

**BRIEFING NOTE FOR THE CHIEF EXECUTIVE OFFICER,
THE TASMANIAN QUALIFICATIONS AUTHORITY**

SUBJECT: English as an Additional Language or Dialect (EAL/D) TQA 1, size value 15.

PURPOSE: To seek accreditation of the proposed course.

BACKGROUND: At its meeting of 4 April 2012 (Item 2.1) the Authority noted that English courses – including ESL – had accreditation expiring at the end of 2013 and made a set of decisions regarding the use of ACARA-developed material in the construction of replacement courses.

At its meeting of 6 June 2012 (Item 2.3.2) the Authority noted recommendations made by workshops, include issues raised by a group that considered ESL TQA level 1 (See Issues below).

At its meeting of 5 December 2012 the Authority noted, “*ESL has not progressed due to a lack of interest from potential writers. Current approaches are being made to teachers on the ESL assessment panel. We are awaiting ACARA's final course to determine the applicability of the EAL (English as an Additional Language) content and achievement standards to the level 1, 2 and 3 ESL courses.*”

The Authority has been updated on work on the replacement TQA 1 course in EAL/D at its meetings of 6 February 2013 (Item 2.3.3), 5 June 2013 (Item 2.5), and 7 August 2013 (Item 2.3).

At its meeting of 3 April 2013 (Item 2.3.4) the Authority determined that the TQA level 3 EAL/D course should not include an element of personal and critical response to literary or other texts. The “Language and text analysis skills and strategies” sections from Australian Curriculum *EAL/D Bridging Course* Units 1 & 2, and 3 & 4 have not been used in the construction of the proposed course in order to:

- better align the suite of EAL/D courses regarding the issue of responses to literary and other texts
- allow for the inclusion of content from all four Units in this single proposed course
- respond to teacher feedback that textual analysis was not appropriate in a TQA level 1 course of this nature.

The exclusion of the “Language and text analysis skills and

strategies” sections is explicitly noted in the proposed course document (See **Attachment C**, pages 11-13).

The Office has undertaken work to construct a replacement course in EAL/D level 1 using:

- Australian Curriculum *EAL/D Bridging Course* Units 1 & 2, and 3 & 4 materials (See pp.11-13 of the proposed course, **Appendix C**)
- the current course document.

A draft was circulated for general comment in the period 21 August to 4 September 2013. We received comments and suggestions from:

- St Patrick’s College
- Hobart College
- The Don College
- Rosny College
- Elizabeth College.

Comments were analysed and amendments made to the draft course document in light of suggestions and recommendations.

We also contacted all providers in order to seek explicit feedback on the matter noted at ‘Issue’ below.

An exposure draft was published as part of the accreditation process in the period 6 until 20 September 2013. We received comments from:

- Moira Nicholls, Guilford Young College - See **Attachment A**.
- Sharyn Lawrence (Curriculum Teacher Leader- English/ESL) - See **Attachment A**.

The proposed course has been analysed against the TQA’s Course Accreditation Criteria. See **Attachment B**. Minor editorial changes have been made to the Exposure Draft in light of this report:

- re-arrangement of course parts/sub-headings
- use of standard TQA paragraph re-quality assurance
- removal of C1 as essential (serves no purpose)
- refinement and move down in list of Learning Outcome #1
- clarification of ‘~~strong~~ focus on .. oral communication’.

CURRENT SITUATION: The following course document is ready for accreditation consideration (**Attachment C**):

New course:	Replacing:
English as an Additional Language or Dialect TQA 1 size value 15	English as a Second Language TQA 1 size value 15

ISSUE:

At its meeting of 6 June 2012 (Item 2.3.2) the Authority noted recommendations made by a small group of ESL stakeholders regarding the use of ACARA-developed materials for *EAL/D Bridging Course* Units 1 & 2, and 3 & 4. The small group recommended that Units 3 & 4 (only) be used in the construction of a TQA level 1 course in the area. It is noted that the material examined by the small group in May 2012 was not the finalised material available to us in August 2013. See also 'Background' notation above regarding the Authority meeting of 5 December 2012. Further analysis and research by the Office based on updated ACARA-developed materials, and direct consultation with teachers of the current ESL TQA 1 course (See **Attachment D**) led to the substantial use of materials from *EAL/D Bridging Course* Units 1 & 2 and some use of materials from Units 3 & 4 in the construct of the new course proposed here. Mapping of the use of Units 1 – 4 in the proposed course is given on pages 11-13 of the document (See **Attachment C**).

RECOMMENDATIONS:

That the course English as an Additional Language or Dialect TQA 1 size value 15 be accredited for use from 1 January 2014 until 31 December 2018.

