



CCEA Specification Level 1 in Modern Languages (QCF)

Operational start date: 1 July 2008

Qualification Number: 500/4284/1

Foreword

This booklet contains the specification for the CCEA Level 1 Award in Modern Languages (QCF). We have designed this qualification to:

- align with the National Language Standards developed by the National Centre for Languages (CILT); and
- meet the requirements for Level 1 in the Qualifications and Credit Framework.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

This specification is provided online, so the version available on our website is the most up-to-date edition. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

QAN

500/4284/1

A CCEA Publication ©
2009

You may download further copies of this publication from www.ccea.org.uk

Contents

1	Introduction	3
1.1	The Qualifications and Credit Framework (QCF)	3
1.2	Aims and rationale	3
1.3	Progression and prior learning	4
1.4	Key features	4
1.5	Endorsement by Sector Skills Body (SSB)	4
1.6	Qualification Accreditation Numbers	4
2	Specification at a Glance	5
3	Qualification Content	6
3.1	Pathways	6
3.2	Unit structure of the qualification	6
3.3	Context for learning	7
3.4	Unit 1: Understand simple spoken language	8
3.5	Unit 2: Speak to give simple information	11
3.6	Unit 3: Read simple texts	14
3.7	Unit 4: Write simple texts	16
4	Scheme of Assessment	18
4.1	Assessment opportunities	18
4.2	Methods of assessment	18
4.3	Internal assessment	19
4.4	Internal standardisation	20
4.5	External moderation	20
5	Links, Resources and Support	21
5.1	Support	21
5.2	Relationship with the Northern Ireland Curriculum	21
5.3	Essential and Key Skills	22
5.4	Entries and registration	22
5.5	Equality and inclusion	23
5.6	Contact details	23
Appendix 1		24
	Glossary of terms	

1 Introduction

1.1 The Qualifications and Credit Framework (QCF)

The Level 1 Award in Modern Languages is accredited to the Qualifications and Credit Framework (QCF). The QCF is a new way of recognising achievement: it is a unit-based framework in which each unit has a specific credit value, with one credit representing approximately ten hours' learning time. This allows learners to accumulate credit for each block of learning, or unit, that they complete.

Qualifications within QCF range from Entry Level (Entry 1–Entry 3) to Level 8.

There are three size categories that reflect the volume of learning involved in a qualification. These are:

- Award (1–12 credits);
- Certificate (13–36 credits); and
- Diploma (37 credits and above).

For more information on the QCF, see www.qcda.gov.uk/8150.aspx

1.2 Aims and rationale

The Level 1 Award in Modern Languages (QCF) contributes to the development of learners by enhancing their communicative skills in social and vocational contexts and promoting a greater awareness of self and others. It fosters language awareness, thereby enhancing literacy and facilitating future independent language learning.

A course of study based on this specification can enhance learners' self-esteem and self-confidence. It offers a series of short-term, reasonably accessible goals that enable them to experience success within the framework of a publicly recognised and accredited qualification.

As well as developing their linguistic competence, study of a modern language can engender in learners a disposition towards empathy, respect, tolerance and mutual understanding that helps them contribute to a more cohesive society. It also creates a context for learners to explore social issues and so develop their critical awareness.

A course of study based on this specification helps learners to make informed decisions about future learning opportunities and career choices. In fostering their openness and access to occupational mobility, it can help to maximise their contribution to a competitive, international economy.

This qualification is not restricted to a specific age group or ability range; it is available to all. However, the contexts may particularly suit adult learners.

1.3 Progression and prior learning

This specification is the third in a sequence of four that take the learner from Entry Level 2 to Level 2 in a series of short, manageable and clearly defined steps. Each of the four specifications:

- builds on the knowledge, skills and understanding acquired at the initial stage of language learning; and
- promotes continuity, coherence and progression within the study of the target language.

Learners do not need to have any prior experience of modern languages before they begin the Entry Level 2 qualification.

1.4 Key features

The key features of the specification appear below:

- The qualification has various pathways, covering a range of modern languages (see Section 3).
- It presents language skills as discrete, credit-based units and describes content in a series of learning outcomes.
- The same unit learning outcomes and assessment criteria apply to all the available language pathways.
- There are standardised assessments to measure learning outcomes.
- We provide language-specific vocabulary and structures, available for download on the microsite for your chosen language at www.ccea.org.uk, to support the content.

