

Consultation on English for Speakers of Other Languages (ESOL) Qualifications



September 2012

Ofqual/12/5209

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1. Introduction

About us

- 1.1 We regulate all academic and vocational qualifications in England, together with vocational qualifications in Northern Ireland, where those qualifications are provided by a body that is recognised by us to provide them. Each recognised body is known as an awarding organisation, and each qualification that it offers for which it is recognised is known as a regulated qualification.
- 1.2 We are a statutory body, created by the Apprenticeships, Skills, Children and Learning Act 2009, as amended by the Education Act 2011. These Acts set out the legal framework within which we operate, they give us certain duties and powers to take specific forms of regulatory action, and they define the objectives that we must seek to achieve when we exercise those powers.
- 1.3 We regulate to secure standards of, and public confidence in, regulated qualifications. We also regulate to secure efficiency in the provision of regulated qualifications and to raise awareness of the range and benefits of regulated qualifications.

About this consultation

- 1.4 This consultation is about English for speakers of other languages (ESOL) qualifications and how they will be regulated. We propose changes to the existing ESOL regulations. These regulations are currently known as *Criteria for English for Speakers of Other Languages (ESOL) Qualifications*; they can be found on our website¹.
- 1.5 We regulate ESOL qualifications that are offered in England and Northern Ireland, so this consultation covers England and Northern Ireland. The Welsh Government regulates ESOL qualifications in Wales and will be seeking feedback on the proposals set out in this consultation from Welsh stakeholders. In Scotland the Scottish Qualifications Authority both regulates and delivers ESOL qualifications alongside awarding organisations. We see the benefits of having the same ESOL qualifications offered in different parts of the UK, and we will continue to discuss with our fellow regulators how this can best be achieved.

¹ www.ofqual.gov.uk/downloads/category/71-esol-qualification-criteria

2. Background

- 2.1 Our role is to ensure that qualifications are fit for purpose and can be effectively regulated in England (and Northern Ireland for vocational qualifications). We are not responsible for the curriculum on which qualifications are based. The Adult ESOL Core Curriculum and the National Standards for Adult Literacy are owned by the Department for Business, Innovation and Skills (BIS). The curriculum can be found on the Learning and Skills Improvement Service (LSIS) Excellence Gateway website², but does not form part of this consultation.
- 2.2 The Home Office is responsible for UK border control, and it sets the rules that must be met by any non-UK citizen who applies for leave to enter or remain in the UK. Sometimes, applicants must meet an English language requirement by providing evidence they have gained an approved English language qualification. This consultation takes into account the Home Office's English language requirements. However, the Home Office sets the criteria that a qualification must meet if it is to be accepted as evidence of an English language requirement and publishes lists of approved qualifications that can be used for this purpose. More information about Home Office policy and immigration rules and procedures is available on the UK Border Agency website³.
- 2.3 The changes we are proposing to the regulations of ESOL qualifications make our requirements more consistent with the Home Office requirements, but they do not change them. Awarding organisations must meet the Home Office requirements if their qualifications are to be accepted by the Home Office as evidence that an English language requirement has been met. In a similar way, a student with an ESOL qualification that has been accepted on to our Register of Regulated Qualifications⁴ will not automatically gain rights of entry or leave to remain in the UK – these can only be given by the Home Office.