That the course be assigned a robustness level of 3.

That the course be assigned the following characteristics for the TCE:

Course: English as an Additional Language or Dialect TQA 1 size value 15	TCE Contribution: level/credit points towards participation and achievement standard for PA or higher
	TQA 1, 15 credit points
	TCE Contribution: 'Everyday Adult' standard for SA award or higher
	Nil

PREPARED BY:

Dr Mike Jenkins
Liaison and Development Officer, TQA

Date: 24 September 2013

APPROVED BY CEO:

Acting under delegation from the Tasmanian Qualifications Authority to accredit senior secondary courses.

Delegation to the CEO of the power to make accreditation decisions under Section 26 is limited to those cases which meet the conditions below:

Delegation Conditions	Comment
The course proposed clearly fits all the criteria for accreditation established by the Authority.	The proposed course meets the Authority's <i>Senior Secondary Course Accreditation Criteria</i> . See Attached Reports.
Accreditation of the proposed course is consistent with Authority policy decisions, including the need to streamline the number of courses.	At its meeting of 4 April 2012 (and subsequent meetings) the Authority decided that this replacement course was required.
An assessment of risk to the Authority's reputation of a decision to accredit the course is agreed in consultation with the Chair of the Authority to be low.	The CEO and the Chair of the Authority met on 3 Oct 2013. It was agreed that accreditation of these proposed courses was low risk.
Course accreditation will only be carried out by delegation when the decision is positive (all refusals will be made by the Authority meeting) and in full compliance with Authority policy decisions	The recommendation is for a positive decision (ie accreditation).
Proposals for new courses, unless previously decided by the Authority, whether or not fully compliant in all other respects, will fall outside the delegation	The proposed course replaces an existing one. It is not a 'new' course.
Cases where there is not agreement that the risk to the Authority's reputation is low would fall outside the delegation.	n/a

Signed: R Allen

Dr Reg Allen

CEO, Tasmanian Qualifications Authority

Date: 3 Oct 2013

Acting under delegation from the Tasmanian Qualifications Authority to accredit senior secondary courses.

Attachments:

- A: Comments on Exposure Draft
- B: Analysis of Proposed Course
- C: Proposed Course Document
- D: Issue – use of ACARA-developed materials

ATTACHMENT A: Comments on Exposure Draft

Respondent (name/s and provider):	Respondent statement:	Office annotation
XXX	<p>I have read the exposure draft for EAL/D TQA 1 and think it is a very good document, which will meet the needs of learners who have had limited exposure to English and who may have experienced trauma and disrupted schooling.</p> <p>I have only one other comment/suggestion. I think the stricter ACCESS requirements are unnecessary and could create a significant administrative impediment in delivery of the course. I think it is enough to stipulate that:</p> <p>'Access to this course is restricted to learners: - for whom English is a second or an additional language or dialect.'</p> <p>If schools choose to ignore this requirement, I cannot see that they would not also ignore the further requirements listed in the second and third dot point under ACCESS. So, nothing is gained by including these further requirements.</p>	<p>There has always been an access restriction for the TQA 3 course. The introduction of the same restriction for the TQA 1 and 2 courses is intended to add clarity and uniformity to the suite.</p> <p>This proposal would not add value to the access restriction. The aim of the restriction is to stop learners who have very strong English skills enrolling in a course, demonstrating achievement against the standards, and claiming the 15 credit points and qualification for little/no actual learning. The proposal would mean that a student who, say, arrived in Australia from a non-English speaking background aged 6 and who studied in Australia – in English – for 12 years could claim that English was an 'additional' language and enrol in the TQA 1 (or 2 or 3) course/s.</p> <p>The TQA clearly sets out the access restrictions. If providers ignore these, and this is confirmed, the Authority may decide not to accept reported student achievement.</p>

Respondent (name/s and provider):	Respondent statement:	Office annotation
	<p>However, their inclusion could mean a significant administrative load on schools at the beginning of the busy school year.</p> <p>Schools would have to prepare individual waiver applications for those students who do not meet these extra requirements and this could be both time-consuming and unsettling for the relevant students.</p> <p>It would also increase the administrative difficulties in getting classes organised and settled in a timely manner, which of course would have teaching and learning implications.</p>	<p>The restriction allows, “Providers may make an application to the TQA requesting a waiver of the restrictions noted above, on an individual learner basis. Possible grounds for an application would be to cater for a learner who has experienced severely interrupted schooling, or has experienced trauma or other forms of memory impairment due to Post Traumatic Stress Disorder (for example), or who is a humanitarian refugee and for whom this course is the most appropriate and beneficial.” The intent is to ensure that those who need the course (for valid reasons) will not be excluded from it.</p> <p>We could consider a group/class application so long as the application noted each student’s name and the reason/s why a waiver was being sought.</p> <p>Other courses – such as Essential Skills courses and ESL TQA 3 – have such access restrictions.</p>
XXX	<p>Comments on Exposure Draft EAL/D 1</p> <ul style="list-style-type: none"> • The course appears to suit the intended cohort and provides a clear guide to teachers concerning skills to be developed. • The wording of the standards is clear and useful. • The small number of assessment criteria is a welcome change from the previous course in which students were probably over assessed in order to provide evidence for all 10 criteria. The smaller number should enable considerable formative as well as summative assessment to take place. 	