We have designed this specification to be as free as possible from ethnic, gender, religious, political or other forms of bias.

1.5 Endorsement by Sector Skills Body (SSB)

In designing the units included in this specification, we consulted with the National Centre for Languages (CILT) throughout the process. We also took into account:

- the National Language Standards (2005) developed by CILT and revised in 2010
- the CILT Sector Qualification Strategy (SQS); and
- the CILT Action Plan.

This qualification is now included in CILT's national Action Plan. Learners and providers can therefore be confident that the specification is up to date and reflects sector priorities.

1.6 Qualification Accreditation Numbers

Every qualification listed on the National Database of Accredited Qualifications (NDAQ) is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 500/4284/1.

2 Specification at a Glance

The table below summarises the structure of this qualification.

All four units are **mandatory** and apply to each of the available language pathways (see Section 3).

Content	Assessment	Credit Value	Availability
Unit 1: Understand simple spoken language	Learners complete a short listening task, which we set. Tutors assess the task and conduct internal standardisation, and we moderate a sample.	1	Summer only
Unit 2: Speak to give simple information.	Learners complete a short speaking task, which we set. Tutors assess the task and conduct internal standardisation, and we moderate a sample.	1	Summer only
Unit 3: Read simple texts	Learners complete a short reading task, which we set. Tutors assess the task and conduct internal standardisation, and we moderate a sample.	1	Summer only
Unit 4: Write in routine contexts	Learners complete a short writing task, which we set. Tutors assess the task and conduct internal standardisation, and we moderate a sample.	1	Summer only

3 Qualification Content

3.1 Pathways

There are currently five individual pathways in our Level 1 Award in Modern Languages (QCF), one for each of the available languages:

- French;
- German;
- Irish;
- Italian; and
- Spanish.

When the qualification is achieved and reported, the name of the chosen language pathway appears as an endorsed sub-title in brackets, for example:

CCEA Level 1 Award in Modern Languages (Italian) (QCF).

3.2 Unit structure of the qualification

This Level 1 Award in Modern Languages (QCF) comprises four mandatory units focusing on the skills of listening, speaking, reading and writing. The unit descriptions in the sections that follow are generic, applying to each of the five language pathways. Note, however, that there are different unit reference numbers depending on the language chosen.

The details that follow include:

- unit titles and reference numbers;
- the level and credit value of each unit; and
- learning outcomes and assessment criteria.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes.

3.3 Context for learning

The overall learning context for all four units in this qualification is the learners' initial contact with people from the countries/communities of the target language. This can be set in the learners' own environment or in the target language countries/communities.

Assessment materials for this Level 1 qualification draw upon the following contexts and associated topics:

- Social contact
- House and home
- Everyday life
- Occupation
- Free time and leisure
- Holiday
- Accommodation
- Shopping
- Transport
- Public transport
- Health and welfare
- Services
- Weather
- Structures.

For specific vocabulary lists, see the microsite for your chosen language at www.ccea.org.uk

3.4 Unit 1: Understand simple spoken language

Unit purpose and aim: To achieve this unit, learners need to show that they understand a well-defined range of words and sentences in routine or predictable contexts. Learners can, for example:

- identify routine or predictable information about people, objects or organisations;
- understand routine or predictable questions about their own or others' roles and responsibilities; and
- cope with basic work-related and social situations.

Learners can understand standard speech, delivered at slower than normal speed, with no background interference.

Title	Understand simple spoken language
Unit reference numbers	French J/501/7658 German M/501/7668 Irish T/501/7672 Italian R/501/7677 Spanish Y/501/7681
Level	1
Credit value	1
Guided learning hours	10
Unit expiry date	31/07/2015

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand a limited range of simple sentences spoken clearly in familiar situations	1.1 recognise common polite conventions in personal, social or work situations 1.2 follow simple questions about personal or work related matters 1.3 identify key facts from simple statements, descriptions or conversations 1.4 recognise simply expressed feelings, needs and preferences

