



Ascentis Pre-Entry Level Award in

Introduction to Learning for Speakers of Other Languages

Specification

Unregulated Qualification

Start Date	01/09/2018
Review Date	31/07/2028
Certification Review Date	31/07/2029

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and, in recent years, to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

Ascentis House
Lancaster Business Park
3 Mannin Way
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

TABLE OF CONTENTS

INTRODUCTION TO LEARNING FOR SPEAKERS OF OTHER LANGUAGES

Introduction	4
Aims	4
Target Group	4
Rules of Combination	5
Guided Learning Hours (GLH) and Total Qualification Time (TQT)	6
Time Limit for the Process of Credit Accumulation and Exemptions	6
Recommended Prior Knowledge, Attainment and / or Experience	6
Age Range of Qualification	6
Opportunities for Progression	6
Resources to Support the Delivery of the Qualification	6
Centre Recognition	6
Qualification Approval	6
Registration	6
Status in England, Wales and Northern Ireland	6
Reasonable Adjustments and Special Considerations	7
Enquiries and Appeals Procedure	7

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment	8
Verification	9
Internal Verification	9
External Verification	9
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers	9

UNIT SPECIFICATIONS

Language for the Learning Environment	10
Language for the Classroom	11
Speaking and Listening	12
Reading and Writing	13

ASCENTIS PRE - ENTRY LEVEL AWARD IN INTRODUCTION TO LEARNING FOR SPEAKERS OF OTHER LANGUAGES

Introduction

This qualification recognises the significant learning that takes place in order for some speakers of other languages to be ready to undertake further study. It recognises learners' ability to move around their place of learning and to develop the necessary study skills to be able to access the ESOL core curriculum in the future. It offers a flexible approach to assessment, with a defined lexis and content. It allows learners to practise the underpinning skills in speaking, listening, reading and writing in order to enable them to learn English effectively.

There are several features of this qualification that make it very appropriate for its target learners:

- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- The qualification can be delivered in a range of settings
- Downloadable assessments are available on demand
- Each unit is internally assessed
- Externally set assessments are internally marked by centre assessors and then externally verified by Ascentis
- Mark schemes are user friendly and provide sufficient detailed information to support consistent assessment decisions.
- Assessment dates are determined by the centre, not Ascentis

Aims

The aims of the qualification are to enable learners:

- 1 To operate confidently in a learning environment
- 2 To begin their studies in English with confidence
- 3 To develop basic underpinning skills in English listening, speaking, reading and writing

Target Group

This qualification is aimed at a range of learners, including settled minority communities and refugees/asylum seekers. Learners may be non-literate, or literate in another script but not able to access the Latin script. Learners may have had little or no experience of formal learning.

Rules of Combination

Learners must complete the 4 mandatory units in order to gain the Ascentis Pre-Entry Level Award in Introduction to Learning for Speakers of Other Languages. Unit certification is available.

Ascentis Pre-Entry Level Award in Introduction to Learning for Speakers of Other Languages			
Minimum credit value at level of qualification or above: 8			Minimum credits: 8
Mandatory Units			
Title	Level	Credit Value	GLH
Language for the Learning Environment	Pre-Entry	1	10
Language for the Classroom	Pre-Entry	1	10
Speaking and Listening	Pre-Entry	3	30
Reading and Writing	Pre-Entry	3	30

It is possible to combine units from across the ILSOL suite by registering learners on the single unit ILSOL programme.

Guided Learning Hours

The recommended guided learning hours for this qualification is 80.

Total Qualification Time

The total qualification time is 80 hours.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

No previous formal qualifications are required for entry to this qualification.

Age Range of Qualification

This qualification is suitable for young people aged 14-19 and adult learners.

Opportunities for Progression

Learners who have completed this qualification may wish to undertake ESOL Skills for Life qualifications.

Resources to Support the Delivery of the Qualification

These are outlined in the Assessor Guidance.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If the centre is approved by Ascentis to offer ESOL Skills for Life, please contact the Ascentis office. If the centre is already a recognised centre, but not approved by Ascentis to offer ESOL Skills for Life you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

Candidates need to be registered electronically via the Ascentis electronic registration portal at least 10 working days before the intended assessment date. Guidance can be downloaded from the Ascentis website at www.ascentis.co.uk.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements, reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the login area of the Ascentis website www.ascentis.co.uk or by contacting the Ascentis office.

Inclusive statements

Ascentis assessments for speakers of other languages are intended to be as inclusive as possible to a wide range of candidates without affecting the integrity of the qualification. This includes:

Speaking, Listening and Communication

- Can include access to augmentative speech equipment and such software as constitutes the learner's normal way of working
- Does not depend on the use of written language or requires the individual/s with whom the learner is communicating to be able to read
- Where written instructions are issued to learners, the use of a human reader may be permitted

Reading

- Text is defined as materials that include the use of words that are written, printed, on screen or presented using Braille
- A human reader cannot be used to demonstrate the requirements of the standards for reading, as this does not meet the requirements for independence
- An electronic reader may be used under certain conditions, where its use does not impact on the assessment of the learner's reading ability

Writing

- Text is defined as materials that include the use of words that are written, printed, on screen, or presented using Braille and which are presented in a way that is accessible for the intended audience
- A human scribe, speech recognition technology or other writing aid may be used under certain conditions, where its use does not compromise the valid assessment of the learner's own skills

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website www.ascentis.co.uk or by contacting the Ascentis office.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

The Ascentis Pre-Entry Level Award in Introduction to Learning for Speakers of Other Languages requires evidence of achievement of all the skills and activities that are set out in each unit within the specification. The successful achievement of all the tasks for a unit provides confirmation that all learning outcomes and assessment criteria within the units of assessment have been achieved.