Respondent (name/s and provider):	Respondent statement:	Office annotation
	<ul style="list-style-type: none"> • It will be important for a Course Guide to be made available to teachers that suggests texts for use both as models and stimulus and also effective approaches to skill development. • It is desirable that the 3 courses be developed as a suite of related courses at the same time to enable teachers to check there is an appropriate delineation of content, skills development and standards between the courses. This is of particular importance concerning the level 2 course (not yet released for comment) which will be the foundation course for many students intending to study EAL/D level 3 in year 12. 	<p>The TQA has no role in the development or support of Course Guides. See http://www.tqa.tas.gov.au/0012</p> <p>The process is subject to:</p> <ul style="list-style-type: none"> • Authority decisions • TQA Office resource availability. <p>We hope to have the TQA 2 and 3 courses ready for general comment at approximately the same time.</p>

ATTACHMENT B: ANALYSIS OF PROPOSED COURSE DOCUMENT

***TQA Senior Secondary Course Accreditation Report
On Exposure Draft Course Document***

Course:	English as an Additional Language or Dialect (EAL/D) TQA level 1, Size 15
Course Proponent:	Tasmanian Qualifications Authority
Evaluation Officer(s):	XXX
Evaluation Date:	24 September

Accreditation History	EAL/D is a replacement course for English as a Second Language ESL115109 that was accredited for use from 1 January 2009 to 31 December 2013.
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Evaluation History	
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<p>1. Rationale The proposed course has a clearly identifiable rationale which includes consideration of strategic need, demand, coherence and increasing student participation/achievement Including appropriate consultation with stakeholders.</p>	<p>The Rationale describes the nature of the course and the target audience, the intent and value of the course, and implicitly the need for such a course.</p> <p>The rationale states that <i>there is a strong focus on developing oral communication skills, (Exposure draft, p.2)</i> however language skills in speaking, reading and writing will be developed. It is not clear in the aims and Learning Outcomes that oral communication has a greater focus than other modes of communication.</p>
<p>2. Coherence</p> <p>2.a General Coherence</p> <p>The proposed course</p> <ul style="list-style-type: none"> • must have educational aims and learning outcomes appropriate for students in the senior secondary phase of education in Tasmania; and • must be at least at the equivalent of the types of competencies characteristic of AQF Cert I; and • has a balance of learning of both domain-specific and generic skills and knowledge 	<ul style="list-style-type: none"> • The educational aims and Learning Outcomes of the proposed course are appropriate for senior secondary students who need to develop their Standard Australian English (SAE) language skills for speaking, reading and writing. • The proposed course is at an equivalent level of the types of competencies of AQF Certificate 1. • The proposed course is designed to develop generic skills in communication, comprehension and expression/response in specific situations or using specific texts types.

<ul style="list-style-type: none"> meets the TQA’s specifications document (if applicable). 	<p>The aim is embedded in the Course Description, (<i>Exposure draft</i>, p.2). The aim of the course is to develop <i>learners’ skills to respond to oral, written and multimodal texts, and to create oral, written and multimodal texts</i>. It is a high-level statement that aligns with the latter three (3) Learning Outcomes but not clearly to the first of the Learning Outcomes.</p> <p>The Learning Outcomes describe the actions that would constitute a demonstration of understanding and/or skills and/or application of that described in the aim. There are no aspirational Learning Outcomes. Aspirational Learning Outcomes may be appropriate for a course of this nature.</p> <p>It is not clear in the aims and Learning Outcomes that oral communication has a greater focus than other forms of communication as stated in the Rationale.</p> <p>While the proposed course meets the specifications of a TQA course document, amalgamating, or placing in sequence, the sections ‘Course Description’, ‘Course Requirements’ and ‘Course Content’, may streamline the information.</p> <p>The standards describe appropriate levels of achievement for ‘A’, ‘B’ and ‘C’ ratings for a suitable range of skills in this area at TQA Level 1.</p>
<p>2.b Internal Coherence</p> <ul style="list-style-type: none"> there is clarity regarding what content is compulsory, and what (if any) is optional. Language used reflects this (eg ‘must’ or ‘will’ <u>not</u> ‘should’ or ‘could’). (if applicable) the degree of optional content (eg choice between units/topics) is limited. Options allow for some specialisation, but there is a significant ‘core’ of common content there is clarity regarding the sequence for delivery of content (eg there are notations to say if the order in which contents is listed in the document reflects compulsory or suggested delivery sequencing) 	<ul style="list-style-type: none"> The section Course Requirements in the proposed course clearly explains the number of parts and the compulsory nature of content. There is no optional content in the proposed course. The section ‘Course Requirements’ in the proposed course recommends, but does not stipulate, concurrent delivery of all three parts of the Course Content.