Learning Outcomes	Assessment criteria
<p>2. Follow simple instructions and short social exchanges, spoken clearly in familiar situations with opportunities to check back</p>	<p>2.1. follow a short sequence of simple instructions or directions</p> <p>2.2 follow simple short : (a) social conversations (b) work-related conversations</p> <p>2.3 take part in simple (a) work related transactions (b) social transactions</p> <p>2.4 understand : (a) a short sequence of simple instructions or directions (b) simple requests or invitations</p>
Additional information about the unit	
<p>Unit aim[s]</p>	<p>To achieve this unit, you need to show that you understand a limited range of words and simple sentences spoken clearly in familiar situations with opportunities to check back</p> <p>You can, for example: Understand simple questions on personal , social and work-related matters Understand questions about your own or others' work roles and responsibilities Follow simple , short conversations and social exchanges Handle simple work-related or social transactions Follow simple instructions</p>
<p>Unit expiry date</p>	<p>31August 2015</p>
<p>Details of the relationship between the unit and relevant national language standards</p>	<p>CILTA2U</p>

CCEA Level 1 Award in Modern Languages (QCF)

Details of the relationship between the unit and other standards or curricula [if appropriate]	None
Additional information about the unit	
Assessment requirements specified by a sector or regulatory body [if appropriate]	None
Endorsement of the unit by a sector or other appropriate body [if required]	CILT
Location of the unit within the subject/sector classification system	Languages 13.2
Name of the organisation submitting the unit	CCEA
Availability for use	Shared
Availability for delivery	September 2010

3.5 Unit 2: Speak to give simple information

Unit purpose and aim: To achieve this unit, learners need to show that they can use a limited range of routine or predictable words and sentences in well-defined tasks. Learners can, for example:

- describe their own or others' roles and responsibilities;
- provide standard study or work-related information;
- handle routine or predictable exchanges; and
- express everyday emotions or preferences using a well-defined range of phrases.

Title	Speak to give simple information
Unit reference numbers	French L/501/7659 German T/501/7669 Irish A/501/7673 Italian Y/501/7678 Spanish D/501/7682
Level	1
Credit value	1
Guided learning hours	10
Unit expiry date	31/07/2015

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Provide simple information in familiar personal or work situations	1.1 use appropriate forms of address in: <ul style="list-style-type: none"> (a) social (b) work situations 1.2 express simple personal information in simple social situations 1.3 provide information about work or study 1.4 Use simple language with sufficient accuracy to communicate the message clearly

Learning outcomes	Assessment criteria
<p>2. Handle simple predictable exchanges in familiar social or work contexts</p>	<p>2.1 ask simple questions about</p> <ul style="list-style-type: none"> (a) personal or social (b) work related information <p>2.2 answer simple questions about:</p> <ul style="list-style-type: none"> (a) personal or social (b) work related information <p>2.3 contribute to simple predictable exchanges</p>
Additional information about the unit	
<p>Unit aim[s]</p>	<p>To achieve this unit, you need to show that you can use simple language in familiar situations. You may make grammatical mistakes in less predictable situations but you can get simple messages across. You can ask for repetition or explanation when necessary.</p> <p>You can, for example:</p> <ul style="list-style-type: none"> ask and answer simple questions about personal circumstances, roles and responsibilities Provide standard work-related information, e.g. products, services, orders, quantities Handle simple predictable exchanges, e.g. at a hotel reception desk or in a restaurant
<p>Unit expiry date</p>	<p>31 August 2015</p>
<p>Details of the relationship between the unit and relevant national language standards</p>	<p>CILT A2S</p>

CCEA Level 1 Award in Modern Languages (QCF)

Details of the relationship between the unit and other standards or curricula [if appropriate]	None
---	------

Additional information about the unit	
Assessment requirements specified by a sector or regulatory body [if appropriate]	None
Endorsement of the unit by a sector or other appropriate body [if required]	CILT
Location of the unit within the subject/sector classification system	Languages 13.2
Name of the organisation submitting the unit	CCEA
Availability for use	Shared
Availability for delivery	September 2010

3.6 Unit 3: Read simple texts

Unit purpose and aim: To achieve this unit, learners need to show that they understand written texts in routine or predictable contexts. Learners can, for example:

- recognise vocabulary and phrases which describe familiar objects;
- understand well-defined, common public notices; and
- understand well-defined instructions.

Title	Read simple texts
Unit reference numbers	French F/501/7660 German K/501/7670 Irish F/501/7674 Italian D/501/7679 Spanish H/501/7683
Level	1
Credit value	1
Guided learning hours	10
Unit expiry date	31/12/2015

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand simple signs and forms	1.1 select factual information. 1.2 select the main points from simple text. 1.3 select specific details from simple texts. 1.4 follow simple questions or requests.
2 Understand the gist of simple texts and messages on familiar personal, social and work matters	2.1 identify simply written feelings, wishes and preferences. 2.2 follow simple instructions or directions. 2.3 follow short simple articles.

