



Qualifications and
Curriculum Authority

DRAFT

Draft accreditation criteria for new applied language units
and qualifications for inclusion within the Diploma ASL
catalogue

Consultation Version

Introduction

This document contains the draft criteria against which awarding bodies can develop applied language units and qualifications for inclusion within the Diploma additional and specialist learning catalogue. Units ranging from Entry 3 to level 3 can be combined to create small flexible qualifications that may comprise more than one language and level. These qualifications can form part of the Diploma additional and specialist learning catalogue for use within any line of learning.

The draft criteria are predominantly for the development of provision for the Diploma in England but could also be delivered outside of the Diploma. Therefore the criteria are being consulted on in England, Ireland and Wales.

Draft Criteria

A. Structure and content

1. Units must be designed according to the Qualification and Credit Framework (QCF) specification¹, which includes the requirement that:
 - i. each unit must have a title that makes it clear that it is a unit and not a whole qualification
 - ii. each unit must be given a credit value
 - iii. each unit must be capable of being individually assessed
 - iv. each unit must be capable of contributing towards at least one qualification
 - v. each qualification must specify that a minimum of 60% of the total credit value be achieved at the level of the qualification.
2. Each unit must cover the generic outcomes within one of the themes at the level of the unit, as outlined in annex 1.
3. Each unit must be appropriate for delivery within additional specialist learning in any Diploma line of learning.
4. The size of a unit should be 10 hours² at entry level and levels 1 and 2, and 20 hours at Level 3.
5. Qualifications must be 30, 60, 90 or 120 hours
6. Each qualification must contain at least one unit from the theme intercultural competence.

¹ For the purposes of this consultation, the criteria are for qualification development and accreditation within the QCF. In exceptional circumstances it may be necessary for new language provision to be accredited into the NQF. These draft criteria will take account of any changes to the QCF arrangements following the publication of the QCF criteria in May 2008.

² Hours are expressed in Notional Learning Time which is defined as the amount of time a learner, at the level of the unit, is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

7. Titles will be endorsed to reflect whether a learner has achieved in one language or in several languages.
8. For delivery purposes each unit must be capable of being contextualised to the line of learning with a minimum of 50% applied, work related learning.
9. Awarding bodies must develop units for all six themes in Annex 1: Personal Relationships, Organising, Giving & receiving information, Employment and Intercultural competence from Entry level to Level 3.

B. Assessment

10. All units must be internally assessed.
11. Assessment criteria and method must minimise the need for access arrangements.
12. Assessment must be designed so that units can be delivered:
 - i. in any language,
 - ii. in a wide range of contexts to suit any line of learning
13. Assessment must allow teachers to assess learners when they are ready.
14. Oral communication units encompass speaking and listening which should be assessed together, access arrangements permitting.³
15. Written communication units encompass reading and writing. Reading and writing skills may be assessed together or separately.
16. Quality assurance mechanisms must ensure reliability but not place a heavy burden on teachers.

C. Additional requirements

17. Awarding Body specifications must also meet the regulators' general requirements as defined in *The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004) (QCA/04/1293)* and the *Regulatory arrangements for the QCF (QCA/07/3434)*.
18. All specifications must reflect the National Language Standards and the can do statements of the Languages Ladder.

³ It is proposed only units in oral communication will be developed at Entry Level to reflect the way learners might use language at this level.

Annex 1: Themes

Units need to cover the following outcomes depending on the theme and level.

Theme	Personal	Relationships	Organising	Giving & receiving information	Employment	Intercultural competence
Entry level Oral Communication	I can give basic information about myself to a customer /client/ employer in response to basic questions	I can meet, greet & respond briefly to a customer /client / employer face to face or by phone	I can make & respond to a basic arrangement to meet	I can understand & respond to short workplace instructions	I can talk about and respond to basic details about work	I can demonstrate awareness of other cultures and understand basic information about target language countries/ communities and their customs
Level descriptor: For units at Entry level students: understand and use a few simple grammatical structures and sentence patterns; are familiar with the sound system of the language; are aware of how to address people; speak with pronunciation that is not always accurate, but their meaning is clear.						
Level 1 Oral Communication	I can take part in simple predictable conversation about myself and respond to questions in a workplace context	I can take part in a simple predictable conversation and respond to simple enquiries from a customer / client / employer face to face or by phone	I can take part in and follow a simple conversation to make an arrangement	I can extract information from simple workplace instructions and respond appropriately	I can give simple information about what I do and understand what others do	I can understand & respond appropriately to simple information relating to target language countries/ communities and their customs and recognise that there are different cultural conventions
Level descriptor: For oral units at level 1 students: understand and use a range of familiar and predictable language using different structures; speak with clear pronunciation; use and adapt learned language; maintain a simple conversation.						