<ul style="list-style-type: none"> there is a clear match between the stated Learning Outcomes and the Criteria/Standards, and between the Learning Outcomes, Content and Criteria/Standards. 	<ul style="list-style-type: none"> The three parts A, B and C relate closely to Criteria 1, 2 and 3 respectively, and Learning Outcomes 1, 2 and 4 respectively. Learning Outcome 3 does not feature strongly in the Assessment Criteria.
<p>2.c Coherence with other courses</p> <ul style="list-style-type: none"> if applicable, there are clear linkages between a TQA 3 course and a ‘Foundation’ course at level 2 (or other specified TQA accredited pathway courses). <p><i>Note: a ‘Foundation’ course is not a simplified or ‘easier’ version of a TQA 3 course. It has its own distinctive features (content, standards, criteria etc) but prepares students who wish to study at TQA 3 in the same/ similar learning area.</i></p>	<ul style="list-style-type: none"> The proposed course will form part of a suite of EAL/D courses for use from 2014. The EAL/D level 2 and level 3 courses are not available at this date. <p>The cognitive level required for the proposed course is lower than that required for the current English as a Second Language level 2 course, ESL215109. The content and criteria of the proposed course are distinctly different to ESL215109.</p>
<p>3. Overlap with other courses Does the proposed course duplicate, by titles or coverage</p> <ul style="list-style-type: none"> other TQA senior secondary accredited courses?; or nationally accredited VET courses? <p>Does the course document identify where any outcomes meet the requirements of VET units of competence in Training Packages to the extent that a learner may reasonably expect an RTO to grant direct recognition (RPL, credit transfer) for those units on the basis of successful achievement in the TQA accredited course.</p>	<ul style="list-style-type: none"> There is no overlap or duplication by title or coverage with any other TQA senior secondary accredited course. The proposed course will cater for a unique cohort of students There is no identified overlap with nationally accredited VET courses. <p>The proposed course draws from Australian Curriculum: <i>English as an Additional Language or Dialect</i> Bridging Units 1 and 2, and partially from Bridging Units 3 and 4. The ACARA content statements are referenced in the proposed course document under the heading <i>Expectations defined by national standards</i>, p.11.</p>

<p>4. Assessment</p> <ul style="list-style-type: none"> • there is clarity regarding any prescribed assessment instruments and work requirements • the standards are expressed in clear, unambiguous language (eg ‘sound understanding = C, good understanding = B’ lacks clarity. The standards must clearly describe features/ characteristics of the evidence of student work required by the standard). <i>Note: panel to check criteria and all standard elements against issues noted in Appendix F of the Course Writer’s Guide and make comments here</i> • (if applicable) the standards are comparable with ACARA/ CCAFFL /VET standards in regard to their level of complexity and wording • the degree of difficulty/ complexity of the standards and the range of criteria are comparable with those in accredited courses in the same/ similar learning area and level of complexity/size value <i>Note courses used for comparison and comments</i> 	<ul style="list-style-type: none"> • Work requirements are clearly stated with each of the three parts of the proposed course content. • The standards describe the required evidence clearly, unambiguously and specifically. • The standards are comparable with the Australian Curriculum: <i>English as an Additional Language or Dialect</i> Bridging Units 1 – 4. • The proposed course is comparable in degree of difficulty with Everyday Maths, TQA level 1 and Everyday English TQA level 1. Everyday Maths and Everyday English prepare learners to be able to use number skills and literacy, respectively, relevant to every day life, while the proposed course is designed to develop SAE for learners for use in everyday life. <p>The standards of a satisfactory achievement for Everyday Maths and Everyday English are comparable to the standard required for a satisfactory achievement for the proposed course.</p> <p>The five (5) criteria of Everyday Maths centre on basic skills in five general areas of mathematics required for everyday life. The three criteria for Everyday English are based on three fundamental literacy skills for everyday life - reading, writing and speaking/listening. The three criteria for the proposed course address the basic skills of English as an additional language or dialect used in everyday life - communication, comprehension and expression/response .</p>
<p>5. Labelling and terminology The names used in courses and for results (awards) are simple, plain, readily understandable by practitioners and not mislead reasonable persons.</p>	<p>Names for awards and titles are appropriate and consistent with current TQA practices.</p>

