

# ABC AWARDS

## USER GUIDE TO ABC AWARDS' SUITE OF LANGUAGE QUALIFICATIONS





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SUITE OF  
LANGUAGE QUALIFICATIONS**

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## About ABC Awards

ABC Awards (ABC) is one of the largest vocational awarding bodies in the United Kingdom with an established reputation for quality and customer service. ABC is recognised by the regulatory authorities. ABC is a Component Awarding Body (CAB) for 14-19 Diplomas.

The ABC portfolio of qualifications includes National Vocational Qualifications (NVQs) and Vocationally Related Qualifications (VRQs).

ABC's VRQs may also be

- Technical Certificates
- Additional and / or Specialist Learning for the 14-19 Diplomas
- Included within one of more of the four Foundation Learning Tier Progression Pathways

ABC's national operation is supported through its regional offices which provide support to centres and a full range of assessment services. ABC has a team of dedicated staff who can offer advice and guidance on the full Portfolio, Examination and Moderation services including e-Assessment offered by ABC, as well as the full range of ABC training events and conferences. The team is committed to helping you in the way that suits your requirements and is available to visit you at your convenience.

ABC encourages centres to use its on-line registration service. Registration facilities are available through our web site – <http://www.abcawards.co.uk/secure/register.php>

## Sources of Additional Information

The ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk) provides access to a wide variety of information.

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## Introduction to ABC Awards' Languages Suite

For many years, ABC Awards (ABC) has had one of the largest suites of qualifications in Languages from Entry Levels through to Level Three.

ABC has been working with the relevant Sector Skills Councils and Standard Setting Bodies to review, reformat and update ABC's offer within this sector and to develop credit based provision that is approved on the new Qualifications and Credit Framework for 2009.

ABC will review the range of languages offered on a regular basis and may include further languages within the suite if there is a demand.

### ABC's Awards and Certificates will be available at different levels depending on the individual languages

Language	Entry 2	Entry 3	Level 1	Level 2	Level 3
Arabic	ü	ü	ü	ü	
Bengali	ü	ü			
British Sign Language	ü	ü	ü	ü	ü
Dutch	ü				
French	ü	ü	ü	ü	ü
German	ü	ü	ü	ü	ü
Greek	ü	ü	ü	ü	ü
Italian	ü	ü	ü	ü	ü
Japanese	ü	ü	ü	ü	ü
Mandarin Chinese	ü	ü	ü	ü	
Polish	ü	ü	ü	ü	
Portuguese	ü	ü	ü	ü	ü
Punjabi	ü	ü			
Russian	ü	ü	ü	ü	
Spanish	ü	ü	ü	ü	ü
Tajweed		ü			
Turkish	ü	ü			
Urdu	ü	ü	ü		

### Assessment

All units will be internally assessed, internally and externally moderated.

The following qualifications are available in the Suite (check availability in specific languages in the table above). The qualification structure is the same for all languages, however the credit value of units may vary depending on whether it is a Roman or non-Roman language.

**Entry 2 Award in Speaking and Listening** – single unit

**Entry 2 Award in Reading and Writing** – single unit

**Entry 3 Award in Speaking and Listening** – 3 units Speaking / Listening / Dialogue

**Entry 3 Award in Reading and Writing** – 3 units Reading / Writing / Reading and Written Response

**Entry 3 Certificate in Practical (named language)** - 6 units Speaking / Listening / Dialogue / Reading / Writing / Reading and Written Response

**Level 1 Award in Speaking and Listening** – 3 units Speaking / Listening / Dialogue

**Level 1 Award in Reading and Writing** – 3 units Reading / Writing / Reading and Written Response

**Level 1 Certificate in Practical (named language)** - 6 units Speaking / Listening / Dialogue / Reading / Writing / Reading and Written Response

**Level 2 Award in Speaking and Listening** – 3 units Speaking / Listening / Dialogue

**Level 2 Award in Reading and Writing** – 3 units Reading / Writing / Reading and Written Response

**Level 2 Certificate in Practical (named language)** - 6 units Speaking / Listening / Dialogue / Reading / Writing / Reading and Written Response

**Level 3 Award in Speaking and Listening** – 3 units Express and Exchange Information Orally / Listening / Express and Exchange Opinions

**Level 3 Award in Reading and Writing (Roman) / Level 3 Certificate in Reading and Writing (non-Roman)** - 3 units Reading / Writing / Reading and Written Response

**Level 3 Certificate in Practical (named language)** - 6 units Express and Exchange Information Orally / Listening / Express and Exchange Opinions / Reading / Writing / Reading and Written Response

## **Aims**

The ABC language qualifications aim to

- provide an opportunity to develop a range of skills in a wide variety of languages
- enable competence at each level in the four skill areas of speaking, listening, reading and writing
- promote cultural, spiritual, moral, ethical and social awareness of those countries where the language is spoken
- provide an opportunity to apply skills in a wide range of settings both social and work-based
- provide a framework for progression

## **Target Group**

These qualifications are designed for those learners

- in employment and wishing to acquire basic / further / advanced language skills for professional development
- not in employment and wishing to acquire basic / further / advanced language skills to enhance future employment opportunities
- who wish to progress to more advanced study
- who wish to continue language training in addition to their normal studies
- who wish to study for personal development in the wider sense of Lifelong Learning.

