (typically 'Section A', or 'Section B', before ending a session, and the learner(s)' assessment paper must be kept securely between sessions.

Further guidance on the conduct of the assessment is provided below (See 'Conduct of controlled assessments')

Initial assessment

It is expected that centres use diagnostic assessments. An initial assessment of each learner should be made before the start of their programme to identify:
- their current English language capabilities and areas for development;

- any ESOL or other English language qualifications/units they may have completed previously;
- the ESOL Skills for Life qualifications(s) and levels they should work towards;
- any other qualifications that may be appropriate, e.g. in mathematics, employability or a particular vocational area.

We recommend that centres provide an induction programme so the learner can fully understand the requirements of the ESOL Skills for Life Qualification(s), their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded in a learning contract.

Accessing the assessments

OCN London's ESOL assessments are available on demand via QuartzWeb. The appropriate assessments become available to download and print following the centre's initial Qualification Approval and course registration. There is no need to book an assessment. OCN London has a bank of papers available for download.

The management of assigning assessments to learners is the responsibility of the centre. Centres must ensure the same assessment is not sat by a learner more than once (i.e. for resits). Tasks are marked by the centre and are subject to internal quality assurance through internal moderation, conducted by centre staff, and by external quality assurance through external moderation conducted by OCN London staff. These arrangements are required for all levels and all modes.

Centres should check papers and test any sound files prior to usage in assessment events. If centres are unable to access or effectively play sound file(s) for Speaking and Listening assessments, they must inform OCN London. If centres require assessments in alternative formats, they should contact OCN London. (See 'Accessibility and Reasonable Adjustments')

Assessment materials

Sample assessments and mark schemes are provided for all levels and modes of the qualifications, as well as live assessments for formal assessment events. Sample assessment papers are available to download from the OCN London web site.

Support materials and resources

In addition to this Qualification Guide, the following resources are available for these qualifications:

- OCN London Centre Operations Handbook;
- Sample assessments and mark schemes;
- Adult ESOL Core Curriculum;
- National Standards for Adult Literacy

External resources for learners:
https://www.britishcouncil.org/english

http://www.bbc.co.uk/learningenglish/

Accessibility and reasonable adjustments

The **OCN London ESOL Skills for Life Qualifications** are designed to be inclusive and reflect common variations in learners' normal methods of working.

Where a learner is disabled within the meaning of the Equality Act 2010 and would be at a substantial disadvantage in comparison with someone who is not disabled, it is a requirement to make reasonable adjustments.

If learners have particular requirements the centre should initially refer to the Reasonable Adjustments and Special Considerations Policy which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

Contact OCN London with regards any learners who require reasonable adjustments and to check any proposed reasonable adjustments prior to usage. This will enable OCN London to confirm that the proposed adjustments are reasonable and do not unfairly advantage or disadvantage that learner compared to others.

The following statements set out the permitted reasonable adjustments which might be considered for each linguistic mode.

Accessibility and specific modes
Reading

The Reading units each require learners to obtain information from text in the medium of English. 'Text' is defined as including words that are written, printed, onscreen or in Braille.

Learners must be able to decode and indicate their understanding of texts independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the assessment criteria.

For example, it would be acceptable for learners to use screen reading technology if this is how they would normally read written documents and they are able to do so to the standard required by the assessment criteria. It would not be acceptable for learners to be supported by a human reader.

The table below indicates the permitted range of adjustments that might be considered. Please note that the use of monolingual dictionaries is permitted during the assessment of reading.

Access Arrangement for Reading	Permitted?
Additional time	Yes
Human reader	No
Computer/screen reader (assistive technology)	Yes

Oral Language Modifier	No
Sign Language Interpreter	No
Human scribe	Yes
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes

Conduct of controlled assessment

While formal 'exam conditions' are not required, appropriately controlled and time-limited assessment events are required. To ensure integrity and authenticity, the assessment environment must prevent, as far as possible, the likelihood of learner or staff-based malpractice or maladministration, for example, making 'copying' between learners difficult, and ensuring the security of assessment papers before, during and after the assessment event. Assessors or operators must also be familiar with, and effective in using, equipment needed to provide audio broadcasts and recordings, as required.

All verbal assessments must be recorded and available for sampling by internal and external moderators.