Assessments are internally marked by centre assessors and then internally verified to ensure consistency. The assessments will then be externally verified by Ascentis. An attendance list must be completed for each assessment. Mark schemes are provided for the assessment and they give sufficient detailed information to support consistent assessment decisions. Assessors should judge their learners' performance against these criteria following the detailed mark schemes. The centre must retain evidence of the assessments for 4 weeks after the date of the external verification in case of appeal.

A bank of assessments is written and provided by Ascentis. After centres have registered learners via the Ascentis electronic portal, they will have access to this bank of assessments at the relevant level. Once downloaded, these must be stored in centres under secure conditions.

The specification and the assessor guidance provides an indication of the kind of assessments the learner is going to be asked to perform and of the skills to be assessed. Learners cannot be assessed through the same task more than once. If a learner is unsuccessful in an assessment, he/she may be given another opportunity for assessment, but this must be through a different task. It is a centre's responsibility to monitor the use of the assessments and their security.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the login area of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment.

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers

Those delivering and assessing the qualifications should hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training and ideally a specialist ESOL teaching qualification such as the Ascentis Level 5 Diploma in Teaching English: ESOL, or be working towards such qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis electronic portal or the Ascentis website.

UNIT SPECIFICATIONS

Language for the Learning Environment

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Pre-Entry

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Know how to locate a facility in the place of learning	1.1	Identify a key facility for use in the place of learning
2	Be able to identify a member of staff	2.1	Identify a member of staff to contact
3	Be able to identify a health and safety procedure	3.1	State a health and safety procedure

Indicative Content
Learners should be able to function confidently and safely in their place of learning. They should be able to identify key members of staff and the main areas of the building.

Assessment Method

Please note that this unit is assessed by a witness statement. See Assessor Guidance available from Ascentis.

UNIT SPECIFICATIONS

Language for the Classroom

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: **Pre-Entry**

Introduction

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand the importance of attendance	1.1 Attend to the best of their ability
2 Understand the rules of the classroom	2.1 Understand the importance of punctuality
	2.2 Bring appropriate equipment for learning
3 Work cooperatively in the classroom	3.1 Listen to the teacher
	3.2 Respond to the teacher
	3.3 Listen to other learners
	3.4 Respond to other learners

Indicative Content

Learners should be able to understand the importance of regular attendance in order to learn. They should understand the importance of punctuality and classroom behaviour such as bringing the correct equipment and listening and responding to others.

Assessment method

Please note that this unit is assessed by a witness statement. See Assessor Guidance.

UNIT SPECIFICATIONS

Speaking and Listening

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Pre-Entry

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Pronounce key personal words	1.1 Pronounce key personal words with enough accuracy to be understood by a sympathetic native speaker
2 Give greetings	2.1 Give greetings to take part in polite social interchange
3 Give personal information	3.1 Give basic personal information
4 Use single words to show recognition of vocabulary item	4.1 Recognise and say words from a limited common and social lexis
5 Respond to instructions	5.1 Respond to simple single-step instructions
6 Respond to requests	6.1 Understand simple requests

Indicative Content
• Pronounce own personal details accurately addressing any specific difficulties that their first language may cause for the learner e.g. b/v sound mix, v/w sound mix. • The learner should be able to use greetings: Hello/goodbye and variations (hi/bye, (good) morning, afternoon, evening, night, plus regional variations. Recognise appropriate level of formality. • The learner should be able to use: Please/thank you, How are you? Very well/fine/well/good/not so good. • The learner should be able to give name, town, and phone number. • Social sight words include: classroom objects, home, colours, parts of the body, things in a town, food and drink, numbers, parts of the body, family and friends, clothes (see Assessor Guidance) • Simple single-step instructions such as listen, come in, sit down, look, read, work in pairs, groups show me, point to. • Understand and respond to questions. For example: What is your name? Where do you live? Do you like? Have you got?

UNIT SPECIFICATIONS

Reading and Writing

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Pre-Entry

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Read simple social sight words and signs	1.1 Read social sight words and signs
2 Read numbers 1-10	2.1 Read the numbers 1-10 as digits
3 Read individual letters of the alphabet	3.1 Read letters in lower case
	3.2 Read letters in upper case
4 Form the letters of the alphabet	4.1 Write legibly
	4.2 Write letters in lower case
	4.3 Write letters in upper case
5 Write simple CVC words	5.1 Write words with accurate consonant sounds and short vowels
6 Write own name and address	6.1 Write name
	6.2 Write address
7 Write numbers 1-10	7.1 Write numbers as digits

Indicative Content
Learners should be able to use a pen to trace, copy and write accurately. Learners should be able to write upper and lower case letters and to recognise the differences between upper and lower case letters. Learners should be able to write their own name and address and telephone number. Learners should be able to write common dictated CVC words. Learners should be able to recognise common signs. (See Assessor Guidance for further details).