<p>Are the names used for awards/title consistent with current TQA practice?</p> <p>The language used to describe the course, assessment and standards is simple, plain and readily understandable by practitioners.</p> <p><i>Note: panel to check document against DoE 'Without Prejudice: Guidelines for Inclusive Language' and note comments here</i></p>	<p>The language used in the proposed course is clear, simple and understandable.</p> <p>The language in the proposed course is inclusive and aligns with DoE 'Without Prejudice: Guidelines for Inclusive Language'. The language used is 'free from words, phrases or tones that promotes stereotypes, disadvantage or social barriers for particular people or groups'. (TQA Accreditation Guide for Development of Senior Secondary Courses, p32.)</p>
<p>6. Delivery The methods of delivering the proposed course are likely to achieve the purposes, aims and learning outcomes of the course.</p>	<p>It is recommended that content be delivered in programs of study that combine the three parts of the course content. Concurrent learning of the three areas of course content using programs of study will achieve the aim and learning outcomes of the course.</p>
<p>7. Access Any limitations to access based on age, gender, employment, cultural, social or educational background are explicit, clearly stated and justified.</p>	<p>The proposed course is a unique course designed for students with limited exposure to, and experience with, the language of English. The Access statement clearly defines the characteristics of a student who is eligible for its study.</p> <p>Everyday English, TQA level 1, has no such restrictions of entry to study, and would apply to a different cohort of students who do not meet the criteria required for the study of the proposed course.</p> <p>The restrictions on access to study of the proposed course is justified as its aim and Learning Outcomes are unique and apply to a student with limited exposure to English.</p>
<p>8. Quality Assurance The assessment processes to be used to determine whether a student has achieved the learning outcomes of the course are of standard sufficient to deliver</p> <ul style="list-style-type: none"> • a match between the standards for achievement specified in the course and the standards demonstrated by students; and • a level of comparability of results/awards essentially the same as for all other Authority accredited courses; and 	<p>The introduction explaining why there is a QA process to the process does not appear in the proposed course document –</p> <p><i>The following process will be facilitated by the TQA to ensure there is:</i></p> <ul style="list-style-type: none"> • a match between the competencies specified in the course and the skills and knowledge demonstrated by students • community confidence in the integrity and meaning of the qualification.

<ul style="list-style-type: none"> community confidence in the integrity and meaning of results. 	<p>However the Process described in the proposed course document outlines effective actions by the TQA that will ensure a match between the standards of achievement specified and the standards demonstrated by students.</p>
<p>9. Resource Requirements</p> <ul style="list-style-type: none"> What, if any, special requirements are there for providers of the course (eg special equipment, resources) Are these clearly described? What requirements are there for the TQA (eg assessment)? 	<p>The proposed course states simply that ‘periodic access to digital technology such as computers’ is required. It is expected that providers who deliver such a course will have this resource available to students.</p>
<p>10. Evaluation The proposed course must identify</p> <ul style="list-style-type: none"> course monitoring; and evaluation processes. 	<p>The paragraphs under the section Course Evaluation identifies appropriate course monitoring and the evaluation process.</p>
<p>11. Size /Complexity</p> <ul style="list-style-type: none"> Are the level of complexity and size value of the course clearly described? Does the ‘amount’ of content/ assessment regime match the size value indicated? Does the nature/aim/purpose of the course, its content, learning outcomes and assessment standards match the characteristics of the learning at this level of complexity? (see paragraph in course size and complexity section of the course document for these characteristics). 	<ul style="list-style-type: none"> The proposed course document clearly states and defines the complexity level as TQA level 1. The size value is stated as 15, with no definition given. The work requirements required to address the content match a course of size 15 (150 hours).
<p>12. Qualifications</p> <ul style="list-style-type: none"> List the qualifications (including award types) to be conferred on successful completion of the course 	<ul style="list-style-type: none"> Qualifications available: <i>English as an Additional Language or Dialect (EAL/D)</i>, TQA level 1 (with the award of): Exceptional Achievement High Achievement Commendable Achievement