Additional information about the unit	
Unit aim[s]	<p>To achieve this unit, you need to show that you understand paragraph-length texts, simply written on familiar subjects.</p> <p>You can, for example: Read simple messages understand common public signs and notices Understand simple forms well enough to complete them follow simple instructions follow the gist of short , simple articles, tourist or promotional material</p>
Unit expiry date	August 2015
Details of the relationship between the unit and relevant national language standards	CILTA2R
Details of the relationship between the unit and other standards or curricula [if appropriate]	None
Assessment requirements specified by a sector or regulatory body [if appropriate]	None
Endorsement of the unit by a sector or other appropriate body [if required]	CILT
Location of the unit within the subject/sector classification system	Languages 13.2
Name of the organisation submitting the unit	CCEA

CCEA Level 1 Award in Modern Languages (QCF)

Availability for use	Shared
Availability for delivery	September 2010

3.7 Unit 4: Write simple texts

Unit purpose and aim: To achieve this unit, learners need to show that they can write routine or predictable texts to carry out well-defined tasks. Learners can, for example:

- fill in routine or predictable forms; and
- write routine or predictable messages.

Title	Write in routine contexts
Unit reference numbers	French J/501/7661 German M/501/7671 Irish J/501/7675 Italian R/501/7680 Spanish K/501/7684
Level	1
Credit value	1
Guided learning hours	10
Unit expiry date	31/08/2010

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Provide brief, factual information in familiar social and work situations	1.1 complete simple: <ul style="list-style-type: none"> (a) forms and lists (b) questionnaires 1.2 write simple facts about personal, social or work matters
2. Write routine, simple formal and informal messages	2.1 describe a simple social, study or work-related activity 2.2 make simple requests 2.3 respond to simple requests 2.4 express simple: <ul style="list-style-type: none"> • wishes • preferences • likes • dislikes 2.5 use: <ul style="list-style-type: none"> (a) formal

	<p>(b) informal writing conventions</p> <p>2.6 write accurately when using familiar words and phrases</p>
Learning outcomes	Assessment criteria
Unit aim[s]	<p>To achieve this unit, you need to show that you can write simple texts of paragraph length to carry out routine tasks. You can write accurately when using simple familiar words and phrases.</p> <p>You can, for example:</p> <p>fill in routine, simple forms and questionnaires</p> <p>write routine, simple formal and informal messages</p>
Unit expiry date	August 2015
Details of the relationship between the unit and relevant national language standards	CILT A2W
Details of the relationship between the unit and other standards or curricula [if appropriate]	None
Assessment requirements specified by a sector or regulatory body [if appropriate]	None
Endorsement of the unit by a sector or other appropriate body [if required]	CILT
Location of the unit within the subject/sector classification system	Languages 13.2
Name of the organisation submitting the unit	CCEA

CCEA Level 1 Award in Modern Languages (QCF)

Availability for use	Shared
Availability for delivery	September 2010

4 Scheme of Assessment

4.1 Assessment opportunities

This specification is currently available for assessment once a year, in the summer series.

4.2 Methods of assessment

The four assessment units are described below, together with examples of the assessment techniques (tasks) used. Candidates may not use dictionaries for any of the four units.

Unit 1: Understand simple spoken language

Assessment for the listening unit lasts 20 minutes. Candidates have an additional 5 minutes before the recording starts to study the question paper and 5 minutes at the end to check their answers. The assessment comprises a variety of stimulus material in the target language, clearly recorded by native speakers at a moderate pace without background noise. Candidates hear each recorded item twice. As writing time is built into the recording, it is not permitted to stop the recording between items.

Stimulus material may take the form of familiar statements, questions, instructions, announcements, dialogues, conversations or phone messages. Tasks may include short answers in English or mother tongue (single words, phrases, sentences). Candidates may be required to distinguish key points, to extract detail and to show understanding of personal responses.

Some items may contain occasional unfamiliar words or phrases and refer to the past or the future. In these cases, candidates will be required to identify the main messages only; they will not normally have to show understanding of unfamiliar language.