² www.excellencegateway.org.uk/node/1516

³ www.ukba.homeoffice.gov.uk

⁴ <http://register.ofqual.gov.uk>

3. How ESOL qualifications are regulated

- 3.1 All regulated qualifications must meet our General Conditions of Recognition (Ofqual, 2012)⁵. These demand some overarching requirements of all qualifications. For instance, qualifications must: be fit for purpose and manageable; have clear evidence of support from users; have a published specification setting out the knowledge and skills to be tested and the assessment methodology to be used; and ensure comparability between awarding organisations where more than one awarding organisation is offering the same qualification.
- 3.2 As a risk-based regulator, we monitor high-impact qualifications more closely than other qualifications⁶. 'High impact' means qualifications that, if something went wrong with them, the impact or harm done would be more serious. We identify high-impact qualifications by considering a number of factors, for example whether the qualification is taken by large numbers of students or if it is used for a public policy purpose such as determining a student's residency or citizenship status. ESOL qualifications are regularly used to support a student's residency or citizenship application, so we monitor them more closely as high-impact qualifications. One of the ways we do this is through checking that any awarding organisation that wants to deliver ESOL qualifications has the capacity to do so. That means we check that the awarding organisation has the right safeguards in place to deliver ESOL qualifications properly before it can be recognised to award ESOL qualifications. We also have an accreditation requirement for ESOL qualifications: that means we check each ESOL qualification meets our General Conditions of Recognition and any additional regulations before it can be offered. There are currently additional regulations for three kinds of ESOL qualifications: ESOL Skills for Life, ESOL International and ESOL for Work⁷. For the majority of qualifications we regulate, including other kinds of ESOL qualifications, there are no additional regulations. These three kinds of ESOL qualifications are checked against these additional regulations before they are accepted onto the Register of Regulated Qualifications.

⁵ www.ofqual.gov.uk/for-awarding-organisations/96-articles/610-regulatory-requirements

⁶ [As set out in our consultation on Risk-based Regulation, available at www.ofqual.gov.uk/files/2012-02-23-risk-based-regulation-a-consultation-for-awarding-organisations.pdf](http://www.ofqual.gov.uk/files/2012-02-23-risk-based-regulation-a-consultation-for-awarding-organisations.pdf)

⁷ These regulations are available at: www.ofqual.gov.uk/downloads/category/71-esol-qualification-criteria

- 3.3 The current ESOL regulations were put in place at different times between 2000 and 2008 by the Qualifications and Curriculum Authority (QCA), our predecessor body. They reflect both the regulatory and development roles that QCA had.
- 3.4 Since these regulations were introduced, there have been changes in the way ESOL qualifications are both used and regulated. For instance, in some cases ESOL Skills for Life qualifications are now being used to support immigration applications, although the regulations were not originally designed with this purpose in mind.
- 3.5 In the light of these changes, we have decided to review the current regulations to reflect the way ESOL qualifications are now used and to be compatible with our new General Conditions of Recognition.

Our principles for ESOL qualifications are as follows:

- To make sure the regulatory requirements for ESOL qualifications are fit for purpose
 - To secure the standards of ESOL qualifications, and promote public confidence in them
 - To secure a healthy, robust and efficient qualifications system.
- 3.6 In order to meet these principles, we are proposing some additional regulations for two specific kinds of ESOL qualifications. We are, therefore, consulting on some new Conditions for those ESOL qualifications.
- 3.7 We are proposing to:
- Introduce Conditions for a new qualification called ESOL for life in the UK. This qualification would be designed to allow students to demonstrate they can meet the Home Office's English language requirements, subject to Home Office criteria also being met⁸
 - Publish Conditions for ESOL International qualifications, based on the existing ESOL International regulations
 - Withdraw the existing regulations for ESOL Skills for Life and ESOL for Work qualifications. These qualifications may continue to be available to students, but we will regulate them against the General Conditions of Recognition.

⁸ See section 2 above

- 3.8 We think these proposals will secure a healthy, robust and efficient qualifications system by setting additional requirements only where they are necessary to maintain standards. We think our proposals recognise the importance of providing the right regulatory environment in which UK awarding organisations can promote the UK's English language expertise in an international marketplace.
- 3.9 We have set out each of our three proposals in more detail below, and we want to hear what you think about them. Consultation questions and information about how to respond are set out at the end of this document.

4. Our proposals

Proposal 1:

Introduce General Conditions of Recognition for a new qualification called ESOL for life in the UK