<ul style="list-style-type: none"> • Is this information included in the course documentation? 	<p>Satisfactory Achievement Preliminary Achievement</p> <ul style="list-style-type: none"> • Qualifications are included in the course document. <p>The number of qualifications (five) able to be conferred on successful completion of this course is broad and does not appear to match the small number of assessment criteria (three).</p> <p>A selection of TQA level 1 courses viewed for comparison of qualifications available and their algorithms had only one award for a range of 3-5 assessment criteria, hence a comparison was not possible.</p>
<p>Overall Observations</p>	<p>The proposed course offers opportunity to a select cohort of students to develop their use of SAE language skills for speaking, reading and writing. The course is written suitably at a complexity level of 1 and size value of 15. The assessment criteria appropriately match the content of the proposed course.</p> <p>Some comments which may lead to possible amendments are summarised as:</p> <ul style="list-style-type: none"> • Aspirational Learning Outcomes may be appropriate for a course of this nature. • It is not clear in the aims and Learning Outcomes that oral communication has a greater focus than other forms of communication as stated in the Rationale. • Learning Outcome 3 does not feature strongly in the Assessment Criteria. • The introduction explaining why there is a QA process to the process does not appear in the proposed course document. This additional information would clarify the TQA's intent.

ATTACHMENT C: PROPOSED COURSE DOCUMENT

ATTACHMENT D: ISSUE – USE OF ACARA-DEVELOPED MATERIALS

At its meeting of 6 June 2012 the Authority noted that, “[a] workshop was held for English as an Additional Language or Dialect (EAL/D) on Monday 14 May 2012 at the TQA office. This workshop was attended by a small group of ESL stakeholders. The objective was to examine Tasmanian curriculum needs in the area and how these 'map' to ACARA-produced documents.” This small meeting of stakeholders reported that,

“The ACARA EAL/D courses consist of two suites of courses – Units 1 to 4 of an ‘academic’ course and Units 1 to 4 of a ‘bridging’ course. These two suites are organised as a hierarchy of units.

Unit 1 & 2 of the bridging course are below senior secondary standard and cover material best handled by the intensive language courses provided to newly arrived people.

Units 3 & 4 of the ‘academic’ suite are clearly suitable for students planning to enter university. Units 1 & 2 of the ‘academic’ suite are appropriate preparation for Units 3 & 4.

Students who complete Units 3 & 4 of the ‘bridging’ suite of units would be prepared to enter the ‘academic’ courses or commence in VET workplace language and skills programs.”

The Office made partial use of some material from the Australian Curriculum Bridging course Units 3 & 4, and made extensive use of material in Australian Curriculum Bridging course Units 1 & 2 in its construction of an EAL/D TQA Level 1 (See below).

At TQA Level 1 the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

The Office mapped the achievement standards of Australian Curriculum Bridging course Units 3 & 4 and Units 1 & 2 against those used in accredited TQA Level 1 courses. The content descriptions and achievement standards of Units 1 & 2 are a much closer match to TQA Level 1 content and standards (refer below for three examples).

The proposed EAL/D TQA Level 1 course was circulated as a Draft for General Comment on August 21 2013 with feedback due to TQA by 04 September 2013. Five responses were received. Most points of feedback were actioned in the formulation of the next draft. No response made any reference to ACARA Bridging Units 3 and 4. The proposed EAL/D TQA Level 1 course was then circulated as an Exposure Draft on 06 September 2013 with feedback due to the TQA by 20 September 2013.

The issue relating to which ACARA Bridging Units best catered for this cohort of students was raised on Monday 01 September, resulting in an extensive state-wide telephone consultation process with experienced teachers of the current ESL course. Specifically, teachers were asked to review both the content and the achievement standards of ACARA EAL/D Bridging Units 3 and 4, to ascertain their appropriateness for their students. Teachers were also asked to provide their response to the proposed course and to consider to what degree it “matched” the skill level of their student cohort.

A Record of Consultation was documented (see below).

The commonly held response was that ACARA EAL/D Bridging Units 1 and 2 provided the most appropriate content and achievement standards for a Level 1 course, exemplified by comments such as:

“Initial indications are that the ACARA Bridging Units 1 and 2 are the most appropriate, and a confirming email to TQA will follow”

“We are surprised and pleased. There is good coherence and match to the needs of students at TQA Level 1”

“Bridging Units 1 and 2 sound good. They are the correct match to TQA Level 1”

“In my opinion, the Bridging Units 1 and 2 are more appropriate for ESL Level 1... The range of writing skills required for a C rating in Units 3 and 4 is too sophisticated for a student who has limited vocabulary”

As a result of the consultation process with experienced teachers of ESL Level 1 (current), and the matching of course content and achievement standards of ACARA EAL/D Bridging Units with TQA EAL/D Level 1 and other TQA Level 1 courses, the Office is confident that the decision to formulate the new course more heavily based on ACARA Bridging Units 1 and 2, with partial content from ACARA Bridging Units 3 and 4, has resulted in a course that has sufficient complexity and rigour, and will meet the needs of the students at this skill level. Additionally, practising teachers have supported this decision.