Centres must:
- supervise assessments at all times (normally by the tutor/assessor);
- complete an attendance list for each controlled assessment;
- make available only sufficient copies for the learners undertaking the assessment;
- provide a suitable room to undertake the assessment (see 'The assessment room' section below);
- enable tutors/assessors to conduct the assessment to the specified conditions;
- carefully monitor the time, so that the time allowed is not exceeded;
- if the assessment is conducted over more than one session, keep a record of the time taken, so the total time allowed is not exceeded;
- if the assessment is conducted over more than one session, ensure that learners have completed a section before ending a session, and ensure that learners do not work on assessments between sessions;
- conduct the assessment in accordance with the requirements set out;
- adhere to time limits.

The centre must have adequate processes in place to track papers, and ensure they are securely distributed to tutors and securely returned after the assessment. Papers must be signed out to each tutor and signed back in. Papers must not be left in classrooms or filing cabinets.

The assessment room

Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. Centres must pay attention to conditions such as heating, lighting,

ventilation, and the level of outside noise. The room must be accessible and appropriate for learners with disabilities (in accordance with the Equalities Act 2010).

Unauthorised display material (such as maps, diagrams, wall charts and projected images) which might be helpful to learners must not be visible in the assessment room.

A reliable clock must be visible to each learner in the assessment room. The clock must be big enough for all learners to read clearly.

Seating arrangements (Reading and Writing)

The seating arrangements must prevent learners from overlooking (intentionally or otherwise) the work of others. The minimum distance in all directions from centre to centre of learners' chairs must be 1.25 metres.

Wherever possible all learners should face in the same direction and each learner should have a separate desk or table big enough to hold assessment papers/answer booklets. Learners who are not working at individual desks must be far enough apart so that their work cannot be seen by, and contact cannot be made with, other learners.

Supervision arrangements

- All learners are directly supervised by tutor/assessors at all times.
- Display materials which might provide assistance are removed or covered.
- There is no access to e-mail, the internet or mobile phones.
- Learners complete their work independently; interaction with other learners does not occur unless it is specifically related to the task being undertaken.

Marking and retention of completed assessments

Centres will need to retain completed assessments for external quality assurance purposes including internal moderation, external moderation, centre-based standardisation, and OCN London-based standardisation. It is a condition of use for these qualifications that samples of actual completed learner assessments, or anonymised copies, are provided on request to enable OCN London to hold cross centre standardisation activities and events.

Resitting an assessment

Learners may resit any of the assessments, provided there is an equivalent paper available not previously used by that learner. There is no minimum time between assessment attempts, although where learners have been unsuccessful in a particular skill area, they will need adequate opportunity for further practice in the relevant skill.

Learners are not allowed to make another attempt at the same assessment paper. If learners are resitting **OCN London ESOL Skills for Life** assessments, the centre must ensure that learners are allocated a different assessment.

Credit transfer

'Credit transfer' is the transfer of credit from units awarded in the context of a qualification, usually awarded by a different awarding organisation, towards the achievement of another qualification.

If learners achieve ESOL unit credits with other awarding organisations, they may not need to retake a parallel assessment for the same level/mode for equivalent OCN London ESOL units. The centre should contact OCN London to clarify if this is possible before the learner(s) in question are exempted, or told they can be exempted, from particular assessments. Actual certificates may need to be examined by OCN London staff before OCN London agrees to any such formal 'credit transfer' or assessment exemption.

Recognition of prior learning

Recognition of prior learning does not apply to OCN London ESOL Skills for Life qualifications.

Moderation

All assessments are required to be internally moderated by centre staff to ensure integrity regarding assessment practice and judgements, before OCN London conducts external moderation. Further information can be found in the OCN London Centre Operations Handbook and 'Internal moderators'.

Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards in relation to assessment. It:

- compares assessment judgements from different tutor/assessors;
- promotes consistent judgements by different tutor/assessors;
- identifies good practice in assessment;
- promotes the sharing of good practice in assessment between centre staff.

Standardisation events should be held periodically within centres to ensure consistent and effective assessment practice. Standardisation events may also be held by OCN London and it is a requirement that each centre offering units from the qualifications must contribute assessment materials and learners' evidence for standardisation, if requested.

OCN London will notify centres of the required sample for standardisation purposes and assessment materials, learners' evidence and tutor/assessor feedback may be collected by external moderators.

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