- 4.1 ESOL Skills for Life (Entry Level Speaking and Listening) qualifications are currently used to support applications for UK settlement and citizenship, although they were not specifically designed for this purpose. They may also be used to support applications to enter or remain in the UK for a limited period of time. We have clear evidence that these qualifications are subject to a higher than usual incidence of malpractice: in 2011, ESOL qualifications accounted for approximately 12 per cent (87) of all malpractice incidents logged by us, despite the fact that ESOL qualifications accounted for only approximately 2.5 per cent of all awards that year⁹.
- 4.2 The volume was such that we wrote two open letters to awarding organisations that offered ESOL qualifications, clarifying our expectations regarding effective quality assurance arrangements for assessment and the need for vigilance in this high-risk area¹⁰. Our requirements regarding malpractice are set out in condition A8 of the General Conditions of Recognition.
- 4.3 The most common types of malpractice related to internal assessment. These included:
- A lack of identification checks, enabling the wrong person to sit the assessment
 - Fabrication of assessment material such as paperwork or taped interviews
 - Certificates being sold without any assessment taking place
 - Use of transliterative cue cards, that is words spelled in the student's language for the student to read out loud to sound like English words.
- 4.4 In 2011, we conducted a standards review of ESOL Skills for Life (Entry Level Speaking and Listening) qualifications¹¹ because of the risks in the system

⁹ Our incident management logs and annual returns from awarding organisations to us of qualifications awarded

¹⁰ www.ofqual.gov.uk/news-and-announcements/127-news-and-announcements-open-letters/464-open-letter-to-awarding-organisations-offering-english-speakers-of-other-languages-esol-qualification

¹¹ www.ofqual.gov.uk/files/2012-09-10-findings-review-of-esol-skills-for-life.pdf

associated with the delivery of these qualifications. Although we found that suitable progression was offered between the levels, we also found that some awarding organisations did not fully meet the current qualification criteria requirements. Specifically, we found some qualifications did not meet all the level descriptors of the National Standards for Adult Literacy. We told the relevant awarding organisations about these issues, and we are assured that these have now been put right, but we think more should be done to tighten up the requirements for this important qualification.

- 4.5 Therefore, we propose to introduce new regulations for a qualification called ESOL for life in the UK. These new regulations should allow awarding organisations to demonstrate more clearly that their ESOL qualifications meet some of the Home Office requirements for a qualification that can be used to allow students to demonstrate they have met the Home Office's English language requirements. However, awarding organisations would still need to apply to the Home Office for acceptance of a qualification in support of certain immigration applications. We propose to introduce additional regulations that will be tighter than the current ESOL Skills for Life regulations: additional student registration checks and 100 per cent external assessment will be required to reduce opportunities for malpractice to a minimum. We think these requirements are necessary to maintain standards and confidence in this type of qualification. The additional Conditions we are proposing are set out below. We will also consider whether there are any additional Conditions we should set for organisations that offer ESOL qualifications.

General Conditions of Recognition for qualifications with the title ESOL for life in the UK

An awarding organisation must ensure that each ESOL for life in the UK qualification that it makes available or proposes to make available:

1. Makes clear in the title whether it assesses:
 - a) Speaking and Listening, or
 - b) Reading and Writing
2. Meets the objective of defining and assessing achievement of the Home Office's English language requirements for UK entry, settlement or citizenship
3. Is set at a single level from Entry Level to Level 2, mapped to the descriptions of language proficiency in the Common European Framework of Reference for Languages as follows:

- a) Entry Level 1 mapped to Common European Framework of Reference for Languages level A1
 - b) Entry Level 2 mapped to Common European Framework of Reference for Languages level A2
 - c) Entry Level 3 mapped to Common European Framework of Reference for Languages level B1
 - d) Level 1 mapped to Common European Framework of Reference for Languages level B2
 - e) Level 2 mapped to Common European Framework of Reference for Languages level C1
4. Clearly indicates the areas covered in relation to:
- the demand of the Common European Framework of Reference for Languages common reference levels
 - how contextualised activities, as appropriate to the student group, relate to the four Common European Framework of Reference for Languages domains (public, personal, educational and occupational)
 - communicative and linguistic competences
 - coverage of production and interaction (for speaking mode)
5. Meets the requirements of the National Standards for Adult Literacy and demonstrates a clear relationship to the Adult ESOL Core Curriculum (www.excellencegateway.org.uk/sflcurriculum)
6. Assigns a minimum of 60 guided learning hours
7. Is 100 per cent externally assessed¹²
8. Has arrangements in place to verify the identity of each student by checking and recording original, valid, officially issued photographic ID at every assessment.

