



Higher National Qualifications

And

Scottish Vocational Qualifications

Senior Moderator Report

2006

Subject: ESOL

The purpose of this report is to provide feedback to centres on moderation which has taken place within Higher National and Scottish Vocational Qualifications in this subject.

HIGHER NATIONAL UNITS

FEEDBACK TO CENTRES

General comments:

Only one Centre delivered the HN Unit DE1K 33: Workplace Communication in English during the academic year 2005-6.

The Unit has now been incorporated into the optional section of most HNC/D frameworks. This Unit is not a substitute for any Communication unit but evidence generated for the Unit may contribute to the achievement of other Communication units.

Advice on good practice and areas for further development:

Good practice:

- The Unit DE1K 33 / CB 1957 can be delivered either within a specific ESOL class or within a flexible or Language Support model of delivery to both develop language skills in ESOL and support achievement of ESOL Learners in a separate Communications class

Areas for further development:

- Learners should collate a 'portfolio' of writing for Outcome 3 as this allows them to develop competence in each kind of writing required for attainment of the outcomes
- If the Unit is taught within a Language Support model, the ESOL lecturer should liaise closely with the Communications lecturer in order to fully develop the language competencies required at this level

NATIONAL UNITS

(i.e. Freestanding units which contribute to NPAs or NCs etc.)

TITLES/LEVELS OF NATIONAL UNITS MODERATED

ESOL ACCESS 2: BEGINNERS' ENGLISH

ESOL ACCESS 3 : PERSONAL AND SOCIAL ENGLISH

TRANSACTIONAL ENGLISH

ENGLISH FOR WORK AND STUDY

ESOL INTERMEDIATE ONE: ENGLISH LANGUAGE STUDY

ENGLISH LANGUAGE SKILLS

ENGLISH FOR WORK AND STUDY

ESOL INTERMEDIATE TWO: ENGLISH LANGUAGE STUDY

ENGLISH LANGUAGE SKILLS

ENGLISH FOR WORK AND STUDY

ESOL HIGHER: ENGLISH LANGUAGE STUDY

ENGLISH FOR WORK

ENGLISH FOR STUDY

FEEDBACK TO CENTRES

General comments:

During 2005-6 many centres continued to offer all or part of the full suite of NQ ESOL Units while there was good uptake from centres which had offered the 'old' SQA modules in ESOL; some centres continued to offer the modules in ESOL. In all, four centres were visited for Moderation purposes; one Centre offering the ESOL modules was postally moderated. All centres moderated were accepted. Support to centres in the delivery of the Units took the form of eight development and three post-approval visits.

In order to promote the NQ Units in ESOL to centres as yet unfamiliar with their delivery, and to provide support and information for staff in every sector delivering ESOL, initial one day training followed by further half day support and information events were delivered in both Edinburgh and Glasgow. These sessions were successful in supporting centres which will be delivering the Units in the near future.

Over the course of the academic year development of the new NQ Courses in ESOL at Intermediate 2 and Higher levels was completed and the Courses validated. Launch events in both Inverness and Glasgow in May 2006, at which there were participants from the FE, school and Community-based sectors, were well attended. Participants welcomed the new Courses as evidence of the firm place of ESOL within the SCQF: a position from which ESOL learners can progress through education and to employment. There was a general overview of the new qualifications, an introduction to the new SQA ESOL web page, support for centres in terms of Course Arrangements documents, Specimen Question Papers, NAB material and information on supportive personnel and future developments in ESOL at SQA.

The process of revision of lower level NQ ESOL Units, ie Access 2-Intermediate 1, in line with revision of the Intermediate 2 and Higher Units, was begun and these will be available from June 2007.

General evaluative comments on overall ability of candidate group

Candidate evidence for all levels was sampled through moderation: in general the standard was appropriate. There remain occasions where External Verifiers have been able to offer guidance on the ability of candidates and the appropriacy of level for which they have been entered; in some cases candidates entered for Access 2 could have been entered for Access 3, but this is an issue of new assessors and internal verifiers being unfamiliar with standards and is being resolved with support from development visits and external verifiers.

Advice on good practice and areas for further development:

Good practice:

- The quality of candidate evidence, particularly in Outcome 4 at Intermediate 2, was high. Learners had obviously been well prepared for assessment.
- The number of learners achieving a cluster at each level encourages progression routes to mainstream or higher level courses.
- Record keeping was very effective and well-organised.

Areas for further development:

- Conversations for Outcome 1 at the lower levels should be authentic and not 'over-rehearsed'.
- For Access 3, Transactional English, Outcome 1, the role of the 'partner' ie shop assistant, receptionist etc should be taken by the class teacher or another person with an appropriate level of English to carry out the interaction with ease; another candidate should not be assessed in this role.
- For Listening at all levels: there should be no marking of the assessment after the first Listening as candidates must always have the opportunity to hear the listening text twice.
- For all Outcomes the candidate must be reassessed with a new task if they do not pass on the first attempt. Reassessment tasks are provided in the NABs.
- There should be support, in the form of development and post approval visits, for NQs and courses in ESOL.