ACARA EAL/D Bridging Units

English as an Additional Language or Dialect: Bridging Unit 1 Content Descriptions

Communication skills and strategies including:

- communicating needs and ideas to others using visual cues or home language or dialect (ACEEA105)
- repeating modelled pronunciation and intonation, patterns of words, phrases, simple clauses, and sentences (ACEEA106)
- engaging in group work to promote language learning (ACEEA107)
- understanding common cultural gestures and behaviours used by SAE speakers; for example, nods, eye contact, and non-verbal behaviour such as turn-taking and the distance deemed appropriate when engaging in conversation. (ACEEA108)

Comprehension skills and strategies including:

- using visual information and home language or dialect to support understanding (ACEEA109)
- identifying characters and settings presented in stories (ACEEA110)
- keeping charts or lists to organise or classify new vocabulary and knowledge (ACEEA111)

- retelling the gist and responding to texts and ideas considered in class (ACEEA112)
- identifying familiar vocabulary and morphemes, and using these to determine meaning from texts (ACEEA113)
- using dictionaries, picture dictionaries and bilingual resources to understand texts. (ACEEA114)

Create a range of texts:

- using some written and oral text forms and grammatical structures, including the linear sequencing of events through the use of simple sentences, conjunctions, punctuation and paragraphs (ACEEA120) using simple first-person recounts and descriptions (ACEEA121)
- using organisers representations of information (ACEEA122)
- using everyday vocabulary (ACEEA123)
- using commonly used logographs, for example \$, &, and abbreviations, for example Mr., Mrs. (ACEEA124)
- using teacher editing and conferencing including editing for word order, articles, prepositions and simple tenses. (ACEEA125)

(The section “Language and text analysis skills and strategies” from Bridging Unit 1 is not included in this course)

**English as an Additional Language or Dialect: Bridging Unit 2
Content Descriptions**

Communication skills and strategies including:

- communicating ideas orally, digitally and in writing; rewording for understanding and asking for clarification or repetition; using home language or dialect (ACEEA126)
- independently approximating the pronunciation, intonation and stress of words and phrases (ACEEA127)
- collaborating to produce short texts that present facts, a point of view or opinion (ACEEA128)
- using rules of politeness in SAE for everyday situations, for example, through acknowledging the speaker when being spoken to, interacting with a range of participants, entering and exiting conversations, making email contact or using protocols in social situations such as visiting or dining. (ACEEA129)

Comprehension skills and strategies including:

- interpreting non-verbal cues and intonation to guess the meaning in unfamiliar situations (ACEEA130)
- identifying and describing characters, settings and events presented in stories (ACEEA131)
- using simple graphic organisers (ACEEA132)
- identifying essential information from a range of familiar texts (ACEEA133)
- retelling and responding to familiar texts (ACEEA134)

- using known vocabulary and familiar text structures to find information (ACEEA135)
- using modelled research skills and strategies to find information. (ACEEA136)

Create a range of texts:

- using simple written and oral text forms, punctuation and grammatical structures including graphic representations of information (ACEEA143)
- using descriptions of people, places and events (ACEEA144)
- using a growing range of technologies and mediums (ACEEA145)
- using simple comparative language, and reference items such as referential and demonstrative pronouns (ACEEA146)
- using modal adjectives and adverbs, for example, always, never, sometimes, often (ACEEA147)
- using familiar vocabulary including countable and uncountable nouns (ACEEA148)
- using growing accuracy with spelling (ACEEA149)
- using a growing range of conjunctions (ACEEA150)
- using simple strategies for planning and editing. (ACEEA151)

(The section “Language and text analysis skills and strategies” from Bridging Unit 2 is not included in this course)

**English as an Additional Language or Dialect: Bridging Unit 3
Content Descriptions**

Communication skills and strategies including:

- communicating ideas and opinions in a growing range of situations and rephrasing when meaning is unclear (ACEEA152)
- using intelligible pronunciation and intonation of words and phrases (ACEEA153)
- adopting expected listening behaviours in some unfamiliar situations. (ACEEA155)

Comprehension skills and strategies including:

- translating from home language or dialect to SAE (ACEEA159)
- identifying and responding to the main ideas in a range of familiar texts (ACEEA162)
- identifying and explaining common cultural references, idiomatic language and simple colloquialisms (ACEEA164)
- employing ICT and investigative strategies to locate information from other sources. (ACEEA165)