¹² External assessment is a form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including details of supervision and duration) and marked by the awarding organisation

Proposal 2:

Introduce General Conditions of Recognition for ESOL International qualifications, based on existing regulations

- 4.6 ESOL International qualifications are designed to allow non-native English speakers to demonstrate to employers and education providers, such as universities, that they have the required level of English for a particular job or course of study. They are for students who wish to achieve a qualification in English language that is recognised and accepted internationally. Some students may take these qualifications overseas, but, in accordance with the Apprenticeships, Skills, Children and Learning Act, for us to regulate a qualification, at least some students must be based in England or Northern Ireland. ESOL International qualifications are available from Entry Level up to and including Level 3 and are usually externally assessed. The range of levels offered means that students can progress through the levels and that employers and education providers can require the level that suits their business need or course of study.
- 4.7 We propose to introduce Conditions for ESOL International qualifications, based on the existing regulations. This means ESOL International qualifications would:
- be based on the Common European Framework of Reference for Languages
 - be set at any single level between Entry Level and Level 3
 - be assigned guided learning hours as appropriate to that qualification
 - be able to cover any combination of speaking, listening, reading and writing skills
 - need to be designed for adult learners
 - be able, but not be required, to be based on the Adult ESOL Core Curriculum or associated National Standards for Adult Literacy.

We propose to make minor changes to the current regulations. For instance, to remove any requirements that are already covered by our new General Conditions of Recognition and to word the new Conditions consistently with the way our existing General Conditions of Recognition are worded.

- 4.8 We also propose to make the requirement for 100 per cent external assessment consistent. The current regulations ask for 100 per cent external assessment but allow for up to 25 per cent internal assessment in limited circumstances, which allows for different approaches between awarding organisations. We think a requirement for 100 per cent external assessment will both secure

standards and promote confidence in the ESOL International qualification as a trusted, internationally recognised qualification.

The proposed Conditions are set out below.

General Conditions of Recognition for qualifications with the title ESOL International

An awarding organisation must ensure that each ESOL International qualification that it makes available or proposes to make available:

1. Makes clear in the title which of speaking, listening, reading and writing it assesses
2. Meets the objective of preparing students for entry to higher education, continuing further education or employment in the UK or elsewhere
3. Is set at a single level from Entry Level to Level 3, mapped to the descriptions of language proficiency in the Common European Framework of Reference for Languages as follows:
 - a) Entry Level 1 mapped to Common European Framework of Reference for Languages level A1
 - b) Entry Level 2 mapped to Common European Framework of Reference for Languages level A2
 - c) Entry Level 3 mapped to Common European Framework of Reference for Languages level B1
 - d) Level 1 mapped to Common European Framework of Reference for Languages level B2
 - e) Level 2 mapped to Common European Framework of Reference for Languages level C1
 - f) Level 3 mapped to Common European Framework of Reference for Languages level C2
4. Clearly indicates the areas covered in relation to:
 - a) the demand of the Common European Framework of Reference for Languages common reference levels
 - b) how contextualised activities, as appropriate to the student group, relate to the four Common European Framework of Reference for Languages domains (public, personal, educational and occupational)

- c) communicative and linguistic competences
- d) coverage of production and interaction (for speaking mode)
- 5. Reflects the interests and needs of adult learners at all levels and must not be designed for use pre-16
- 6. Is 100 per cent externally assessed¹³.

Proposal 3:

Withdraw the existing regulations for ESOL Skills for Life and ESOL for Work qualifications

- 4.9 We propose to withdraw the additional regulations we currently apply to ESOL Skills for Life and ESOL for Work qualifications.
- 4.10 There is value in ESOL qualifications for certain groups, but we are confident that our General Conditions of Recognition are sufficient to secure standards, and it is important that, as a regulator, we do not impose unnecessary burdens on awarding organisations.
- 4.11 If this proposal were implemented, awarding organisations would still be able to develop ESOL Skills for Life and ESOL for Work qualifications, as well as other ESOL qualifications. To be regulated by us, these qualifications would need to meet all our requirements set out in our General Conditions of Recognition but would not need to meet any additional requirements. In practice any new qualifications that we accredit with the titles ESOL Skills for Life and ESOL for Work will need to be consistent with existing qualifications using the same titles. This is because our General Conditions of Recognition require that qualification titles should not be misleading and should allow people to identify comparable qualifications offered by other awarding organisations.