Level 1 Written Communication	I can complete a CV/form and write a simple letter/email about myself responding to an advertisement	I can respond to simple email enquiries from a customer / client / employer	I can make and understand simple arrangements via email / text /correspondence	I can read and respond appropriately to simple workplace signs and notices	I can read simple information about different job roles and write a short text about my own role	I can understand simple texts relating to target language countries/ communities and their customs and recognise that there are different cultural conventions
Level descriptor: For written units at level 1 students: understand the main points and details of written texts containing standard language relating to predictable matters and write simple texts with spelling that is generally accurate.						

Level 2 Oral Communication	I can give a presentation about myself, my interests and future plans and understand others	I can take part in conversations responding to routine enquiries and deal with unexpected requests from a customer / client / employer face to face or by phone	I can make and understand routine plans for a visit/ trip/ meeting dealing with different people/ organisations	I can understand routine workplace instructions and explanations and give information or instructions to others	I can give information and opinions about what I do and respond to others	I can take into account different cultural perspectives and understand a range of spoken information relating to target language countries/ communities and their customs comparing them with my own
Level descriptor: For oral units at level 2 students: understand spoken material containing some unpredictable material and a variety of structures relating to a range of familiar matters; use and adapt language for new purposes; speak with generally accurate pronunciation; use a range of simple language and maintain a conversation on familiar matters						

Level 2 Written Communication	I can write about myself and my interests and understand others	I can respond to routine enquiries and deal with requests and correspondence from a customer / client/employer	I can deal with routine correspondence /emails and respond in order to plan for a visit/ trip/ meeting.	I can read and respond to a range of routine workplace instructions and information and write brief information or instructions for others	I can read and respond to descriptions of different job roles and write about my own including opinions	I can understand texts relating to target language countries/ communities and their customs, taking into account different cultural perspectives and compare them with my own
Level descriptor: For written units at level 2 students: understand authentic texts on familiar matters containing a variety of structures; write with generally accurate spelling; use a range of simple language; adapt language for new purposes.						

Level 3 Oral Communication	I can speak using varied language about myself in a range of contexts and responding to others, using an appropriate register e.g. discussion presentation	I can take part in discussions with customers/clients offering suggestions and undertake straightforward negotiations as appropriate	I can organise a range of events using varied language with different people /organisations offering advice and options	I can understand and give a range of instructions using varied language and using an appropriate register	I can discuss using varied language the advantages and disadvantages of different jobs/careers	I can discuss issues relating to the society and culture of target language countries/ communities and consider the impact of different cultural perspectives
Level descriptor: For oral units at level 3 students: understand the main points of authentic spoken language in a range of contexts; understand a range of language including more complex language; speak confidently using a wide range of language including more complex language; speak with generally accurate pronunciation and intonation.						

Level 3 Written Communication	I can write using varied language about myself in a range of contexts and understand a	I can correspond with customers /clients offering suggestions and undertake	I can correspond in writing to organise a range of events using varied language	I can understand a range of texts and reports relating to workplace information and	I can read and respond to texts using varied language in relation to different	I can respond to a range of texts relating to the society and culture of target
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	range of texts about others	straightforward negotiations as appropriate	with different people /organizations evaluating different options	write instructions or reports as appropriate, using varied language.	jobs/career paths	language countries/ communities and using varied language, taking into account different cultural perspectives
Level descriptor: For written units at level 3 students: understand a range of authentic texts and some more complex texts containing a wide range of vocabulary; use a wide range of language including more complex language and structures; structure their writing and write more extended text; write using generally accurate language.						

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