Unit 2: Speak to give simple information

The candidates' tutor assesses and records the speaking unit tasks. Centres must submit the recordings of a representative sample, chosen at random, to us for external moderation. Assessment for the speaking unit lasts 20 minutes, including 10 minutes for preparation. Tasks comprise two role-play situations (enacted with the tutor) and general questions (asked by the tutor).

Candidates are required to:

- request or provide factual information on familiar topics by uttering single words, phrases or sentences in the target language in response to:
 - a question spoken in the target language;
 - a personal desire for information; or
 - a need for support or permission; and
- provide personal responses in the target language, including likes, dislikes and feelings.

Candidates should also begin to express opinions and increase the length and range of their utterances in the target language.

Unit 3: Read simple texts

Assessment for the reading unit comprises a variety of stimulus material in the target language and lasts 20 minutes. It requires candidates to understand and respond in written English (or mother tongue) to key words, short familiar phrases, graphs, lists, advertisements (including advertisements for jobs), short articles, menus, emails, text messages, diary entries, postcards, and/or lengthy formal or informal correspondence or suitable forms of imaginative writing, written in the target language within a variety of familiar contexts. Candidates also need to understand personal responses, including likes, dislikes, feelings and opinions.

Unit 4: Write simple texts

Assessment for the writing unit lasts 20 minutes. Candidates must write familiar words or phrases in the target language in order to label items, to provide captions and/or to complete phrases or short sentences. When candidates are writing in the target language, credit is given for communication, as well as accuracy.

Candidates must also compose a sequence of sentences of appropriate length in response to formal or informal correspondence (including job advertisements), providing information that includes personal likes, dislikes, feelings and/or opinions.

4.3 Internal assessment

The course tutor or centre assessor conducts internal assessment. Centres must nominate staff who have the appropriate skills and knowledge to assess candidates' work in accordance with unit specifications. Large centres are likely to have more than one assessor; if this is the case, they should take steps to ensure that the standard of assessment is consistent. Assessment of a poor standard may result in work being returned to the centre for re-assessment.

We provide an **Assessment Evidence Record** and a **Statement of Achievement** for centres to record the achievement of candidates. Course tutors/Centre assessors must complete these standard documents for each candidate.

Candidates must meet all assessment criteria in order to achieve this award.

Assessment Evidence Record

This lists:

- the assessment tasks in order;
- the assessment criteria addressed by each task; and
- the candidate's achievement.

Statement of Achievement

This form provides space for the tutor/assessor to indicate how the candidate has met the requirements of the unit by identifying at least one task where each of the

CCEA Level 1 Award in Modern Languages (QCF)

assessment criteria has been achieved. The assessor/tutor should refer to their completed Assessment Evidence Record to do this.

Both documents should be attached to candidates' assessment materials and submitted for internal standardisation.

4.4 Internal standardisation

Centres must ensure that they have arrangements in place for standardisation and quality assurance of their assessment outcomes. Centres with more than one tutor must carry out internal standardisation of the assessments before submitting them to us. This is to ensure that, as far as possible, each tutor has applied the assessment criteria consistently. The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us.

It is essential that all centres complete a Declaration of Internal Standardisation and submit it to us with their samples.

As a result of internal standardisation, it may be necessary to adjust an individual tutor's assessment decisions. This is to bring assessment into line with other tutors in the centre. Where adjustment is necessary, the achievement of assessment criteria should be amended.

4.5 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our administration handbook, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which assessments and samples have to be submitted.

Tutors and centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

5 Links, Resources and Support

5.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk;
- a subject microsite for each language within our website; and
- language-specific vocabulary and structures, available for download on the microsite for your chosen language.

We are expanding our range of support to include the following:

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for tutors;
- agreement trials; and
- a resource list.

You can find details of the Annual Support Programme of events and materials for the Level 1 Award in Modern Languages (QCF) on our website at www.ccea.org.uk

5.2 Relationship with the Northern Ireland Curriculum

A course of study based on this specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by studying materials and participating in activities related to the contexts listed in Section 3;
- develop personal skills in areas such as:
 - self-awareness, personal health and relationships (Personal Development);
 - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship);
 - work in the local and global economy and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues:
 - by studying material relating to these issues both in their own communities and in countries/communities where the target language is spoken; and
 - by giving them the opportunity to discuss their own and listen to others' points of view, to work with others and to make comparisons between their own and other countries/communities;
- investigate sustainable development, health and safety considerations, and European developments by providing opportunities to:
 - discuss issues and developments in learners' own countries and in communities where the target language is spoken; and
 - gain a better understanding of the wider European context;

CCEA Level 1 Award in Modern Languages (QCF)

- develop skills that will enhance employability by giving them the opportunity to study, discuss and express their opinions on employability; and
- make effective use of technology by providing opportunities throughout the course of study to use technology for communication purposes.