Next steps

- 4.12 Following a review of the responses to this consultation, we are aiming to publish any new Conditions for ESOL qualifications early in 2013. This will allow time for awarding organisations to review their qualifications for first teaching in September 2013.

¹³ External assessment is a form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including details of supervision and duration) and marked by the awarding organisation

5. Consultation questions

- 5.1 This consultation is about the regulations for ESOL qualifications.
- 5.2 We would like to hear what you think about our proposals so that the regulatory framework for ESOL qualifications is the best it can be.
- 5.3 We will publish the evaluation of responses to this consultation in early 2013. It is important that we are able to understand who is responding to the consultation, and in what capacity. Therefore, we are asking all respondents to complete our information page.

The evaluation will only consider those responses where the information page has been completed.

Please note that, if you do not want your response to this consultation published, you must state clearly that your response is confidential.

- 5.4 We are planning to hold three consultation events, one in each of Belfast, Leeds and London, in November 2012. You can find out details and register for these events by emailing our Reform team at: reform@ofqual.gov.uk.

The deadline for responses to this consultation is **Monday 3rd December 2012**.

6. How to respond to this consultation

Please respond to the consultation questions using one of these methods:

- Completing the online response form at <http://comment.ofqual.gov.uk/esol-qualifications/respond/>
- Emailing your response to consultations@ofqual.gov.uk . Please include the consultation title in the subject line of the email

Posting your response to:

- ESOL Consultation,
Reform team,
Ofqual, Spring Place,
Coventry Business Park,
Herald Avenue,
Coventry,
CV5 6UB.

Questions

ESOL for life in the UK

1. To what extent do you agree that we should introduce new regulations for an ESOL for life in the UK qualification, designed to define and assess achievement of the Home Office's English language requirements for entry, settlement or citizenship in the UK?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

2. Do you have any comments or suggestions about this?

3. To what extent do you agree that ESOL for life in the UK is an appropriate title for this kind of qualification?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

4. Do you have any comments or other suggestions for an appropriate title?

5. To what extent do you agree that we should require ESOL for life in the UK qualifications to be set at any single level from Entry Level to Level 2, mapped to the descriptions of language proficiency in the Common European Framework of Reference for Languages as follows:

- Entry Level 1 mapped to Common European Framework of Reference for Languages level A1
- Entry Level 2 mapped to Common European Framework of Reference for Languages level A2
- Entry Level 3 mapped to Common European Framework of Reference for Languages level B1
- Level 1 mapped to Common European Framework of Reference for Languages level B2
- Level 2 mapped to Common European Framework of Reference for Languages level C1?

() Strongly agree

() Agree

() Disagree

() Strongly disagree

() Don't know/no opinion

6. Do you have any comments or suggestions about this?

7. To what extent do you agree that we should require that the qualification should clearly indicate the areas covered in relation to:

- The demand of the Common European Framework of Reference for Languages common reference levels
- How contextualised activities, as appropriate to the student group, relate to the four Common European Framework of Reference for Languages domains (public, personal, educational and occupational)
- Communicative and linguistic competences
- Coverage of production and interaction (for speaking mode)?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

8. Do you have any comments or suggestions about this?

9. To what extent do you agree that we should require that ESOL for life in the UK should demonstrate a clear relationship to the Adult ESOL Core Curriculum and meet the requirements of the National Standards for Adult Literacy?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

10. Do you have any comments or other suggestions about this?

11. To what extent do you agree that we should require that the qualification should assign a minimum of 60 guided learning hours?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

12. Do you have any comments or suggestions about this?

13. To what extent do you agree that requiring 100 per cent external assessment will help to secure the standard of this qualification?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

14. Do you have any comments or suggestions about this?

15. To what extent do you agree that verification of valid official photographic identification at assessments will help to maintain the security of this qualification?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

16. Do you have any comments or suggestions about this?

17. Do you have any other comments or suggestions about this qualification?

ESOL International

18. To what extent do you agree that we should introduce regulations for ESOL International qualifications, based on existing regulations?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

19. Do you have any comments or suggestions about this?

20. To what extent do you agree that the ESOL International title should be kept?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