Create a range of texts:

- using appropriate form, content and style for a range of common purposes and audiences (ACEEA171)

- using commonly used technologies and media (ACEEA174)
- using a growing range of strategies for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple and compound sentences. (ACEEA179)

English as an Additional Language or Dialect: Bridging Unit 4
Content Descriptions

Communication skills and strategies including:

- interacting with others in oral, written and digital forms in a range of contexts (ACEEA180)
- working collaboratively in learning activities (ACEEA183)
- using intelligible pronunciation, intonation and stress of words and phrases. (ACEEA181)

Comprehension skills and strategies including:

- using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts (ACEEA186)
- identifying and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts. (ACEEA189)

Create a range of texts:

- using appropriate form, content and style for a range of common, and some unfamiliar, purposes and audiences (ACEEA197)
- using strategies for planning and refining work such as editing for consistent use of common punctuation (ACEEA204)
- using a combination of technologies and mediums. (ACEEA198)

The matching of content descriptions and achievement standards of Units 1 & 2 to TQA Level 1 content and standards

Example 1

ACARAC Bridging Unit 1

Content Descriptions

Communication skills and strategies

- *Communicate needs and ideas to others using visual cues or home language or dialect (ACEEA105)*

EAL/D Level 1

Achievement Standard: Criterion 1 Communicate effectively in everyday English conversation and social interactions

- *Expresses their basic needs and ideas in simple Standard Australian English*

Practical English Level 1

Achievement Standard: Criterion 3 Speak clearly and engage in conversation and discussions with individuals and small groups

- *Converses with a variety of audiences*
- *Uses appropriate non-verbal communication to assist with verbal and non-verbal exchanges*

Example 2

ACARA Bridging Unit 2

Achievement Standard: Create a range of texts

- *Use a growing range of technologies and mediums (ACEEA145)*

EAL/D Level 1

Content Description: PART C Create a range of texts

- *Use appropriate word processing technology and presentation equipment such as computers, electronic white boards, digital projectors (where available)*

Example 3

ACARA Bridging Unit 2

Achievement Standard: Creating oral, written and multimodal texts

- *Created texts that recount aspects of experience or personal information in different modes and mediums*

EAL/D Level 1

Achievement Standard: Create short and simple texts in English to convey ideas and information

- *Create text that describes personal information and experiences*

Consultation with Teacher of ESL Level 1

Current teachers of ESL Level 1 were contacted individually, to ascertain their response to the following statement:

ACARA Bridging Units 3 & 4 were the most appropriate upon which to base the course currently being developed.

TQA were keen to capture the professional judgement of practising teachers in relation to how best to cater for the skill level of Level 1 students, and where to “pitch” the new EAL/D Level 1 courses. Would ACARA Bridging Units 1 & 2 be more suitable for the skills level of this cohort of students in their expert opinion?

The following is a record of contact and outcome of these discussions:

Claremont College	Contacted. Will review ACARA content and return a call to TQA
Don College	Email response: In my opinion, the Bridging Units 1 and 2 are more appropriate for ESL Level 1. A C rating for Level 3 and 4 asks students to explain, describe and communicate ideas with control of expression. In my experience, Level 1 students have basic, conversational English at best, so expectations are more to do with retelling a story or piece of information, or recounting personal experiences. The range of writing skills required for a C rating in Units 3 and 4 is too sophisticated for a student who has limited vocabulary. For instance, asking a Level 1 student to create a range of texts for different purposes, audiences, modes and mediums is asking a lot of someone whose English is very basic. I think we want students who may have recently arrived in Australia to have an entry point to our TQA syllabuses and the Level 1 and 2 Units are more aligned with that idea. If the students do well in such a course, it will give them confidence to take on higher levels in Grade 12. We don't want to exclude them by making Level 1 unattainable.
Elizabeth College	Contacted. Initial indications are that ACARA Bridging Unit 1 and 2 are the most appropriate, but will email a response to TQA
GYC	Contacted. Surprised. Pleased. Good coherence. Bridging Units 1 & 2 were a match to TQA Level 1 needs.
Launceston College	Contacted. TQA requested to forward an email for comment by LC staff.
Newstead College	Contacted. Not available. TQA to call back (6332 3222)
Rosny College	Contacted. Staff are meeting this afternoon to discuss
Hobart College	Contacted. Bridging Units 1 & 2 sound good. They provide a correct match to TQA Level 1
St Patricks College	Supports the use of Bridging Units 1 & 2 for the basis of the EAL/D Level 1 course.