5.3 Essential and Key Skills

Essential Skills are nationally accredited adult qualifications available throughout Northern Ireland in:

- Literacy at Entry Level (Entry 1, 2 and 3);
- Numeracy at Entry Level (Entry 1, 2 and 3);
- Application of Number at Levels 1 and 2; and
- Communication at Levels 1 and 2.

Communication

Although current legislation requires learners to demonstrate evidence of this skill in English, it is generally accepted that the study of a modern language helps develop communication skills.

Application of Number

This specification provides limited opportunities for learners to develop this skill at Level 1, for example through the use of numbers to express currency and time.

You can find details of the current standards and guidance for each of these skills on our website at www.ccea.org.uk/essential_skills

A course of study based on this specification also provides learners with opportunities to develop the following Key Skills recognised throughout the UK:

- Application of Number;
- Communication;
- Information and Communication Technology;
- Improving Own Learning and Performance;
- Problem-Solving; and
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the QCDA website at www.qcda.gov.uk

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Administration Handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

5.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

Vocational qualifications often require the assessment of a broad range of competences. This is because they are designed to prepare learners for the vocational area being studied.

The content of this qualification has been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any learners with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to access assessments. For this reason, very few learners will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

5.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Education Manager for the Qualification: Roisin Radcliffe
(telephone: (028) 9026 1200, extension 2195, email: rradcliffe@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution (support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk).

Appendix 1

Glossary of terms

Term	Definition
Access arrangements	Steps put in place prior to an assessment to allow candidates with an impairment or disability to demonstrate their achievement
Accreditation of Prior Learning (APL)	The process of recognising a candidate's previous achievement or learning experiences. This usually enables a candidate to move directly to the assessment stage of a unit, without duplicating the learning process.
Administration handbook	An online document produced by CCEA which contains all the information a centre requires regarding the procedures and policies necessary for the smooth administration of CCEA's qualifications
Assessment criteria	The requirements that learners must meet to show that they have achieved the learning outcomes for a unit. Assessment criteria do not describe the method of assessment.
Award	A qualification that has a credit value of 1–12
Centres	Organisations accountable to an awarding body such as CCEA for the organisation of assessment arrangements leading to a unit or qualification
Certificate	Refers both to a qualification with a credit value of 13–36 and the document that records achievement in a unit or qualification
Credit	The value given to a unit for which all learning outcomes have been achieved
Diploma	A qualification with a credit value of 37 or above
Endorsed sub-title	The bracketed addition to a qualification title that indicates that the learner has followed a particular learning pathway
External assessment	A form of assessment set and marked by the awarding body

Term	Definition
External moderator	External moderators are appointed, trained and monitored by the awarding body. They are responsible for monitoring and sampling candidate evidence to ensure that internal assessment decisions are valid, reliable, fair, and consistent with national standards.
Internal assessment	The process by which tutors in a centre assess candidates' achievement of the learning outcomes of the unit(s) that make up a qualification
Internal moderator	Monitor the tutors' assessment practice and procedure by sampling assessments, and ensure that the tutors carry out their roles appropriately and are appropriately trained
Learning outcomes	Statements of what a learner can be expected to know, understand or do as a result of following a course of learning for a unit
National Database of Accredited Qualifications (NDAQ)	An online database of units and qualifications which have been accredited by the regulatory authorities
National (Occupational) Standards	These set out what a person needs to know, understand and do in relation to identified skills and competences required for the relevant industrial sector. They form the basis of National Vocational Qualifications (NVQs) and vocationally-related qualifications.
Reasonable adjustments	Arrangements made for learners with specific learning needs in order to reduce barriers to access assessments
Sector Skills Body/Council	An employer-led organisation tasked with developing National (Occupational) Standards, qualification strategies and action plans for its sector
Unit	A specification of learning outcomes and assessment criteria with a title, level and credit value