ABC expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

## **Progression Opportunities**

Progression routes

From Entry 2

- to further study at ABC Entry 3 or equivalent
- into employment where basic linguistic abilities would develop personal confidence

From Entry 3

- to further study at ABC Level 1 or an equivalent Level 1 qualification
- into employment and / or to enhance job performance

From Level 1

- ABC Level 2 or an equivalent Level 2 qualification
- into employment where linguistic abilities would enhance job performance

From Level 2

- ABC Level 3 or an equivalent Level 3 qualification
- A/S Level
- into employment where linguistic abilities would enhance job performance

From Level 3

- first degree level
- entry to alternative post Level 3 study
- into employment where linguistic abilities would enhance job performance / improve employment prospects

Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Delivery Guidance**

Indicative content and suggested teaching and learning strategies are provided in each unit template.

## **Resources**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

ABC's quality assurance procedures will monitor the way in which a centre's resources support learners' achievements.

## **Assessment and Evidence**

Each unit has individual assessment requirements detailed in the unit template.

Sample assessment materials will be available for centres to use or to adapt for their learners.

- All evidence must be clearly signposted and made available for the external moderator upon request.
- All assessment evidence should be stored in a secure location until such time internal and external moderation is complete and the period for appeals has elapsed.

- All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

Documentation to assist in the recording of internal assessment is available on the ABC web site.

ABC supports and encourages the use of electronic evidence creation and e-Portfolios. For further information please see ABC's eModeration - Guidance for ABC Centres or contact your ABC administrator.

If using an e-Portfolio (electronic portfolio) system centres must ensure that the requirements of the qualification are accurately represented within the chosen e-Portfolio, and that learner achievement is clearly identifiable.

## **Moderation**

Centres must be aware of their responsibilities relating to assessment, internal and external moderation and must comply with ABC's policies and procedures which can be found on the ABC web site.

Documentation to assist in the recording of internal moderation is available on the ABC web site.

### **Internal Moderation**

ABC requires centres to implement and evidence a programme of internal moderation to ensure that

- learners gain access to fair and reliable assessment opportunities
- internal assessment decisions of all assessors are sampled and monitored to ensure consistency
- assessors are supported with advice and guidance
- all work carried out is within agreed systems and procedures.

### **External Moderation**

ABC will appoint, train and allocate External Moderators to

- consider samples of internally assessed work from each centre on ABC's behalf, usually once per academic year, to ensure that internal assessment decisions are fair, reliable, valid and consistent
- consider evidence of internal moderation
- establish goodwill and offer advice relating to the delivery and assessment of an ABC qualification
- select samples of learner evidence to be retained by ABC for quality assurance purposes.

ABC's policies and procedures are available on the ABC web site.

## **Accreditation of Prior Learning (APL), Exemption and Credit Transfer**

ABC encourages its centres to recognise the previous achievements of learners through APL, exemption and credit transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Assessors should confirm that the evidence is authentic and current and fulfils the requirements of the ABC unit. They should present the evidence in the usual way. Any queries should be referred to the Internal/External Moderator. ABC's policies and procedures are available on the ABC web site.

## **Certification**

Learners will be certificated for all units and qualifications that are claimed.

ABC's policies and procedures are available on the ABC web site in the Examination Officers' Guide.

# **Appendices**

## **Appendix 1 Additional Information**

### **ABC Guidance, Policies and Procedures**

General information relating to the delivery, assessment and quality assurance of ABC qualifications can be found on the ABC web site in the Examination Officers' Guide.

### **Resources and Qualification Guidance**

Information and resources which have been designed specifically to support the delivery and assessment of these qualifications will be found on the web site under *ABC Languages*.

The following is available on the web site  
Declaration of Authenticity

## **Appendix 2 Glossary and Acronyms**

### **ABC**

ABC Awards.

### **Accreditation**

The process through which the regulatory authorities confirm that a qualification and the associated specification conform to the regulatory criteria.

### **Accreditation of Prior Learning (APL)**

The process of recognising a learner's previous achievements or learning.

### **Additional and Specialist Learning**

Qualifications that learners choose to include in their Diploma that are complementary or specialised in character.

### **Assessment**

The process of making judgements about the extent to which a learner's work meets the assessment criteria (requirements that must be met in order to achieve success, or a given grade) for a qualification or unit, or part of a unit.

### **Assessment Criteria**

Statements that enable a judgement to be made about whether the learner has achieved the specified learning outcome to a particular level.

### **Awarding Body**

An organisation or consortium that awards qualifications.

### **Basic Skills**

Basic Skills refers to the ability to read, write and speak English/Welsh and use mathematics and ICT at a level necessary to function and progress at work and in society in general.

### **CAB**

A Component Awarding Body meets the requirements for, and is recognised by, the regulators to award constituent units and qualifications of Diplomas.

### **Centre**

An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.