21. Do you have any comments or other suggestions for an appropriate title?

22. To what extent do you agree that we should require ESOL International qualifications to be set at any single level from Entry Level to Level 3, mapped to the descriptions of language proficiency in the Common European Framework of Reference for Languages as follows:

- Entry Level 1 mapped to Common European Framework of Reference for Languages level A1
- Entry Level 2 mapped to Common European Framework of Reference for Languages level A2
- Entry Level 3 mapped to Common European Framework of Reference for Languages level B1
- Level 1 mapped to Common European Framework of Reference for Languages level B2
- Level 2 mapped to Common European Framework of Reference for Languages level C1
- Level 3 mapped to Common European Framework of Reference for Languages level C2?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

23. Do you have any comments or suggestions about this?

24. To what extent do you agree that the qualification should clearly indicate the areas covered in relation to:

- The demand of the Common European Framework of Reference for Languages common reference levels
- How contextualised activities, as appropriate to the student group, relate to the four Common European Framework of Reference for Languages domains (public, personal, educational and occupational)
- Communicative and linguistic competences
- Coverage of production and interaction (for speaking mode)?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

25. Do you have any comments or suggestions about this?

26. To what extent do you agree that we should require that the qualification should reflect the interests and needs of adult learners at all levels and not be designed specifically for use pre-16?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

27. Do you have any comments or suggestions about this?

28. _____

_____ To what extent do you agree that we should **not** set a requirement for ESOL International to be based on the requirements of the Adult ESOL Core Curriculum and the National Standards for Adult Literacy?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know/no opinion

29. Do you have any comments or other suggestions about this?

30. To what extent do you agree that requiring 100 per cent external assessment will help to secure the standard of this qualification?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know/no opinion

31. Do you have any comments or suggestions about this?

32. Do you have any other comments or suggestions about this qualification?

ESOL Skills for Life and ESOL for Work

33. To what extent do you agree that we should withdraw the existing regulations for ESOL Skills for Life qualifications?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

34. Do you have any comments or suggestions about this?

35. To what extent do you agree that we should withdraw the existing regulations for ESOL for Work qualifications?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

36. Do you have any comments or suggestions about this?

Other

37. To what extent do you agree that we should **not** introduce additional qualification-specific Conditions (beyond those in the General Conditions of Recognition) for any other kinds of ESOL qualifications?

Strongly agree

Agree

Disagree

Strongly disagree

Don't know/no opinion

38. Do you have any comments or suggestions about this?

39. Do you think that we should set any additional requirements for organisations that offer ESOL qualifications?

40. Are there any equalities issues which have not been considered in the accompanying equality analysis?

41. Do you have any other comments you would like to make about any aspect of these proposals?

Information pages: your details

Your name*

Your organisation's name*

Organisation*

- School/college
- Private training provider
- Higher education institute
- ESOL awarding organisation
- Other awarding organisation
- Student/learner
- Parent/carer
- Employer
- Other representative group/interest group
- Government body/organisation (national and local)
- Other (including general public)

School / College type

- Academy and/or free school
 - Comprehensive
 - State selective
 - Independent
 - Special school
 - Further education/sixth form
 - None of the above
-

How many staff does your organisation employ (full or part time)?

- Fewer than 50
- 50 to 249
- 250 or more

Representative group/interest group type

- English language expert group
- Refugee or immigrant representative or support group
- Equalities group
- Union
- Sector skills council
- Employer/business representative group
- Other voluntary or community group
- None of the above

Organisation name*

Nation*

- England
- Wales
- Scotland
- Northern Ireland
- Other EU country (please state which)
- Non-EU country (please state which)

Email address*

How did you find out about this consultation?

- Our newsletter or another of our communications
- Via internet search
- From our website
- Via another organisation (please state which)
- Other (please state how)

May we contact you for more information?

- Yes No

Would you like us to treat your response as confidential?

- Yes No

We are changing the way we communicate. We want to write clearly, directly and put the reader first. Overall, do you think we have got this right in this document?

Yes

No

Do you have any comments or suggestions about this?

We wish to make our publications widely accessible. Please contact us if you have any specific accessibility requirements.

First published by the Office of Qualifications and Examinations Regulation in 2012

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