### **Centre Recognition**

A process through which a centre wishing to offer ABC's qualifications is confirmed as being able to maintain the required quality and consistency of assessment and comply with other expectations of the awarding body.

### **Credit Transfer**

The process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification.

### **Credit Value**

Credit is a measure of the volume of achievement that a unit represents and is a means of recognising, measuring, valuing and comparing achievement. A credit is awarded to learners for the achievement of whole units. One credit has a notional value of 10 hours of learning.

### **Declaration of Authenticity**

A declaration from the learner, endorsed by the tutor/assessor, that the work submitted for assessment is the learner's own and that it has not been copied from someone else or allowed to be copied by another learner. This document needs to be completed and submitted with each learner's portfolio.

### **Exemption**

The facility for a learner to claim exemption from some of the achievement requirements of a credit-based qualification, using a certificated, non-credit-based achievement of equivalent value.

### **External Assessment**

A form of independent assessment where assessment tasks are set, and learners' work assessed, by the awarding body.

### **External Moderator**

An individual appointed by the awarding body to ensure accurate and consistent standards of assessment across centres and over time.

### **Foundation Learning Tier**

A set of credit-based units and qualifications within the QCF providing clear progression routes from Entry Level to Level 1. There are 4 progression pathways explained below

**Independent Living / Supported Employment** is primarily aimed at learners with learning difficulties and/or disabilities who wish to move to independent living or supported employment. It is appropriate for 16 to 18 year olds and 19 to 25 year olds.

**14-16 Entry Level** is aimed at Key Stage 4 learners who are working predominantly within the Entry sub-levels, and is intended to provide progression on to the foundation (Level 1) Diploma or GCSEs.

**Full Level 2** is aimed at adult learners and is intended to support achievement and progression to a first full Level 2 qualification.

**Skilled Employment including Apprenticeships** is aimed at 16 to 18 year olds to form part of the Apprenticeship entitlement.

### **Guided Learning Hours**

The LSC definition of 'guided learning hours' is "all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners".

### **Independent Assessment**

Assessment of learners' work that is carried out by assessors who do not have a vested interest in the outcome, e.g. have not taught the learner.

### **Internal Assessment**

Assessment where assessment tasks are set, and learners' work is assessed, wholly within the learner's centre, subject where appropriate to internal and external moderation.

**Internal Moderator**

An individual appointed by the centre to secure accurate and consistent standards of assessment, both between assessors operating within a centre and between centres offering the same award.

**Key Skills**

General skills that apply across occupational and academic fields and assist in improving learning and performance.

**Learning and Skills Council (LSC)**

The body responsible for planning and funding high quality education and training for everyone in England other than those in universities.

**Learning Outcomes**

Statements describing those things that a learner is expected to know, understand or do on completion of the learning process.

**Level**

The level reflects the increasing complexity in each of the broad categories: knowledge and understanding; application and action; and autonomy and accountability.

**Moderation**

The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.

**National Occupational Standards (NOS)**

Statements which describe the outcomes of competent work in an occupational field.

**National Qualifications Framework (NQF)**

The framework used by the regulatory authorities to position qualifications in England, Wales and Northern Ireland.

**National Vocational Qualification (NVQ)**

NVQs are work-related, competence-based qualifications that reflect the skills and knowledge needed to do a job effectively throughout the country. They represent the national standards recognised by employers.

**Notional Learning Hours**

The amount of time a typical learner might be expected to take to complete all the learning relevant to achievement of the learning outcomes and assessment criteria.

**Personal Learning and Thinking Skills (PLTS)**

The framework of skills that will equip all young people for successful employment and lifelong learning. PLTS require learners to be: independent enquirers; creative thinkers; reflective learners; team workers; self-managers and effective participants.

**Progression Pathways**

Pathways in the Foundation Learning Tier within which qualifications are assigned dependent on their purpose, age range and target group.

**Qualification Approval**

A process through which a centre wishing to offer a particular qualification is confirmed as being able to maintain the required quality and consistency of assessment and has the correct resources, facilities and equipment specific to the qualification.

**Qualifications and Credit Framework (QCF)**

A unit based qualifications framework underpinned by a system of credit accumulation and transfer. Learners will accumulate credits from the units they complete and be able to transfer them across institutions, awarding body and qualification schemes.

**Regulatory Authority**

Government-designed statutory organisation required to establish national standards for qualifications in England (QCA/Ofqual) and secure consistent compliance with them. (The regulatory authority in Wales is DCELLS, in Northern Ireland is CCEA and in Scotland is SQA.)

**Sector Skills Council (SSC)**

A body recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector and approving qualifications.

**Technical Certificate**

A knowledge based vocationally related qualification (VRQ), which provides much of the knowledge and understanding required by the NVQ contained in an Apprenticeship and an Advanced Apprenticeship.

**Unit**

A coherent and explicit set of learning outcomes and related assessment criteria, with a title, credit value and level.

**Vocationally Related Qualification (VRQ)**

VRQs are linked to NVQs but are different. They are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills and do not have to be delivered in the workplace.